

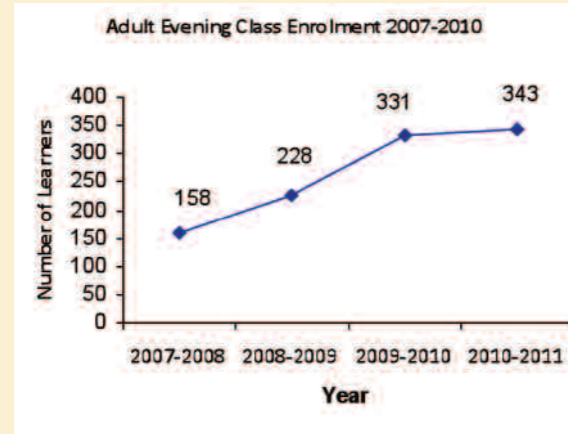
Key Target Area 2 Parental Engagement

- To improve parental engagement with school issues and with all FSES activities
- To encourage life-long learning and increased educational aspirations

Both schools have a Family Link Coordinator who offers support to the parents. Their remit is to empower parents to overcome any difficulties which may have a detrimental impact on the young person, academic achievement.

Other programmes provided include:

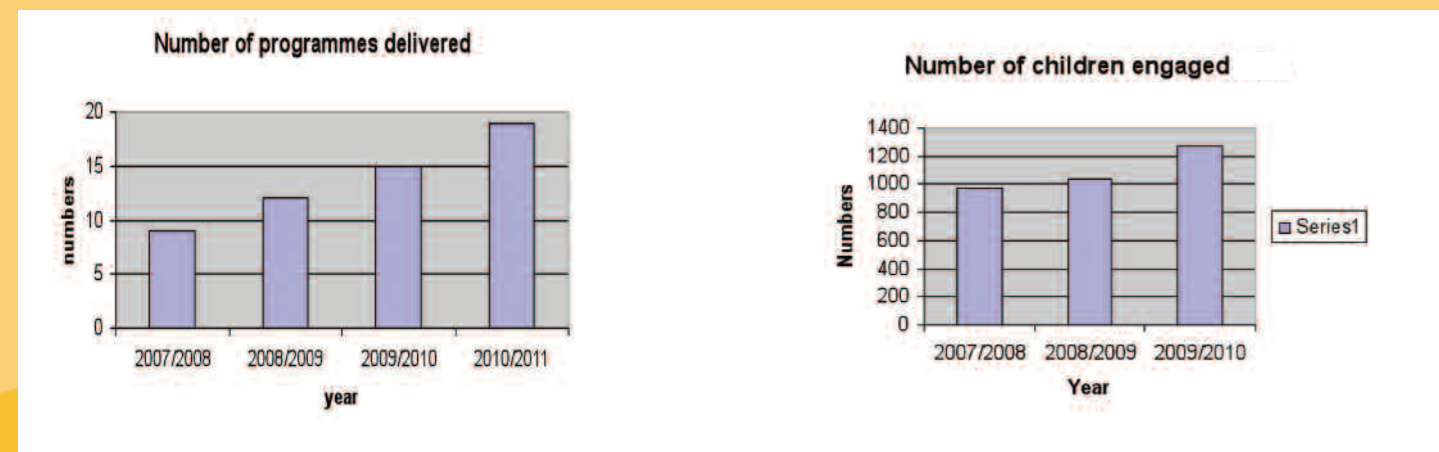
- Home visits made to every Year 8 family during July/August
- Family Welcome evening
- Parent focus groups and Parent Voice
- Parenting programmes during the school day and in the evening
- Adult evening classes - these include Ceramics, Cookery, Trampoline, etc., along with nine accredited courses: GCSE English, Maths, Astronomy, ECDL, CLAIT, Word Processing, Essential Skills English & ICT, Entry Level ICT and Food Safety in Catering & Retail.



The involvement in this area can be seen above

Key target area 3 Transition

Transition teachers are working in 18 feeder primary schools in North and West Belfast. This needs led programme focuses on individual, small group and whole class support in Literacy, Numeracy and ICT. The main aim is to ease the transition for P7 children as they move into Year 8. Other programmes offered include Fun Days, visits to the Model Schools and specialist programmes delivered in the primaries. Additional programmes organised include: Summer Scheme, writing workshops, induction booklets, resources on CD Rom and on-line through the VLE (Virtual Learning Environment) and a Primary Forum for local schools to share good practice and resources.



Key target area 4 Health Engagement

- Increased health awareness for pupils, parents and the community

Health provision for young people and families is enhanced through the intervention from statutory and community organisations. These include:

- Awareness seminars for young people and their parents
- Individual support for mental and physical health
- Staff development in the areas of mental health, suicide prevention, substance misuse and behaviour management of vulnerable young people

Both schools have an on-site health facility which is managed by the Belfast Health and Social Care Trust. The aim is to use this to promote a healthy life style for pupils and their families.

Ward Name	Rank of Health Deprivation and Disability Domain Score (where 1 is most deprived and 890 least deprived)
Shankill	5
Crumlin	13
Duncairn	18
Water Works	20
Glencairn	43
Woodvale	44
Cliftonville	67
Legoniel	85
Highfield	90



Key target area 5 Community Engagement

- To develop purposeful engagement between the school and the community

The FSES Coordinators promote the vision of the Full Service programme with local stakeholders and statutory bodies. The schools currently work in partnership with 32 community organisations. Engagement is achieved through the following activities:

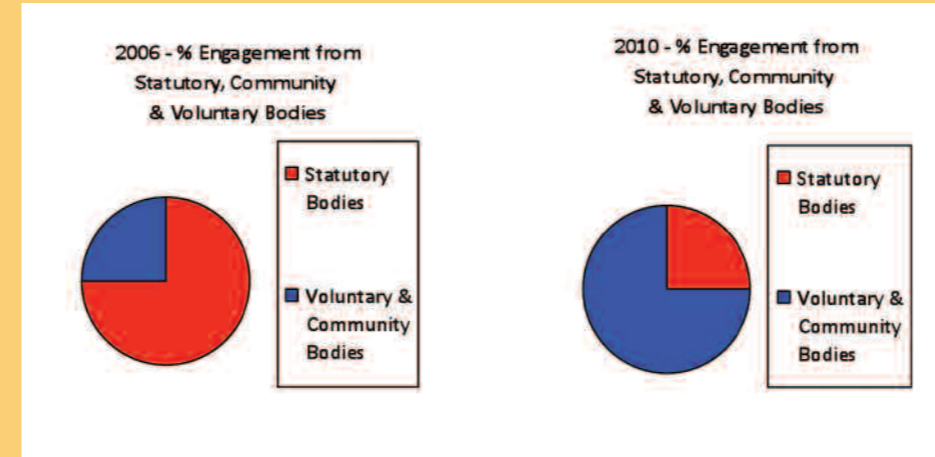
- Extended Schools Cluster
- Primary School Forum
- Community Forum
- Links with Business in the Community
- Classroom input
- FSES Coordinators are members of Executive Committees and Steering Groups across North Belfast and Greater Shankill.

ISCYP (Integrated Services For Children and Young people) Personal Development Mentors are supporting the pastoral teams in the Boys' and Girls' Model Schools to

provide support to young people who need help to overcome barriers to learning, both inside and outside school, in order to achieve their full potential.

ISCYP Key Stage 3 Advisors are working with the Boys' and Girls' Model Schools to provide early access to careers advice, develop career pathways and support existing careers programmes.

Through the establishment of the NBCLC (North Belfast City Learning Centre) we have the opportunity to secure the Model Schools at the heart of the community, to create a hub of resources for community renewal and improve the life-chances for children and young people in North and West Belfast. The involvement of outside bodies has changed dramatically over the last five years:



The Belfast Model Schools Our New Schools

Over the last few years, there has been a significant investment in new schools as part of the Belfast Schools Strategic Partnership.

Belfast Model School for Girls moved into their new building on 4th January 2010 and Belfast Boys' Model School started the 2010/2011 academic year in their new premises.

These new schools have fantastic facilities that are available for use by all sectors of the community. These facilities include sports pitches, sports halls, fitness suites, a dance studio, performance theatres, health and parenting rooms, an impressive range of audio-visual technology and multi-media equipment.

Belfast Model School for Girls has a stunning state of the art, Hair and Beauty Salon located in the school Community Centre. These professional facilities are available with 20 hairdressing stations and 5 beauty couches. Links are being made with training providers to offer courses for those who want a career in this industry. These facilities also present a great opportunity for anyone who wants to run their own business.

An Electronic Village Hall offers the unique opportunity for the local community, business and schools to utilise a suite of 60 computers with full internet access. A fully trained technician is onsite to offer help and technical support.

Belfast Boys' Model School has a Youth Centre which is open every evening, facilitated by a Full Time Youth Worker and a team of dedicated volunteers. Young people have the opportunity to engage in a range of youth work activities in the dedicated youth wing, but they also have access to and use of all the facilities the school has on offer.

Belfast Boys' Model School offers state of the art, professional standard sports facilities, located in Mount Pleasant. These include a floodlit 3G pitch and a Tartan running track, which are of an international standard.

The resources available on both sites, and the vision of the North Belfast City Learning Centre Management group, will support us in our aspiration to secure the Model schools as a hub for community development and lifelong learning.

Individuals and groups seeking to access the facilities can register as community members and get news about events, programmes and community information. Once registered as an individual or as group, bookings can be made on-line at www.nicomunityschools.org. Or e-mail info@nicomunityschools.org.

The Full Service Extended Schools make full use of these facilities to offer additional learning opportunities and to run programmes to address identified need.



Full Service Extended School Evaluation Briefing

2006 - 2011

Belfast Boys' Model School and the Belfast Model School for Girls



Background Full Service Schools

1. The Full Service Schools' programme was initiated in Belfast Boys' Model School and Belfast Model School for Girls in October 2006. The rationale for the Full Service programme is best described in terms of the following connected issues:-

- Widespread social deprivation;
- Low educational attainment;
- Connected issues which leave a negative impact upon lifechances, health and employment.

The programme contributes to the overall strategic aims of DE by providing targeted support for learning and training to those who need it most. The programme contributes to a number of DE policies including Every School a Good School (ESAGS) which proposes a holistic approach to overcoming the barriers to education including support to develop pupils' emotional health and well being in order to improve readiness to learn.

2. The Full Service School is a fully extended school offering substantial additional programmes and activities not only for

pupils but also the local community. Many of the pupils who attend both schools live in the Shankill area. The Noble Index of Multiple Deprivation ranks this area within the top 10 most deprived Super Output Areas in terms of Education and Health domains. The objectives of the programme are as follows:-

- 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 both schools and in feeder primary schools;
- To encourage collaboration and partnership with neighbouring schools and statutory and voluntary sector organisations operating in the local community.

3. The Full Service programme focuses on the needs of the whole child - physical, emotional, social and academic, in order to help create the conditions necessary for all children to learn. The programme is available to young people, families and community members before, during and after school, all year round. Full Service Schools strive to strengthen families and communities so they are better equipped to support young people.

4. A comprehensive audit was conducted by the Full Service School Co-ordinators to ensure that partnerships and programmes were established to meet the needs of all stakeholders and were fully integrated into the life of the schools. With support from the school principals and school personnel in partnership with pupils, families, community residents and partner organisations, decisions are made together to foster student learning and personal development. Schools and community work together to help young people fulfil their potential.

5. Some of the programmes established in response to the needs determined by the community include:

- (A) before and after-school programmes build on classroom experiences which help students improve their aspirations, contribute to their communities and enjoy themselves. These programmes encourage a whole school approach to raising levels of attainment;
- (B) health and well-being initiatives are integrated into the curriculum in order to establish an environment where pupils are ready to learn;
- (C) parents and community residents participate in adult education and job training programmes with the aim of encouraging a family learning culture which will permeate through the schools, improving aspirations and attainment;
- (D) links with early years provision, primary schools and with the community is crucial in delivering a holistic approach.

Finance

6. The Full Service Schools programme was funded initially through the Renewing Communities programme, 2006-2008, which was the government's response to the issues raised by the Taskforce on Protestant Working Class Communities. The Renewing Communities programme included a range of education based pilot programmes aimed at selected disadvantaged areas of Belfast.

7. Some of the programmes, including the Full Service Schools, were extended from 1 April 2008, following the end of Renewing

Communities resources and are currently being funded from core education budgets. The cost of the Full Service programme is £350k per annum split equally between both schools.

8. On 15 March 2011 the Education Minister Caitríona Ruane announced that both the Full Service Schools programme at the Model Schools and the Full Service Community Network operating in West Belfast would continue to receive £350k each year for the next 4 years.

Evaluation

9. The management structure for the Full Service School programme consists of a Project Board and Operational Management Group. The Project Board, chaired by BELB, includes representatives from DE, DSD, Health, both School Principals and members of the schools' Senior Management Team. The remit of the group is to monitor the work of the Operational Management Group and to make recommendations and decisions around monitoring and evaluation criteria, policies and procedures and the allocation of resources. The Project Board meets monthly with other meetings as required. The two Full Service School Co-ordinators report to the Project Board.

The Operational Management Group is comprised of representatives from the schools' Senior Leadership Teams BELB and Health and community representatives along with Primary School Principals. The remit of

the group is to implement recommendations from the Project Board, complete audits, monitor and evaluate action plans and report to the Project Board.

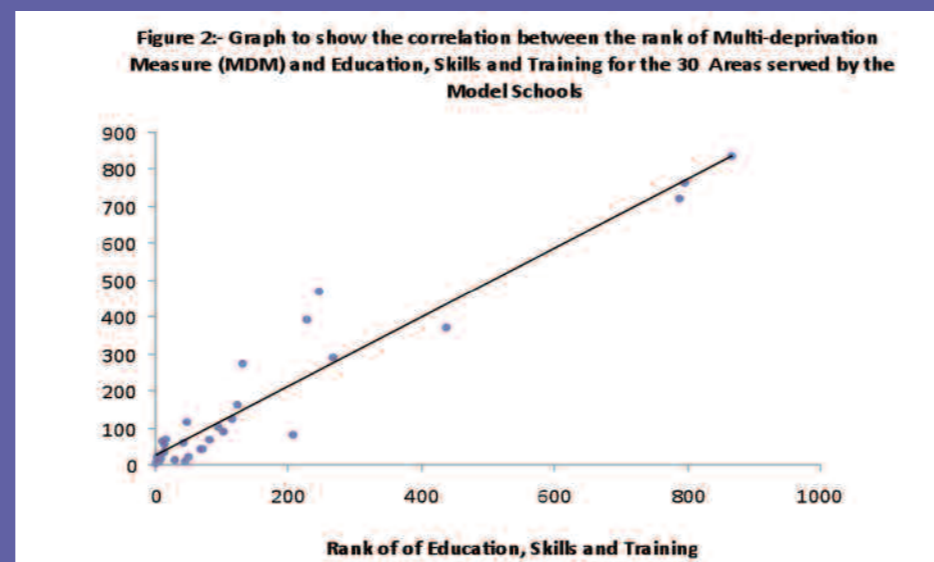
In May 2007, DE commissioned an evaluation of the Full Service programme and the evaluation report was published in June 2008. Feedback from consultees was generally positive, which included surveys with parents, pupils, school personnel and service providers. The evidence in the evaluation suggested that the development of the programme was in line with similar programmes in England and other countries. The review concluded that early indications were that positive outcomes would emerge.

Following the publication of the evaluation report, a strategic review day of the Full Service Schools project was held, in September 2008, with key stakeholders, to discuss the recommendations contained within the report and review plans and re-assess needs accordingly. It was agreed that the Full Service strategies would focus on the needs of identified groups along with the following 5 key themes:-

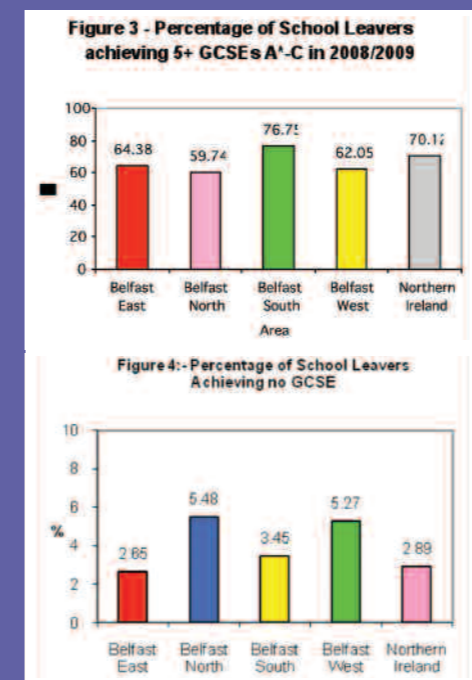
- Engaging pupils
- Engaging parents
- Engaging community
- Transition
- Health

In 2010, 60% of the wards in the catchment for both schools, were in the top 10% of the most educationally deprived wards in Northern Ireland. Shankill-2 and Woodvale-3 rank 1 and 8 respectively, compared to Cavehill-3 which is the only ward in our catchment in the 10 % least educationally deprived wards.

Figure 2 (below) illustrates this direct correlation between deprivation and academic achievement.



Figures 3 and 4, compare the performance of pupils at Key Stage 4 across Belfast. Young people in North and West Belfast are underachieving compared to their peers South and East.



The challenge to reduce inequalities in North and West Belfast is as great as ever. Educationalists, health professionals, local communities and others interested in the welfare of our young people, need to work together to make a difference.

Key Target Areas

FSES is a child centred, needs led programme which aims to reduce barriers to learning for the young people in both schools. The schools work in partnership with the whole community and parents to ensure success and life long learning opportunities.

Two audits have been conducted by both schools since 2006 and issues identified include; low self esteem, suicide and self harm, domestic violence, drugs misuse, mental health and depression and poor diet and lifestyle. These issues result in outcomes such as non-attendance to school, behavioural problems, low educational attainment, health inequalities, poor standard of living and decreased aspirations.

Using this information, 5 key target areas were identified. Action plans, programmes and targets have been devised to meet the needs identified. This section details the successes within these areas.

Key Target area 1 Pupil Engagement

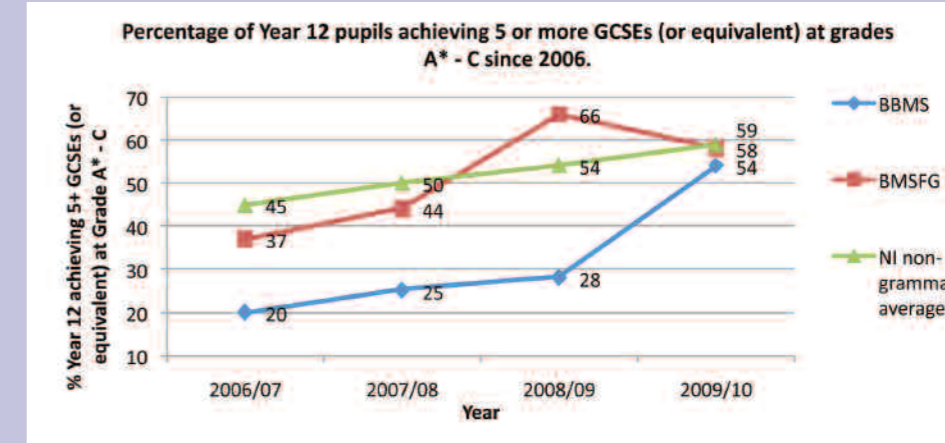
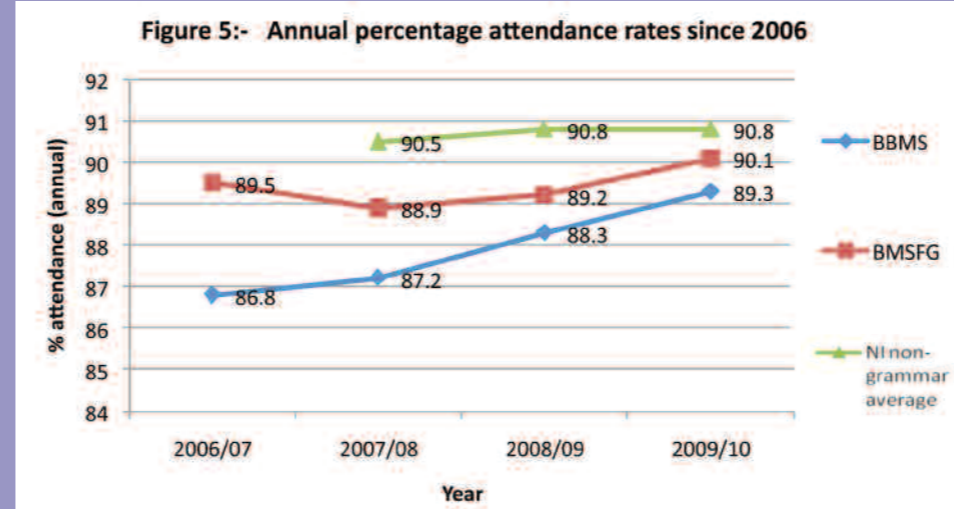
- To develop a 'readiness to learn' with those engaging in support strategies.
- To improve pupil attendance in identified cohorts

Through FSES we have employed Family Link Attendance Coordinators in both schools who specifically work with young people whose attendance has fallen between 80% - 90%. They develop links with the families, encourage individuals using peer support and offer incentives with the goal being to improve attendance and reduce this barrier to learning. Other supports/programmes provided include:

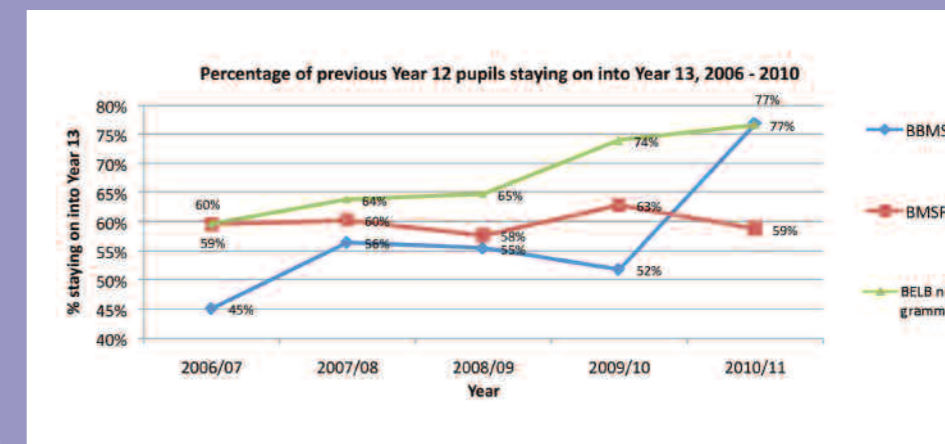
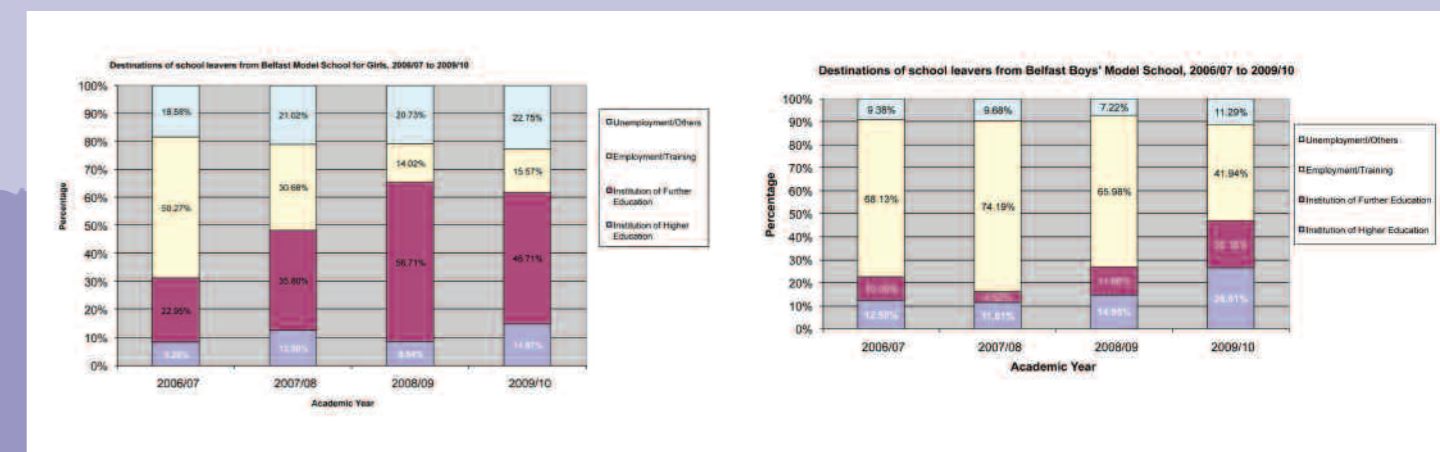
- Healthy Breakfast Club
- Coursework clinic

- Additional classes during holiday periods and after school hours
- Extra curricular programmes
- Home visits
- Intergenerational Programmes
- Behavioural support programmes
- Referrals to outside agencies

Figure 5 details the improvement in school attendance rates since 2006. This shows the gap with the NI non-grammar average is narrowing.



Exam results have shown significant improvement and are in line with the NI non-grammar average.



Figures 8 and 9 illustrate that more young people are now staying on in education and this is improving in line with the BELB non grammar average. Courses offered now cater for all levels of ability and interests.



Identifying the need.

The schools draw most children from the Greater Shankill part of Belfast, mainly from the predominantly unionist, or loyalist, part of the Shankill, Crumlin, Ardoyne, Crumlin, Highfield wards. Some 60% of the young people who attend the schools are from the Shankill. Pupils from North Belfast account for 40% of the schools intake, mainly from the Cavehill and Ballysillan wards. The Shankill is separated from the neighbouring nationalist, Falls Road area by peace lines and has a population of around 22,000. This area was the main focal point of the civil conflict known as The Troubles (1969 - 1998).

Of the wards listed above, which form the main catchment area for the schools, Ardoyne, Shankill, Crumlin, Highfield, Ballysillan and Upper Springfield all fall within the 30% most deprived wards in Northern Ireland. In 2010/11, 93% of children at Belfast Boys' Model School come from these wards, while 92% pupils at Belfast Model School for Girls come from these wards.

There are a total of 890 Super Output Areas in Northern Ireland and they are ranked from 1, the most deprived, to 890 the least deprived (http://www.nisra.gov.uk/deprivation/nimd_m_2010.htm). There is wide variation in the

relative deprivation of areas within the schools catchment area. Figure 1 identifies the top 5 and bottom 5 super output areas within the school catchment areas ranked in order of multi-deprivation and compares these levels of deprivation for 2005 and 2010. These statistics illustrate that there is a wide gap between the least and most deprived wards and from 2005 to 2010 this has largely remained unchanged. It is also significant that 3 areas identified as being most deprived in 2005, have improved in rank and in 2010 displayed slightly lower levels of relative deprivation, but are still in the top twenty most deprived areas in Northern Ireland.

