



# Full Service Community Network

Annual Report

2017/18



---

*'Educational Achievement for All*

## Contents

Who we are and what we do	Page 3
Our Mission	Page 4
Message from Project Manager and Chairman	Page 6
How much did we do in 2017/18	Page 9
How well did we do it in 2017/18	Page 23
How we made a difference in 2017/18	Page 28
How we spent our budget	Page 31
 <u>Appendices</u>	
1-Participating Schools and Key Stakeholders	Page 33
2-Barnardo's 'Time 4 Me' Counselling Report	Page 35
3-West Belfast Partnership Board 'Easter School' Report	Page 39

## Who we are

### FSCN Board Members 2017/18

Malachy Crudden	CCMS (Chair)
Ann Pendleton	FSCN (Project Manager)
John McConnell	Department of Education (observer status)
Fiona Hood	Department of Education (observer status)
Dale Heaney	Department of Education (observer status)
Frank Maskey	Post Primary ALC
Karen Morgan	Principal - Gaelscoil na Mona
Ciara McBride	Principal - Gaelscoil an Lonnain
Steven Corr	West Belfast Community Safety
Paul Maskey	West Belfast MP
Mairead Weir	Principal – St Joseph’s Primary School, Chair Primary ALC
Geraldine McAteer	West Belfast Partnership Board

### 2017/18 FSCN Staff Team

Ann Pendleton	Project Manager
Lindsay Adair	Project Administrator
Toni Chi Vaughan	Key Worker-Educational Transition
Anna Magennis	Key Worker-Education and Transition
Charlene O’Hara	Key Worker-Education
Nicola Boyle / Aisling Dundee	Key Worker-Education (for Niamh –Aine Morgan)
Grainne Wallace	Key Worker-Education
Maedhbh Nic Andereasa	Key Worker- Education (Irish Medium)

## **Our Mission**

The Full Service Community Network aims to raise educational attainment by working in partnership to address the educational needs of children, their families and the local community of Upper Springfield and Greater Falls.

## **What we do**

Full Service Community Network (FSCN) is a project funded by the Department of Education's (DE) '**Tackling Educational Disadvantage**' Team via the Catholic Council for Maintained Schools (CCMS) which has managerial responsibility for the project. A total of £385k was made available to support FSCN in 2017/18 (see section entitled *How we spent our budget* for further detail)

FSCN provides a range of educational support services for children, young people, families, schools and the wider community of Upper Springfield and Greater Falls neighbourhood renewal areas (2 of the most economically and socially deprived areas in the North of Ireland). The core aim is to work in partnership with schools and communities to help address low and under achievement.

Our focus for 2017/18 as directed by DE was on '**providing interventions that will lead to improved educational outcomes by reducing barriers to learning and providing additional support to help improve the life chances of disadvantaged children and young people**'.

Since 2008 we have supported the learning needs of an average 1000 children and young people per year. In partnership with counselling organisations we provide counselling services to 13 primary schools with an average of 500 individuals per year benefiting from the service (in 17/18 academic year this services was provided by Barnardo's. We also support the West Belfast Partnership Board's Easter School for year 12 students studying for GCSE English and Maths, currently contributing £20k per annum towards the delivery of the school.

We provide a range of services to support 25 local nursery, primary and post - primary schools including:

- Early Intervention programmes
- Literacy and Numeracy Support
- Family support
- Parenting work
- Counselling services
- Educational Transition
- Social and Emotional support
- Newcomer Support

FSCN facilitates connections in the interests of children, young people and communities.

We deliver specific educational services aimed at overcoming barriers to learning which complement educational services in the area.

We help identify further barriers, gaps in provision and work with key stakeholders to facilitate improved delivery where possible through shared knowledge and understanding.

We work in partnership with a range of agencies (highlighted in annex 1 to this report) to maximise opportunities and resources available within both formal and informal sectors to help narrow the gap in educational attainment within our communities.

We enhance skills, capabilities and attitudes of young people, increase self confidence and self-esteem, promote resilience and respect for others, which can and does lead to narrowing the gap in achievement levels, raising aspirations, and enhancing employability.

We deliver quality teaching and learning in partnership with local schools within the Upper Springfield and Greater Falls schools clusters.

FSCN works with the Education Authority's(EA) Inclusion and Diversity officers, Schools, Community and Voluntary organisations to help provide and facilitate much needed support to Newcomer children their teachers and families.

More detail on the exact support, including support to newcomers, delivered by FSCN during the academic year is provided within the section entitled '*How much did we do in 2017/18.*

## Message from the Project Manager and Chairman

We continue to be fully committed to the full service approach to delivering much needed additional support to children and young people in partnership for collaborative gain.

Successive educational research including Barnardo's '***A stitch in time***' campaign of 2015, '***The case for early support***', 2016 and the Queens University's ILiAD study '***Investigating Links in Achievement and Deprivation***' 2017, all show that 'effective prevention will, in time, reduce the overall prevalence of – and associated public spending on social problems far more effectively than responding after the fact'. (Rallings, J. and Payne, L. 2016).

The ILiAD study specifically identifies and recognises the Full Service approach as one which assists schools in addressing the needs of children and families and helping them to reach their full potential.

Full Service Community Network (FSCN) has been applying the '***stitch in time***' philosophy endorsing the '***case for early support***' for children, young people, families, schools and communities since 2008.

Throughout the 2017/18 academic year, FSCN provision reached a total of **1716** people within the communities of Upper Springfield and Greater Falls. **1016** received direct support from FSCN project staff.

We have focused our resources and efforts on supporting **847** children and young people across **29** local Educational organisations. This included 9 Primary Schools, 4 Irish Medium Primary Schools, 7 Nursery Schools (including 1 nursery unit), 5 Post Primary Schools and 4 community based organisations.

Including:-

- Working with newcomer children
- Identifying and managing trauma in children,
- Managing challenging behaviour
- Being safe online

We were delighted to work in partnership with schools and voluntary organisations to facilitate a number of shared learning events with **110** educators and **59** parents benefiting from these training and development sessions.

During this academic year FSCN resources enabled **469** people to benefit from counselling and wrap around services provided by Barnardo's 'Time 4 Me' in 13 primary schools funded by FSCN.

**231** year 12 students, **124** young men and **107** young women from 11 schools across west Belfast attended the 2018 GCSE Easter School organised by West Belfast Partnership Board and part funded by FSCN.

Outcomes reported that **87%** of those who attended the English classes got a 'C' grade or above. While in Maths **62%** achieved 'C' grade or above.

While literacy, numeracy and transitional support services remain core to the FSCN provision in helping to overcome educational disadvantage, demographic changes to the school population within the past 3 years has seen dramatic increases in the numbers of newcomer children attending schools particularly within the Greater Falls area.

Within the Greater Falls extended schools cluster, schools supported by the FSCN currently have welcomed a steady increase in the numbers of Newcomer children, with an in year average of 24% across 6 local schools. Newcomer enrolments within this schools cluster are approximately 4 times the city average of 6.4%.

Demographic changes also indicate that there has also been an increase in arrivals of children with interrupted formal education experiences. Many of these newcomer children have missed out on or have had significant gaps in formal education in their home countries and consequently may have additional socio-emotional, cultural and academic needs to be addressed and met by our schools and educators.

FSCN have continued to work creatively with International House Belfast, Intercultural Education Service and Conway Education Centre in the quest to assist schools, educators and children meet their respective challenges. These creative approaches have seen real results, notably the continued success of the Saturday school with 13 young newcomer students achieving GCSE Arabic and 4 achieving their AS level Arabic.

One teacher's comments about the early support her students received within our educational transition programme.

*"The children identified to take part in this project had a myriad of needs. They lacked confidence and self-esteem; they had difficulties interacting in a group with peers, adults and those with overall emotional regulation. Some of them come from fractured homes & backgrounds. They all need a huge amount of nurturing, this program gives them the scope to breathe, to relax, to feel utterly safe, to belong, to express without fear & to let go"* a testament to the fact that this works.

On behalf of the Project Management we want to express our gratitude to The Project Board for their support and guidance throughout the year and to staff for their dedication and commitment to the children, parents and schools within the Upper Springfield and Greater Falls communities.

We hope that continued financial and practical support and guidance from the Department of Education and CCMS will enable FSCN to continue to evidence 'the case for early support' within all of our schools.

Finally on the 7<sup>th</sup> January 2018 Full Service Community Network moved premises to St Mary's University College. On behalf of the Board and Staff we would like to express our deepest gratitude to Professor Peter Finn, his personal assistant Eilis McAteer and the entire academic and support staff at St Mary's University College for their open and warm welcome given to the board, staff and visitors of FSCN.

Thank you.

Malachy Crudden  
Chairman of the FSCN

Ann Pendleton  
Project Manager

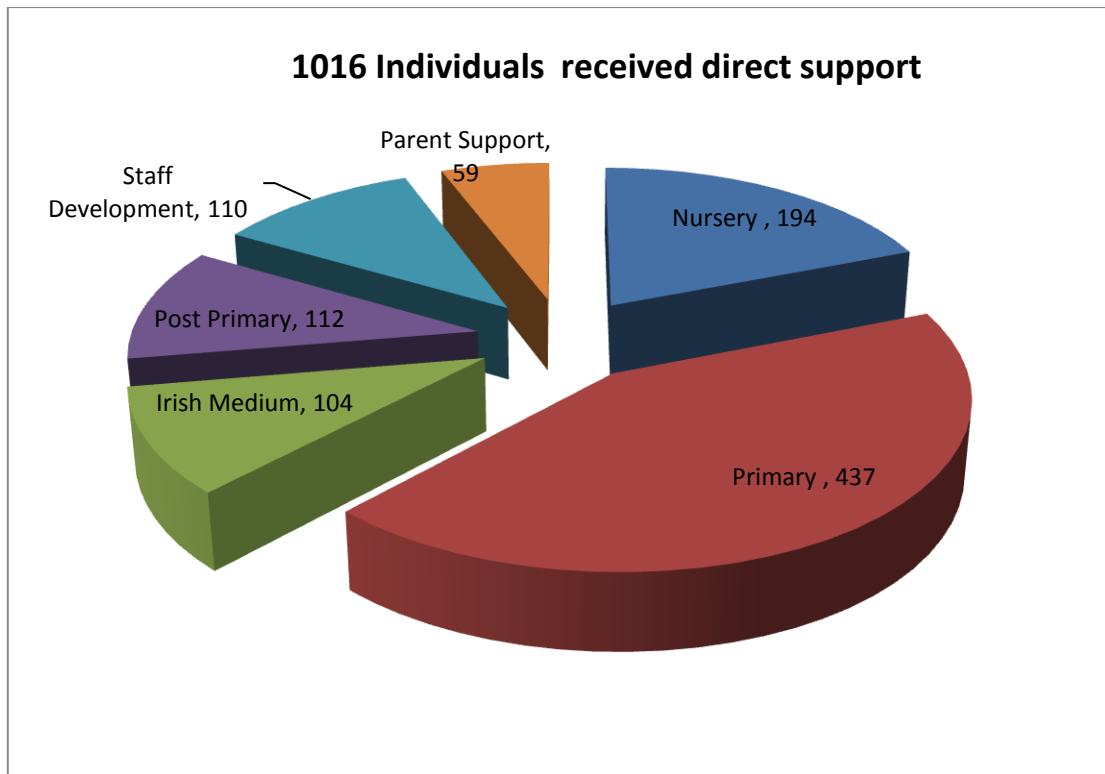


## How much did we do in 2017/18

FSCN worked with a total of 29 educational establishments within the Neighbourhood areas of Greater Falls and Upper Springfield areas.

The table below highlights the range of the educational support provided and the breadth of that provision.

Primary Schools	literacy	Numeracy	Transition	Homework	Early Year	Counselling	EAL Support	CPD	Parents	S & E
St Clare's	KS1 + 2	KS2					KS1&KS2			
St Paul's	KS1&2		KS2				KS1&KS2		KS1	KS1&KS2
St Mary's	KS1		KS2							KS1&KS2
St Kevin's		KS1	KS2	KS1&KS2			KS1&KS2		KS1&2	KS1&KS2
St Joseph's	KS1	KS1&2		KS1&KS2			KS1&KS2			
Holy Trinity		KS2								
St Peter's		KS2								
John Paul 11	KS1	KS1								
St Gerards										
<b>Irish Medium</b>										
Gael Scoil an Lonnain	KS1&2		KS2						KS1	KS1&KS2
Gael Scoil na bhfal	KS1	KS2								
Gael Scoil na mona	KS1&2	KS1&2								
An tsleibhe dhuibh	KS1	KS1								
<b>Nursery Schools</b>										
Cathedral										
Matt Talbott										
St Bernadette's										
St Martin's										
St Maria Goretti										
St Peter's Nursery unit										
St Paul's Nursery unit										
<b>Post Primary Schools</b>										
Corpus Christi College										
St Rose's College										
Colaiste feirste			KS2&3	KS2&3						
St Dominic's										
St Louise's										
<b>Community</b>										
Conway Education Centre				KS1,2&3						
Whiterock Children's centre										
West Belfast Partnership Board Education staff										
Falls Women's Centre										



Direct FSCN interventions reached a total of **1016** individuals during the academic year 2017/18.

Educational interventions and support throughout the year was provided to **847** School children:

**194** Nursery School Children

**437** Primary School Children

**104** Bunscoil paiste (Irish Medium Primary)

**112** Post Primary School Children

13 Local Primary Schools (including 4 Irish Medium), 7 Nursery schools (including 1 nursery unit) and 3 post primary schools all benefitted from academic support at a variety of educational stages and year groups including:

- Early years
- Foundation
- Key Stages 1, 2 and 3.

FSCN also facilitated a number of capacity building opportunities within both formal and informal educational organisations highlighted on page 9.

**110** education staff including; Teachers, Classroom assistants and Community educators participated in sessions on topics including:

- Understanding and awareness of Arabic Culture
- Working with Newcomer Pupils
- Internet Safety

59 parents/ carers participated in programmes facilitated by FSCN staff including:

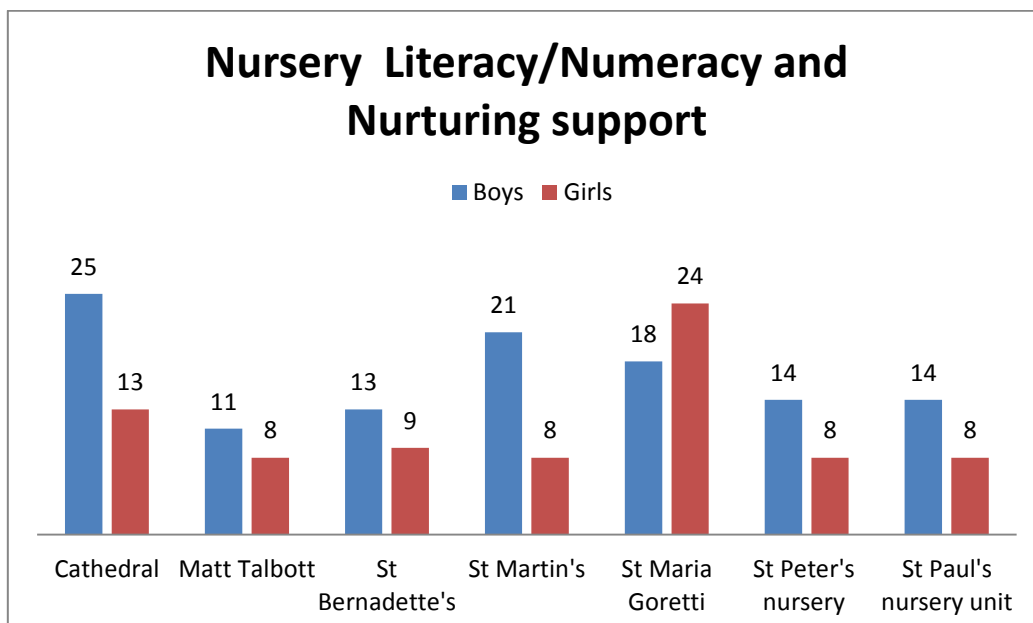
- Cook it
- English language classes
- Families Connect training

### Nursery School provision

The importance of ensuring that effort and resources are effectively targeted so that young people enjoy the **'best start in life'** is the primary emphasis within both the Draft Programme for Government and the Draft Strategy for Children and Young People 2017-2027.

During the 17/18 academic year FSCN teachers contributed to meeting this desired outcome by providing nurturing support to **194** children within 6 local nursery schools and 1 nursery unit.

Improved attention, listening and turn taking skills as well as social and emotional development all contribute to the overall readiness for learning and improved social skills for our early learners.

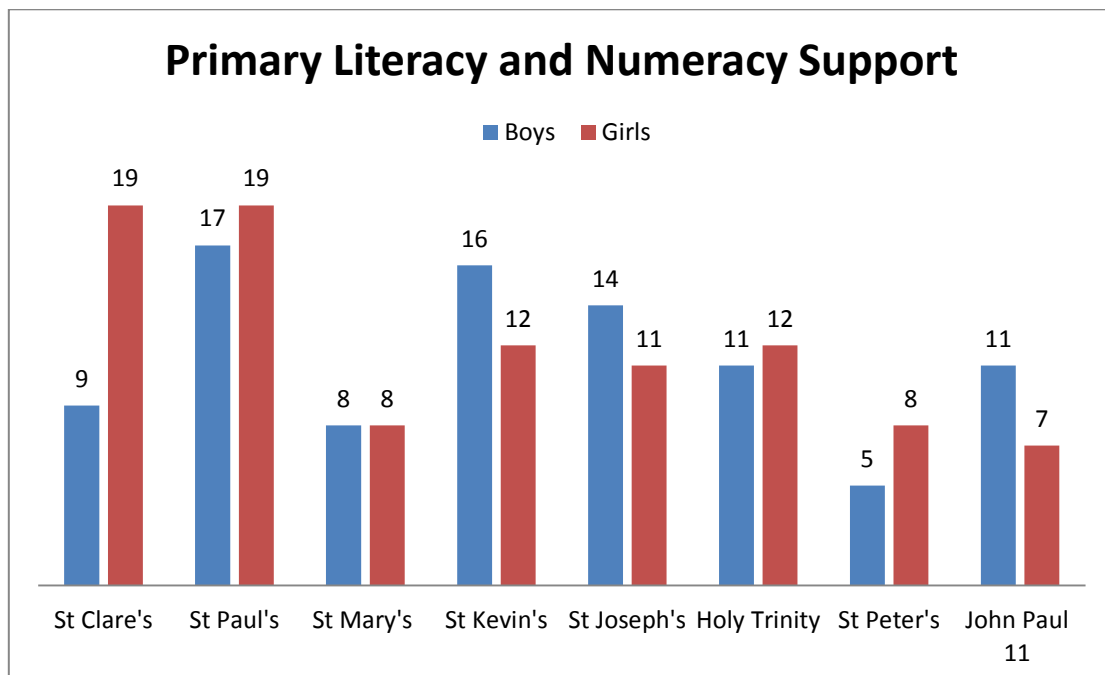
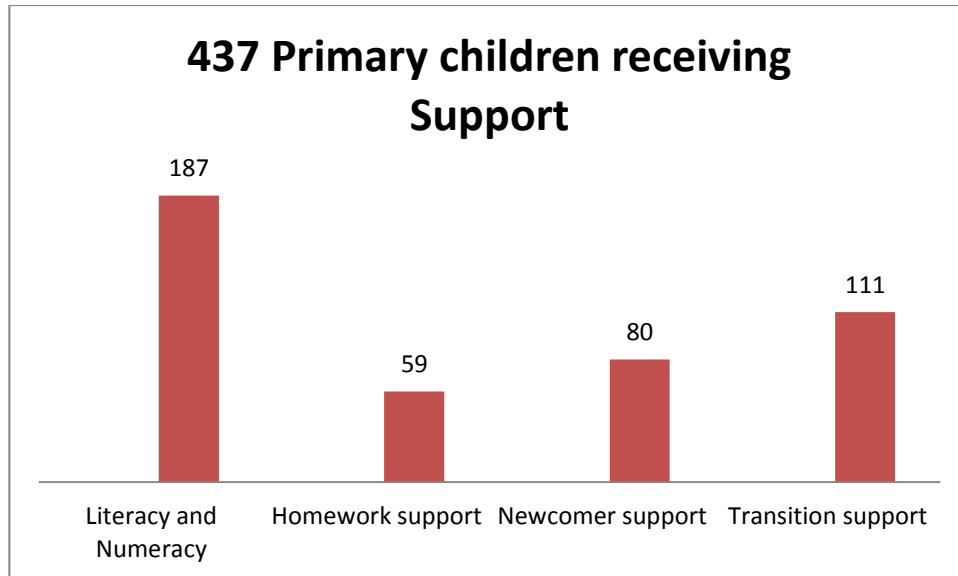


## Primary School Provision

Educational and Transition support within local primary schools remains the core focus of FSCN support in ***'Tackling Educational Disadvantage'***

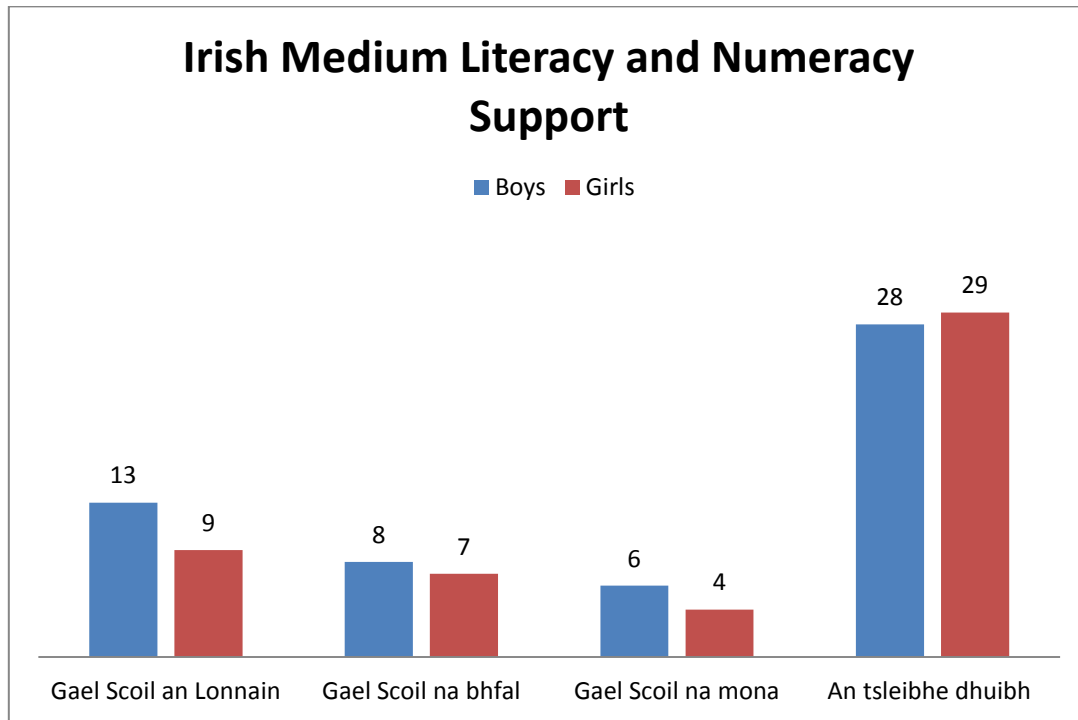
This year we supported **437** children within 8 local primary schools. Methodology included one to one and small group support.

The tables below highlight the range of support provided, gender breakdown and schools receiving support.



## Irish Medium Provision

During the year 2017/18 FSCN key worker supported **104** children within 4 Irish medium primary schools. This work primarily consisted of literacy and numeracy support on a one to one or small group basis.



*“The support provided by FSCN is invaluable in helping us meet the needs of our children”.*

Senior Teacher and SENCO co-ordination Tomas Rogan Gael Scoil Na Bhfal

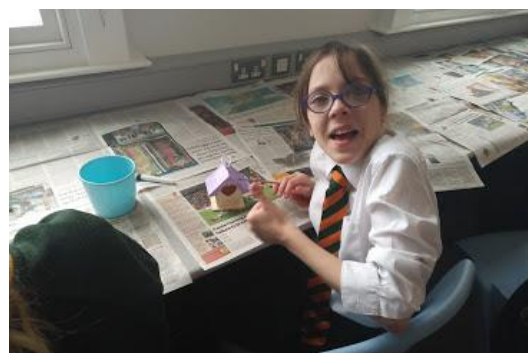
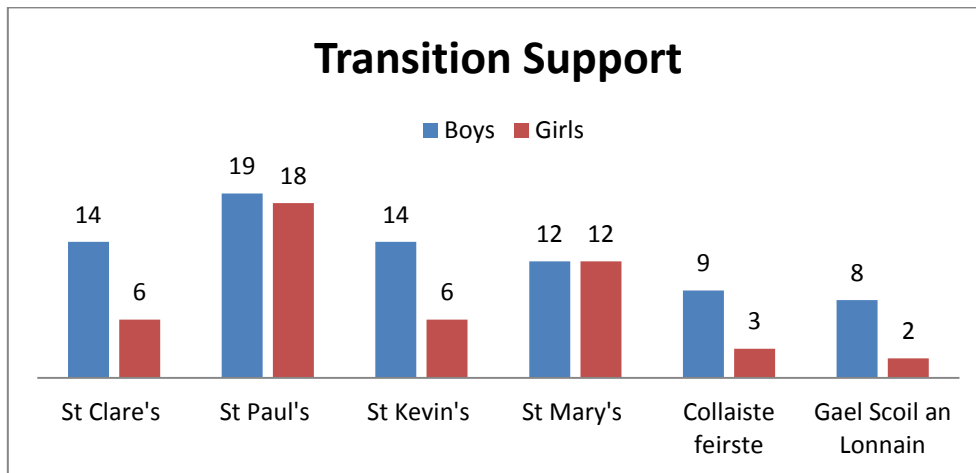
## Transition Provision

123 children from 5 Primary Schools and 1 Post Primary school received Transition support during the year.

At Colaiste Feirste 12, year 8 students received intervention work focusing on social and emotional resilience for 3 terms.

5 primary schools highlighted in the table below all received transition and social and emotional support for children primarily but not exclusively in primary. Key targets for this area of work included:

- Identifying current strengths & weaknesses
- Confidently express their own views & opinions
- Recognising & explore feelings in a safe positive way
- Demonstrating pro social behaviour in a group setting

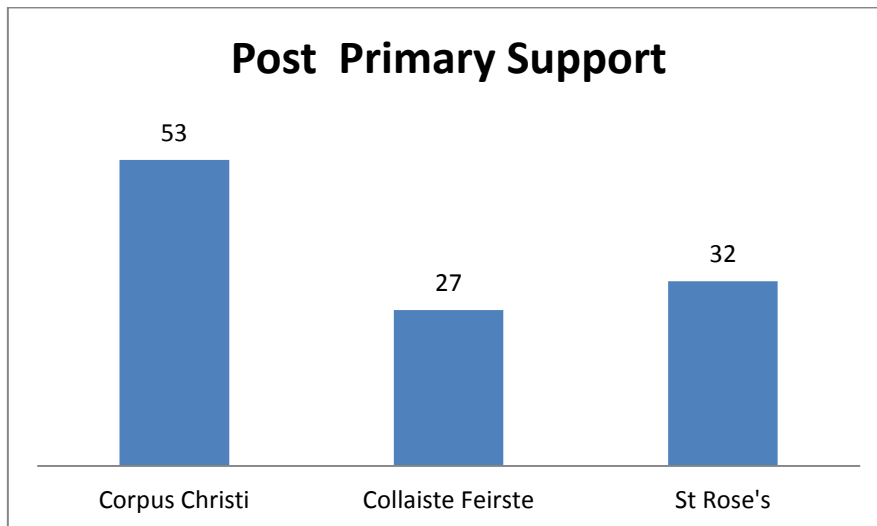


## **Post Primary Provision**

FSCN supported a total of **112** children in 3 local post primary schools, Corpus Christi College, St Rose's and Colaiste Feirste and at Conway Education Centre in 2017/18.

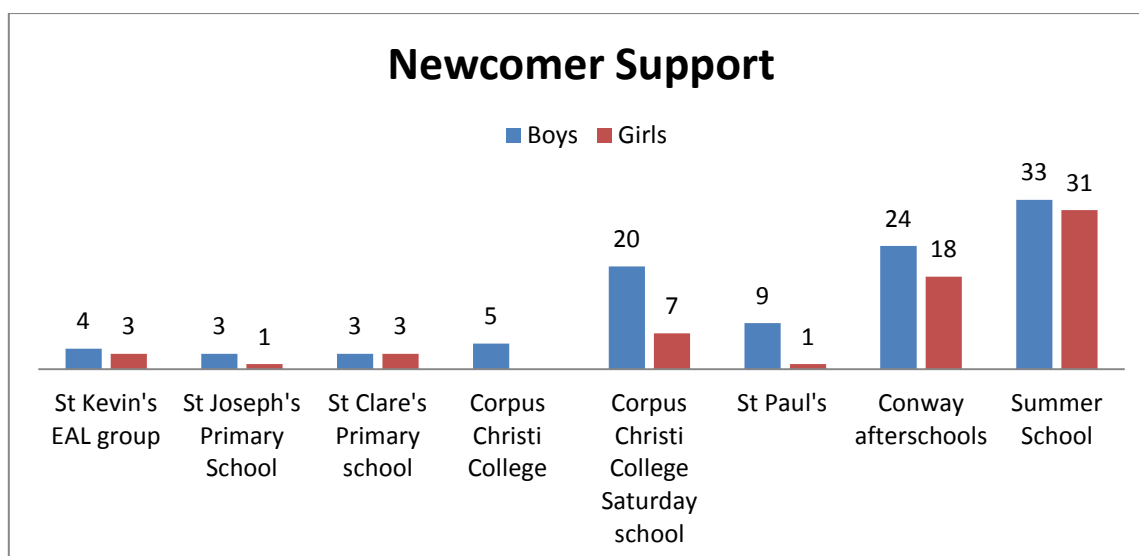
Pupils from Colaiste Feirste received Transition and homework support throughout the year. 27 Newcomer pupils from Corpus Christi College received support with English language development within the school on a weekly basis. Newcomer pupils from both Corpus Christi and St Rose's Colleges received further English support from FSCN by participated in a 10 week Saturday school which ran throughout the third term and a summer school programme which was co-ordinated by Conway Education Centre with support from FSCN teaching and transition staff.

In response to a growing demand for cycling proficiency skills for children commuting to and from school, FSCN organised a cycling awareness session in partnership with the Sustrans cycling organisation, for students from Corpus Christi College.



St Rose's pupils attending Saturday School at Corpus Christi College

## Newcomer Provision



With the growing number of newcomer pupils, particularly within schools in the Greater Falls Extended Schools Cluster, the need for FSCN support in this area of work has significantly increased over the academic year.

In-school support as identified within the table above has included:

English language instruction to children who require E.A.L support (English as an additional language) within 4 primary schools and 1 post primary school.

As mentioned above (support to Post Primary Schools) a Saturday school for newcomer pupils from Corpus Christi and St Rose's Colleges. The weekly sessions offered the young people an opportunity to develop and practice their English language skills and helped prepare 17 young adults for their GSCE and AS Arabic exams. As well as English language development for 10 pupils the Saturday school also included a range of social activities including baking, rugby and Gaelic sports and outings to local amenities and community facilities.

Funding from Greater Falls extended schools programme was used to fund 2 specific outings one to Portaferry, a trip to the Aquarium and the local Gaelic Athletic Club and the second to the Ulster Folk and Transport Museum.

### **Corpus Christi College**

FSCN helped co-ordinate and facilitate a Saturday School for newcomer pupils who required to help develop their English language and communication skills. The Project Manager as well as a part-time ESOL teacher assisted in the delivery of an educational and social activities programme for a group of 27 Newcomer pupils from both Corpus Christi and St Rose's Colleges.



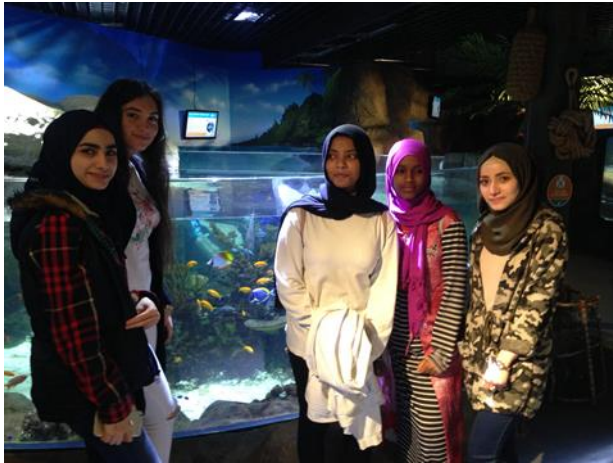
The programme ran for 10 weeks from April to June. Educational focus for the programme was on building reading, verbal and written communication skills as well as social interaction skills. Pupils participated in a range of organised social and sporting activities including: Baking, Rugby, Cycling, Hurling as well as day trips to the Ulster Folk and Transport Museums and Exploris.

During the final session students were asked to feedback on their experiences, both verbally and in writing.

100% of respondents said that their speaking, spelling and reading in English had improved and most importantly they all said that they had enjoyed coming to Saturday School.

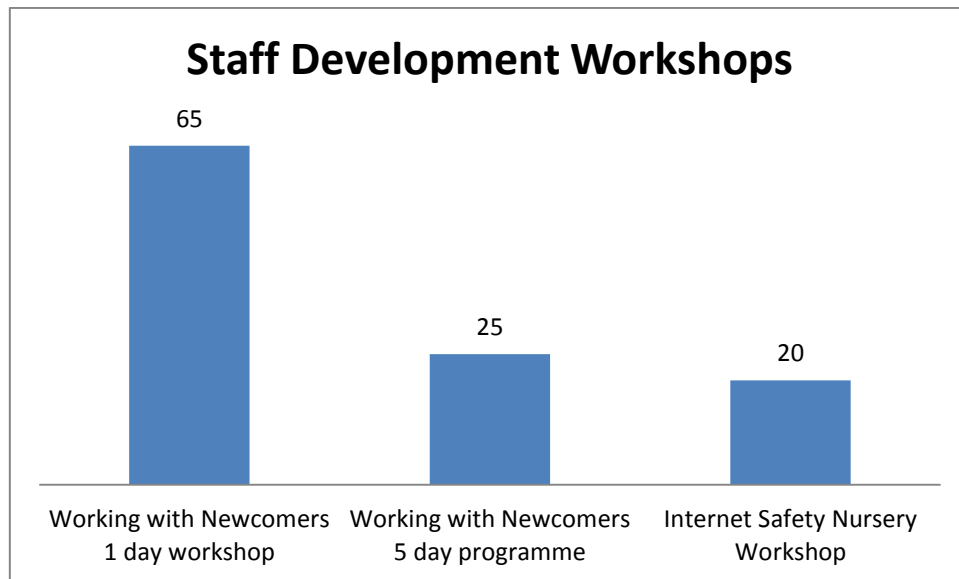


(Sedra and Rawan)



Saturday School activities for Newcomer pupils from St Rose's and Corpus Christi Colleges

## Collaborative and partnership work with schools and the community



***‘Collaborative working between schools and locally-based groups and agencies and the provision of Full or Extended schools programmes are viewed as important enablers of attainment of our young people from disadvantaged backgrounds’*** ILiAD (2017:12)

During 2017/18 FSCN worked collaboratively with a 29 educational organisations in order to further our goal of raising educational attainment. The chart above highlights the range of staff development capacity building programmes facilitated throughout the academic year.

### **International House Belfast**

FSCN organised 2 workshops on ‘Working with Newcomer pupils’ which was attended by **65** Educators from 4 post primary schools, 5 primary schools and 4 community organisations along with FSCN staff. The workshops were facilitated by Sophie Cocault from International House Belfast.

*‘The training delivered by Sophie was excellent and really informative. The feedback from staff time was very positive. All felt they had been given very good guidance on where to start and issues such as the formation of letters in writing or indeed which side of the page to begin writing on were factors that most of us had never considered before.*

*The advice given was practical, manageable in the classroom and contained direction that could be followed immediately in the classroom.’*

Ms Grace McCallion Principal St Rose’s College

The evaluation of the programme indicated that 85% of participants were keen to attend additional training in this area to help develop their capacity and ultimately help support the growing numbers of newcomer children within their School/organisation.

As a follow up FSCN organised a 5 week Professional Development training programme which was held at St Mary's University College during the months of May and June.



***“I feel the course exceeded my expectations and I am confident that I will be able to engage more confidently with our Newcomer children”***

### **Families Connect partnership with Save the Children Fund**

FSCN staff facilitated 2 pilot families connect programmes in 2 primary schools during the year. 14 parents from Gael Scoil an Lonnain and St Paul's primary school participated in the programme.

Increasing parents' skills and confidence to support their child's learning by creating a learning environment at home is one of the key aims of 'Families Connect' programme developed by Save the Children organisation and facilitated by FSCN

According to research completed by Save the Children, children from lower income families are 50% less likely to do as well at school as their wealthier classmates. They also acknowledge that only a small fraction of children's learning takes place at school, so the better the home environment, the better and the child's learning can be. That's why the organisation developed Families Connect.

### **How Families Connect works**

Families Connect focuses on supporting parents and children to learn together.

It helps parents to support their children's learning in three key areas:

- Literacy and language development
- Numeracy
- Emotional development

The eight-week programme provides a series of activities, techniques and games that parents and carers can do with their children at home.

Each activity encourages parents and children to spend quality time together by talking about specific topics and reflecting on what they already do to support their children's learning.

Parents also discuss the science behind the programme's activities. These informal workshops invite parents to explore new games and approaches that might help them to support their child's learning at home.

***Outcomes indicated that 50% of the children participating had moved up 2 reading groups while completing the programme.***



### **HEART Project – Maureen Sheehan Healthy Living Centre**

14 Parents/carers from St Kevin's Primary School and the H.E.A.R.T project completed 'Cook it' programmes facilitated in partnership with the H.E.A.R.T project.

The 6 week programme is a nutrition programme specifically developed for use in local communities it aims to deliver healthy eating, nutritional advice and basic cookery skills an excellent way of engaging with parents and carers, the programme is supported by the Belfast Health and Social Care Trust community diabetics team.



### **Conway Education Centre**

FSCN Staff continue to work with Conway Education Centre in providing homework support classes for Newcomer Children.

During the academic year 42 newcomer children from 4 primary and 3 post primary schools attended the homework support session which ran 4 days per week Monday-Friday from September-June. Children and parents are given ongoing support with homework and language development skills.

Staff also supported Conway Education Centre's summer school by providing English language classes for primary school age participants as well as providing help with arts and crafts and the activities programme for both primary and post primary children.

### **West Belfast Partnership Board**

FSCN were delighted to continue to work with West Belfast Partnership Board's Educational Team by providing financial assistance for their extremely successful 20<sup>th</sup> Annual Easter for GCSE English and Maths. **231** year 12 students from 11 schools in West Belfast participated in the 2018 GCSE Easter School.

Ann Pendleton (FSCN) Geraldine McAteer, Angie Mervyn , Louise Brennan (WBPB) & Susan Morgan St Mary's University College with a young participant at the GCSE Easter School St Mary's University College



### **How well did we do it?**

This section of the report highlights the range of qualitative and quantitative evidence gathered from a selection of educational professionals including: a principal, a SENCO, teachers, a parent and most importantly children and young people receiving FSCN services.

#### **Feedback from Gael Scoil na Bhfal**

*“Early intervention is key to laying down the foundations of future academic success.*

*Through the continued partnership with FSCN we can target a wider range of children, providing them with worthwhile and enjoyable learning experiences, which reflects their age and stage of development.*

*Some of our children, especially those who have been on the cusp of receiving Additional Support have benefited greatly from the opportunity to attend sessions with the FSCN teacher.”*

Senior Teacher and SENCO co-ordination Tomás

## **Feedback from St Martins Nursery School**

*“The positive impact that FSCN key workers intervention had on the approx. 30 children with whom she worked with on either a small group or 1:1 basis was definitely evident in our own observations and assessments.*

*There was a significant improvement in the development of attention, listening and concentration skills for those children attending her groups, essential pre-reading skills which are important areas of development for transition to Primary School.*

*The most important development we felt was in the children’s confidence and self-esteem, they become confident to talk in groups, to engage and interact and most importantly confident and ready to learn; the intervention which provided additional support to children, some coming from very challenging home backgrounds, was vital and we definitely noticed the difference”*

Principal: Miss Marie Louise Boyle

## **Families Connect –Case Study**

A parent who participated in the Families Connect Programme delivered by 2 FSCN educators at Gael Scoil an Lonnain, Marguerite and her daughter Naoibh 7 years agreed to provide feedback as a case study for Save the Children Project.

*“...this has changed my ways of doing things with my daughter. Lifting a book and taking the time with her to read has change dynamics of our family it is great to hear my children’s laughter at me doing funny voices.*

Marguerite and her husband have close family bonds with their 3 children. Recently the family have had a lot of emotional challenges within their wider family which has been very stressful for the family. *“The first 3 weeks of doing the feelings and listening to each other helped us as a family deal with our feelings. The programme allowed us to have time together as life is busy that it gave us time to communicate together and brought us together as a family”.*

Marguerite biggest motivation for doing Families Connect was to connect with her child’s learning she had done some classes to help her learn to speak Irish, but this was the first time doing anything with parent and child together and found it second to none. *“It was just great to take the time out of your day to spend 1-1 time with your child, we then found it easier when everyone came home out of school to sit down as a family, ask each other about their day”*

Before attending families connect Marguerite wasn’t aware of ways to help with her children’s’ homework and realised that there were small ways she could help her children learn. *“I wasn’t aware of different ways of connecting with my child and in learning these different activities I can also use these skills with my other children. I*



*was afraid to do maths or English homework's as teachers have different ways of teaching, this has changed behaviours within the family. My daughter would be sometimes awkward and not have confidence in social settings and doesn't speak up in class. This course gave her structure as I explained what we were doing in each day of the course and she really responded to this. I spoke to her teacher and she used the same method and her teacher commented on how she is now putting herself forward in class, Families Connect has given my daughter confidence to speak in class".*

*"The two facilitators were amazing as one was able to give a teacher perspective and the other gave a parent's perspective, Ann and Charlene provided a safe place during the course and as a parent it helps me to speak within the group, the school felt like a community. I built friendships with parents from a younger class we were able to give each other support with different issues. Families connect gave me ideas and tools to use with my son".*

*"I am always on the go and getting to slow down and ground yourself and listen to your child.. it works. I learnt that not every child is the same as my eldest child is a high achiever, so I compared him to my other children, finding out how to relate to them individually was important. I now take time to read and allow my daughter to lead we both really enjoy it. Doing funny voices whilst reading a book activity helped build relationships we now look forward to time for reading."*

My daughter said "Mummy is fun reading" this was lovely to hear.

*The maths was good for me as I had not done maths for years; it gave me tools to use to make maths fun. Using household items to use as visual aids, the facilitators explained what children are learning in class".*

During the programme each week parents come together in reflection time to review the activity they tried out at home the week before. *"It was great speaking in the group with other adults it was amazing, we all learnt from each other and supported each other with helpful ideas. We learned to communicate with other adults and taking time to pause for thought, I had never done anything like this before and it has given me some technics to use for relaxing. I now use head space app on my phone for relaxing, doing the pause for a moment before each session made me feel grounded and connected. Some of us parents are now doing yoga"*

*"Doing the activities at home with other siblings I have been able to reach my other son Oisín 10yr who has, ADHD and Autism and suffers with severe depression, he would go into himself and for us as a family it would be very hard to reach him. Though doing the activities with his sister Naoibh this programme give me ways to reach him in a way he wouldn't feel threatened, the facilitator allowed the older siblings to come into the session one day and it was a nice calming space and Oisín just responded so well."*

### **What the children had to say about their experiences of the transitional support they received...**

“I can make more positive decisions”.

“I can work better with other people now”.

“Calming down helps me move on”.

“I have learnt to be more responsible”.

“It has helped me to be more confident, so can read aloud & speak to more people.

“It has been great; I can explain my feelings to other people now.

“When I am stressed I can calm down my mind with meditation.

“It is something that has helped me with self-confidence & speaking my thoughts more”.

### **What the Teachers had to say..**

Transition support.... “Helped pupils deal with conflict, express themselves eloquently & to work as part of a group”.

“Supported their ability to recognise & deal with their emotions”.

“The programme improved their independence & ability to take responsibility”.

“Children have become more settled & open to their transition into secondary school. Their fears & anxieties have been reduced”.

“The pupils have built a special bond with the facilitator, where the children feel safe and cared for, and confident to ask for 1.1 sessions when they had concerns”.

“Unintended outcomes of the program included smiling faces! The confidence to walk into the learning Support Centre & ask a question! A Voice! Interaction & anticipation. In particular absolute excitement in seeing the facilitator. The facilitator is this projects biggest asset, she is nurturing & the children respond brilliantly to her. She is flexible, she works with them in response to their needs, she delivers, she never lets them down. This is something missing in their lives”.

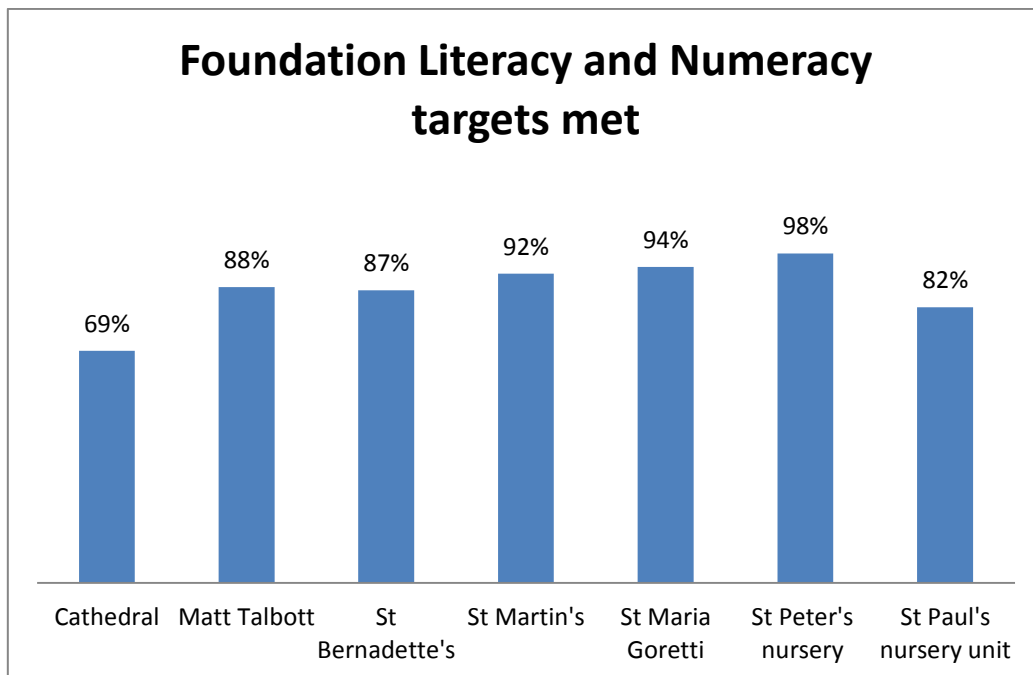
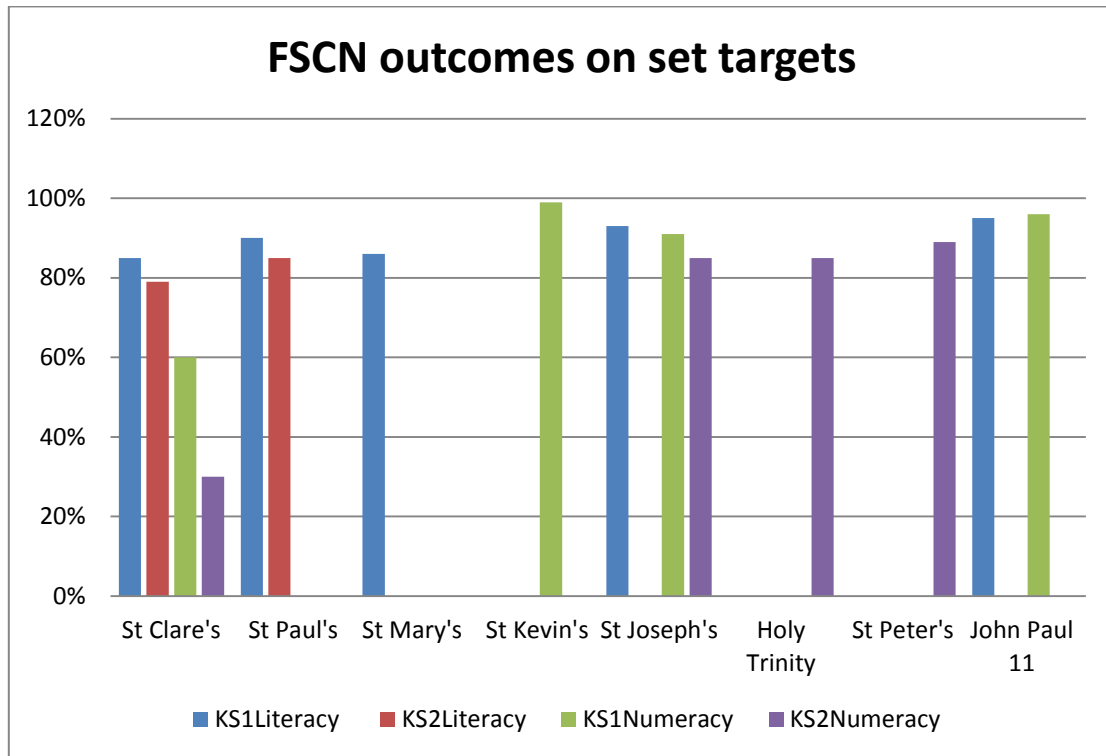
### **What our Newcomer pupils had to say**

Over the summer months our Transition worker supported a young Syrian Newcomer who was transitioning to Further Education. One to one support was providing help to him and his family to navigate the extremely complicated process of application, interview, assessments, transport and grant applications. The young man successfully enrolled on to a Construction Engineering programme at Northern Regional College. The support from FSCN was greatly appreciated by the young man and his family.

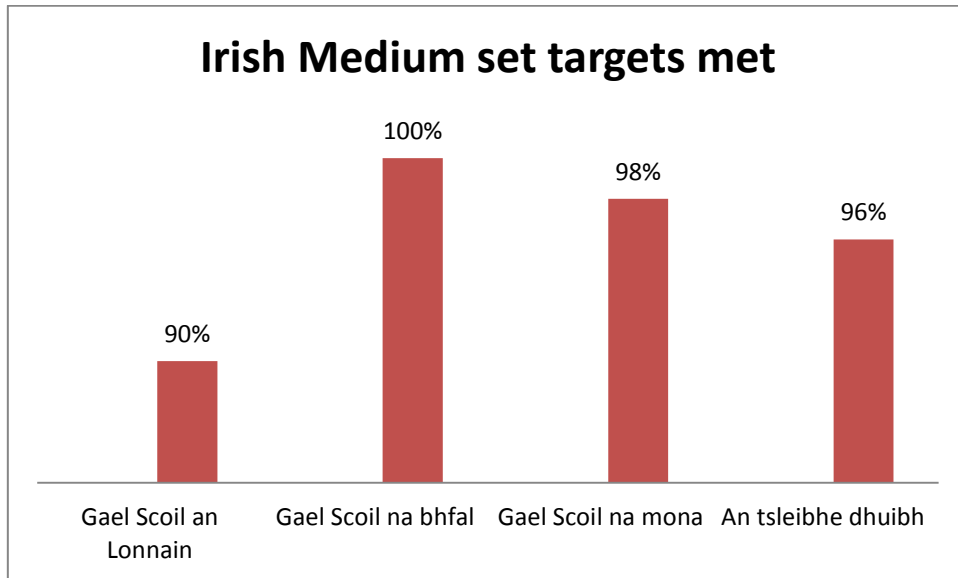
***“I will use my learning to return to Syria and help rebuild it”***

## How we made a difference in 2017/18

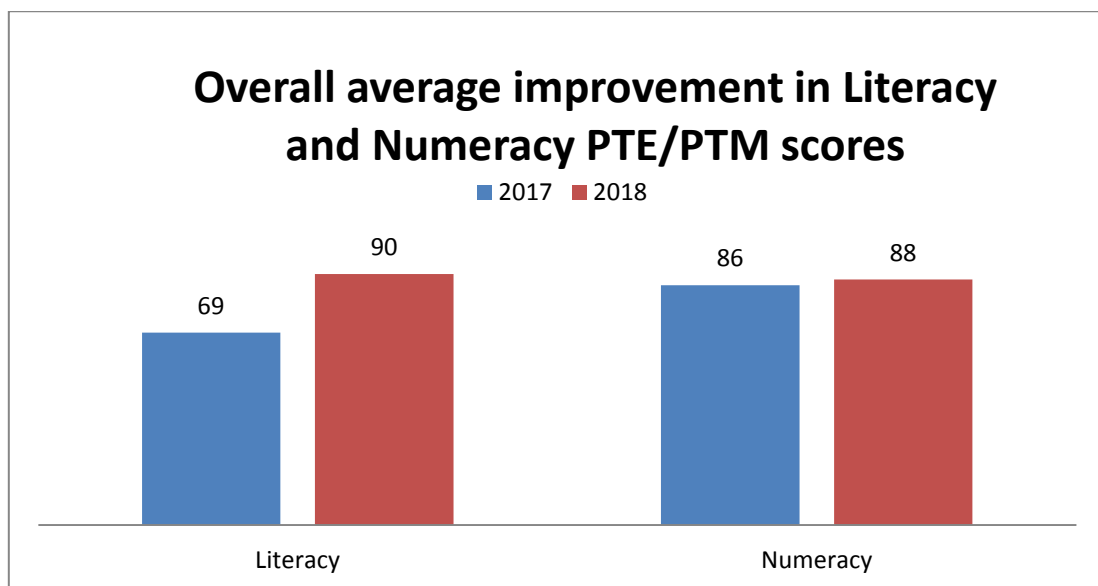
90% of primary school children receiving literacy and numeracy support met their individually agreed targets.



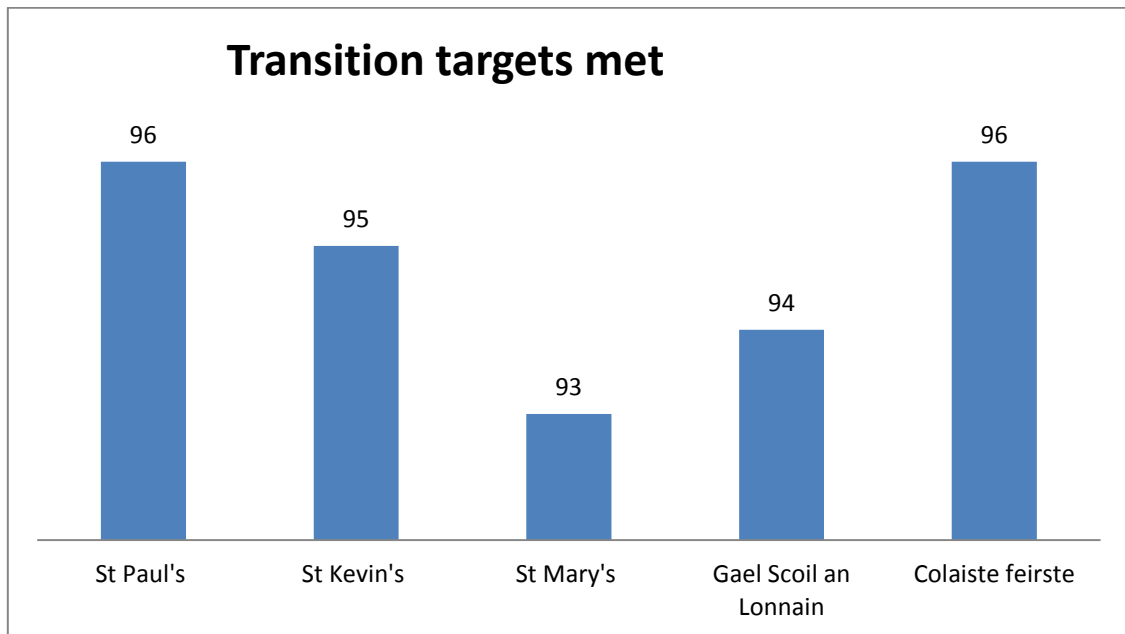
6 local nursery schools and 1 nursery units received support from FSCN teaching staff. Overall, 87% of targets set by class teachers and FSCN support staff were met by the end of the year. Unmet targets were due to a variety of reasons including, non or low attendance, ill health or assessment of additional needs.



96% of literacy and numeracy targets set with teaching staff and FSCN support staff within the Irish Medium primary schools were met by the end of the academic year.



Average improvements made across the 9 primary schools assessed using PTE and PTM indicated that Literacy scores had increased by 21 points and PTM scores assessing Numeracy increased by an average of 2 points on 2017/18 results.

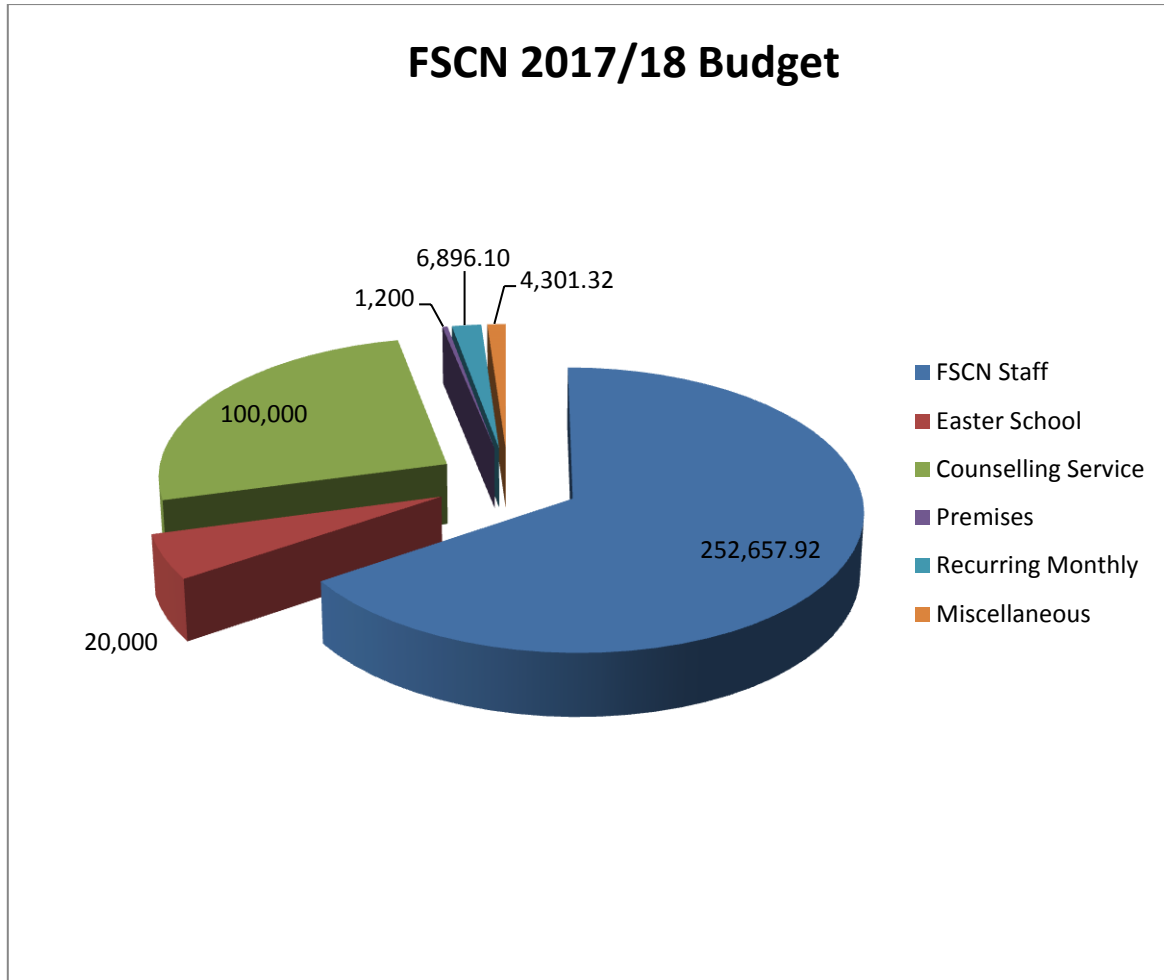


5 Schools received intensive Transitional and Social and Emotional support throughout the year. Evaluations were carried out at the beginning and the end of the intervention and average progress on targets met per school is charted above.

### How we spent our Budget

Overall Budget for the 2017/18 year was £385,000 there was an overspend of £55.34 which will be carried over to 2018/19 budget.

## FSCN 2017/18 Budget



### Conclusion

In summary Full Service Community Network has effectively and efficiently used the £385,000 resources allocated to us by the Department of Education throughout the 2017/18 financial year. Educational staff contributed approximately 5,850 hours of direct face to face educational support to 1016 individuals within 25 schools. Primary school children and families received a total of 1,872 hours counselling support. 97% of the funding received was spent directly on services to local children and families helping us to realise the vision of ***'educational achievement for all'***

As a learning organisation we are keen not only to deliver learning but to be the recipients of learning also, our plans for the forthcoming year include maximising our educational and social networking relationships to increase our potential to listening to and respond to current and anticipated challenges within the educational sector. We will continue to work in partnership with language experts to help build the capacity of our educational staff to support the development of the language skills of our newcomer pupils.

We are keen to work more effectively with speech and language specialists to build our capacity to boost language development for our youngest children.

We want to build on our work to connect families with learning in partnership with Save the Children organisation. We will be encouraging and facilitating more schools within our neighbourhood renewal areas to engage parents in the programme.

We have been encouraging the development of specific materials for early year learning within nurseries and are delighted that Save the Children plan to pilot this work in 2020 with our help.

Having moved premises within the year to St Mary's University College, we have been extremely fortunate to be working at the epicentre of Primary, Post Primary and Irish Medium teacher training in the North of Ireland. Throughout the year we have been privileged to share our insights and experiences of working to provide educational support to some of the most vulnerable children within our communities within the University its staff and students.

Our goals in moving forward include capitalising upon this opportunity, merging the academic with the practical in a praxis that can only strengthen our respective spheres of influence to the advancement of educational achievement for all.



# Appendix 1

## Nursery Schools

- Matt Talbot
- Maria Goretti
- Cathedral
- St Bernadette's
- St Paul's Nursery Unit
- St Peter's
- St Martins

## Primary Schools

- Holy Trinity
- John Paull II
- St Joseph's
- St Kevin's
- St Mary's
- St Peters
- St Clare's
- St Pauls
- St Gerard's

## Irish Medium Schools

- Gael scoil Na Mona
- Bun Scoil an Tsleibhe Dhuibh
- Gael Scoil an Lonnain
- Gael Scoil Na Bhfal

## Post Primary Schools

- St Louise's Comprehensive College
- St Rose's College

- St Dominic's High School
- Corpus Christi College
- Colaiste Feirste

### **Stakeholders**

- Greater Falls Extended Schools
- Upper Springfield Extended Schools
- Barnardo's
- Full Service Extended Schools (Girls and Boys Model, North Belfast)
- West Belfast Partnership Board
- Catholic Council for Maintained Schools
- Department of Education
- Conway Education Centre
- St Mary's University College, Belfast
- Upper Springfield Development Trust
- Upper Springfield Family Support Hub
- Whiterock Children's Centre
- International House Belfast
- H.E.A.R.T Project, Maureen Sheehan Centre
- Save the Children

# Barnardo's Northern Ireland

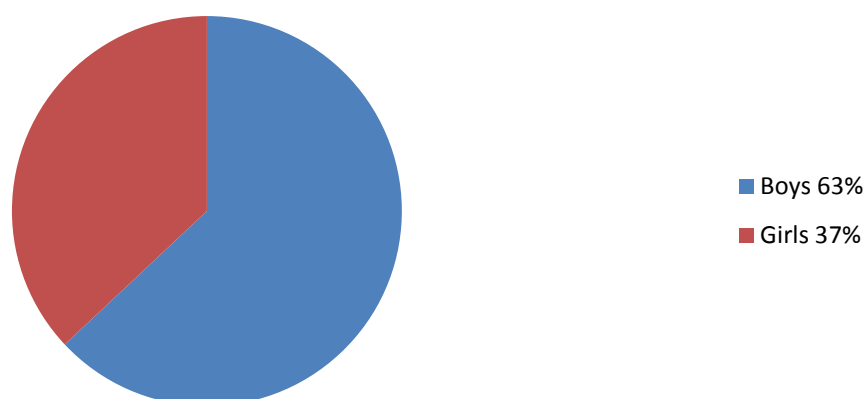
## **Time 4 Me Impact in FSCN Cluster Primary School September 2017 – June 2018**

Time 4 Me provided a service to **13 primary schools across the FSCN area.**

The schools received a total of **1924** support sessions during that time. Overall, **469** people accessed Time 4 Me counselling and wraparound services in this time. A summary of individual counselling service delivery to the schools is in the table below:

<b>Counselling Delivery</b>	<b>Data</b>
<b>No of pupils in counselling</b>	102
<b>% boys</b>	63%
<b>% girls</b>	37%
<b>Requests from Parents</b>	49
<b>Requests from Teachers</b>	53
<b>Age span of pupils attending</b>	4-11
<b>Average age</b>	8.5
<b>Average number of sessions attended</b>	10
<b>Number of pupils involved with statutory services (Social Services, CAMHS, EWO etc)</b>	21

## Referrals by Gender



In addition to individual counselling we delivered a number of additional wrap-around services to parents/carers, school staff and other professionals. A summary of this delivery is outlined in the table below:

<b>Wrap-around Delivery</b>	<b>Data</b>
<b>No of parents/carers attending support</b>	135
<b>No of school staff receiving consultation</b>	116
<b>No of other professionals receiving consultation eg (CAMHS, Social Worker, Education Psych etc</b>	21
<b>No of families receiving brief consultations<sup>(a)</sup></b> <small>short series of sessions where issues are resolved without the need for a full programme of counselling for the child)</small>	15

Pupils sought support for a wide range of reasons. The four most frequent reasons for seeking Time 4 Me support in the school this year were:

- Family Separation
- Family Communication Difficulties
- General Anxiety
- How to regulate emotions

### **What Pupils, Parents and Teachers said about Time 4 Me over this period**

At the end of each programme of counselling pupils, parents/carers and the class teacher express their views on how the service has gone and the difference it has made to all involved. Below are verbatim comments from final 'experience of intervention' questionnaires from across the FSCN Cluster area. :

### **Pupil View of the Service and its impact**

I feel better about myself. There is not as much arguing at home. I am making better choices at home. I realised I am not responsible for my parents separation.

I used to get worried and angry all the time. I used to argue with everyone. I used to get angry with my mummy. I got worried when I was with other people. I could not do my school work. I did not know my dad because he was dead before I was born. I talk more to my mummy and she helps me talk about my dad.

I realised that I am not stupid. I enjoy school more and I am not worried anymore. I answer more questions in class. It is easier to concentrate and I get more work done. I enjoy school more.

### **Parent/Carer View of the Service and its Impact**

(Child) is more settled in our family following the unexpected loss of his mum. (Child) now talks more openly about his thoughts and feelings following the loss of his mum.

There is less tension at home around home works and school times. We have gained a greater understanding of the triggers to our child anxiety. This understanding has helped us as a family to become more active to address situations before it gets out of control.

My child is a much happier child. He seems to have more confidence and is relating with his peers more. My child is more focused on his school work and participates more in class. This is an absolutely fantastic resource. I would most certainly recommend it to others.

### **Class Teacher View of the Service and Its Impact**

The Child is a much happier little boy. He tells me if he is upset rather than lashing out and hitting other children. Other children now want to include the child more in their play.

The Child is more settled in class. She is more confident and has made new friendships with her peers. The child is more open to participating in school activities this has made it easier to engage with the child.

Understanding the child's situation has helped me to foster an environment that will aid the growth of her independence. Great service a great benefit to all child, family and school

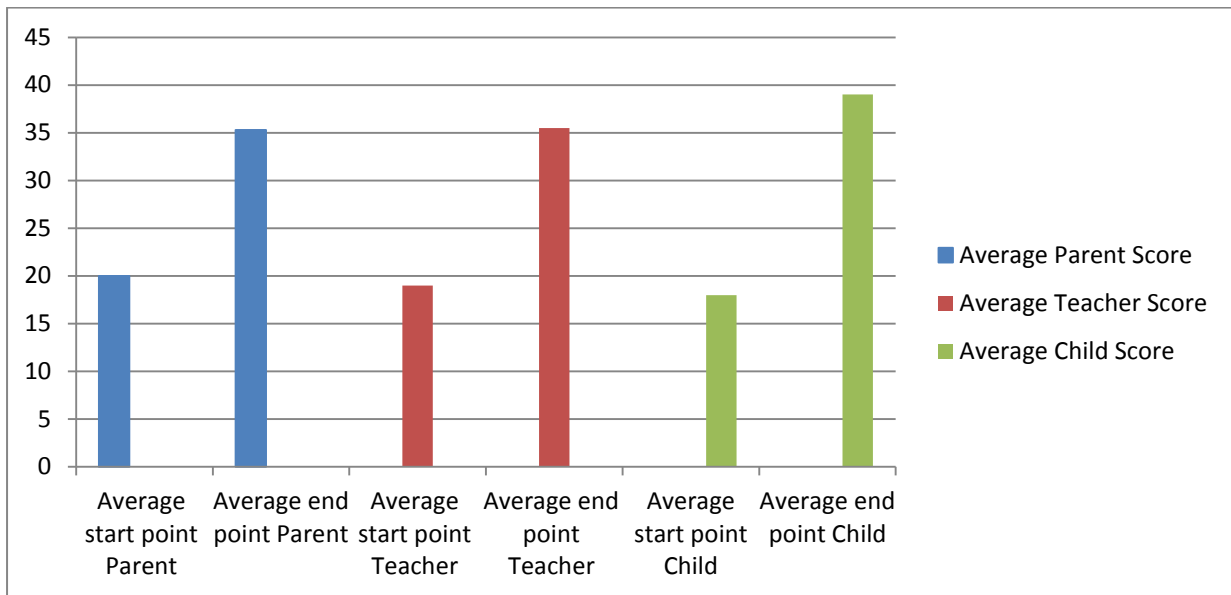
## **Time 4 Me Counselling Outcomes for FSCN September 2017-February 2018**

Time4 Me is an outcome-informed service, using standardised measures to track progress and measure impact. Pupils 6 years and above complete the 'Child Outcome Rating Scale' (CORS) each week and their outcome scores are plotted on a graph which tracks change over the course of their counselling programme. Below is a summary of the outcome scores for FSCN Cluster September 2018-January 2018 [In the case of pupils under 6 an average of the adult-completed CORS is taken].

### **A standardised measure of outcome was used to evaluate the outcome with parents, the 'child outcome rating scale (CORS).**

*(A CORS score of 27/40 or higher places the child in the normal range when scored by a parent/carer/teacher) (A CORS score of 32/40 or higher places the child in the normal range).* Indicating there is no need for a counselling intervention.

### Child outcome rating scale (CORS).



## **Appendix 2**



**West Belfast Partnership Board**

**Easter School**

**Maths & English GCSE Support**

**Report 2018**



# CONTENTS

<b>1. Background</b>	<b>Page 3</b>
1.1 Aims	
1.2 Objectives	
1.3 Background & Development	
1.4 Process & Format	
1.5 Promotion & Publicity	
<b>2. Structure of Easter School</b>	<b>Page 6</b>
2.1 Class Structure	
2.2 Learning and Teaching	
2.3 Planning	
<b>3. Statistics</b>	<b>Page 7</b>
3.1 Recruitment & Retention	
3.2 Examination Analysis	
<b>4. Finance</b>	<b>Page 8</b>
<b>5. Recommendations</b>	<b>Page 8</b>
<b>6. Appendix A: Participating Schools &amp; organisations</b>	<b>Page 9</b>

## **1. BACKGROUND**

### **1.1 The Easter School aims to:**

- Address underachievement and to raise educational attainment levels for young people attending schools and colleges in greater West Belfast.
- Encourage 15 -16 year olds to remain in school, gain qualifications and progress to further education, training and employment.

### **1.2 Objectives**

- To address a specific learning need for GCSE Mathematics and English students by providing a targeted and focused out of school hours learning support programme.
- To help students identified as 'borderline' candidates achieve a grade C or higher in their GCSE Mathematics and/or English.
- To contribute to the educational improvements of West Belfast.

### **1.3 Background and Development**

The West Belfast Partnership Board (WBPB) has engaged in work over the past 20 years aimed at contributing to the regeneration of greater West Belfast and has education at the heart of regeneration. The Easter School is one of our most successful and outstanding educational support projects and is an established core component of our Education Programme.

The Easter School was first piloted in 1998 as an experimental out of school hours learning initiative and was later developed as part of the WBPB education programme from 2000. The project proved to be a hugely successful innovation and has moved from the experimental stage to being an integral aspect of education provision for Year 12 students in West Belfast. It has been delivered through a formal partnership with St Mary's University College since 2001.

It aims to enhance the work of local schools by offering four days of intensive tuition to students who are preparing for their GCSE Mathematics and English examinations in May/June of each year. It is specifically aimed at supporting 'borderline' GCSE students in need of additional support to help them achieve grade C or higher, with a focus on young people who are entitled to Free School Meals (FSM). The programme offers first class tuition informally in small groups.

The Programme is managed by the Education Coordinator and is overseen by the Programme Manager and Education Strategic Steering Committee, a subcommittee of the West Belfast Partnership Board.

## 1.4 Process & Format in 2018

Students have participated in the programme since 1998

The Easter School is promoted with the cooperation and support of school Principals, Heads of Department for Mathematics and English and class teachers in local Post Primary schools and is also advertised in local newspapers, via social networks and WBPB website.

The coordinator works in partnership with the HOD in local schools to identify the students who should attend the course using the following criteria:

- Borderline Grade C or below
- Year 12 students
- Attending school or resident in west Belfast constituency
- Experiencing barriers to their learning
- Satisfactory attendance

It is a fundamental objective of the Easter School to address the lack of self-esteem and low aspirations of local students and the venue at St Mary's University College provides students with the opportunity to experience a university environment, which in turn raises aspiration. The programme also includes use of informal teaching methods to promote interest in the local Year 12 students in pursuing a learning pathway that may include progression to Higher and/or Further Education.

Attendance at the Easter school is voluntary and interested students complete an application form which is signed and returned by their class teachers, who also provide information on predicted grade and the topics requiring additional support. This has the advantage of providing each student with individualised targeted support and gives the Easter School teacher the opportunity to cover areas of particular difficulty. There are also opportunities to explore examination preparation and study techniques.

The programme was timetabled for four hours each day (10.00am – 3.00pm), with a 30 minute lunch break. A substantial lunch was provided as previous evaluation had indicated that the students have greater concentration if lunch is provided. This year in consultation with St Mary's UC we decided to offer a greater choice at lunchtime with considerations to newcomers and those who preferred healthier options. It also fits with the WBPB strategy/commitment of preventing holiday hunger for those students entitled to free school meals.

The school provides 19 hours tuition in either English or Maths or a mixture of both.

As it is planned and organised by the WBPB and takes place during the Easter school holidays, participants are not required to wear school uniform. This informal learning environment is well received and helps empower and engage the students.

The Easter school opened on the first day with introductions and induction. All participants are supplied with timetables, a code of conduct and guidance information in advance of the programme and throughout the course of the week attendance and behaviour were monitored.

High attendance levels and exemplary behaviour on the part of all students was maintained throughout the week and all students proved to be a credit to their families and schools. Classes ran smoothly and staff commented on the willing of student to participate in all the learning.

Evaluations were completed by staff and students this will be forward when evaluation is complete.

### **1.5 Promotion and Publicity**

The coordinator visits each school in west Belfast to speak at each Year 12 assembly in order to raise awareness of the Easter School with local students. They also meet with Maths and English Heads of Departments and information is disseminated through WBPB attendance at West Belfast Post Primary ALC.

Local schools disseminate information and encourage borderline pupils and those experiencing barriers to learning to attend.

The Easter School coordinator also works closely with local Neighbourhood Partnerships and community organisations to identify and encourage pupils who may benefit.

The WBPB Easter School is advertised in the Andersonstown News in the four weeks preceding the application closing date. Extensive use is made of web based newsletters and the WBPB website. The school is widely known and draws requests every year from schools and students from outside its target area. However financial and staffing constraints mean only students that live or attend schools in the area can apply

Applications are available from the WBPB website, schools and WBPB offices.

## **2. STRUCTURE OF EASTER SCHOOL**

### **2.1 Class Structure**

The Easter School was held over 4 days. The teachers in each school completed a diagnostic form for each of their attending students before prior to commencement which aided class allocation. There were 20 classes in total with a teacher and support assistant allocated to each. Through robust partnership with St Mary's University College, in particular Susan Morgan, Participation Officer, WBPB were able to access final year English and Maths students to act as classroom assistants

The composition of the classes mixed gender and but in keeping with recommendations from last year students are grouped by examination boards and tiers. The exception to this was students from Colaiste Feirste who are taught together through the medium of Irish. (They do the one board CCEA) However tuition groups were mixed from different Colaiste Feirste classes

### **2.2 Learning and Teaching**

In previous years teachers taught across the boards. However this year it was decided to revert back to teaching to boards and tiers. Students were still mixed by gender and schools With the exception of the Irish school which does the CCEA Board through Irish

Feedback from students in recent years indicated that embarking on past papers on the first day was daunting and they found it a negative experience. It was agreed that from 2015 classes would be thematic initially and Plenary Pyramids would be completed daily to build confidence amongst the students. Students now work on past papers on Day 3 and 4. Teachers make appropriate use of the electronic Whiteboards and learning games

Student feedback from previous years has indicated that they find innovative techniques extremely valuable: the use of maths based quizzes and games have been successful in reinforcing learning and in breaking down confidence and social barriers. Staffs are encouraged to explore new ways of instilling learning and building confidence of students to an "I can do attitude".

### **2.3 Planning**

The use of Plenary Pyramids assisted the teachers in devising their lessons plans which were submitted to the Education Coordinator on a daily basis. The teachers then had a reflective tool to review and modify their lessons plans as necessary to meet the needs of the students. This is ongoing and embedded in the Easter school.

### **3. STATISTICS**

#### **3.1 Recruitment and Retention**

231 students from 11 schools participated in the Easter School 2018. There continues to be an increase in male attendance and this is in part due to a specific promotional strategy to engage and attract more males to the Easter School following a decline in 2010.

**The following is a breakdown in terms of gender:**

Males: 124  
Females: 107  
Total: 231

**The retention and attendance rate was as follows**

95% attended 4 days

4% attended for 3 days only

1% attended for one day only

**The subject breakdown**

169 students went to the Maths GCSE classes  
62 students went to English GCSE classes  
56 students went to both  
**Total: 231**

#### **3.2 Examination Results Analysis**

##### **English**

87% of those attending the English classes got a C grade or above

13% got a D grade or below

92% maintained their predicted grade or got higher grade

##### **Maths**

62% of those attending the maths classes got C grade or above

38 % got a D or below

83% maintained their predicted grade or got higher

##### **FSM**

64% of all pupils attending were entitled to free school meals

#### 4. FINANCE

Total cost of Easter School was £31,180.35

Cost per pupil was £134.98

Cost per pupil per hour was £ 7.10

This compares with private tutoring for pupils that can cost up to £35.00 per hour. The Easter school demonstrates a social justice model for pupils those families cannot afford these costs

#### 5. RECOMMENDATIONS

**The school this year was a great success and the behaviour of the students was excellent. The staff in St Mary's University College, commented, as always, that this year was fantastic and that all our students were to be commended.**

**West Belfast Partnership Board would like to thank Full Service Community Network and St Mary's University for their continued support. It is very much appreciated.**

#### **Summary of Feedback from Young People Taken from the WBPB Evaluation Report**

Feedback from the young people demonstrates the overall success of the Easter school. Highlights include:

- 100% of young people reporting that they improved in English
- 96.8% of young people reporting that the teaching level was right for them
- 93.1% of young people reporting that that they had made good or very good progress during the four days (with a further 6.4% saying they made satisfactory progress)
- 92.4% of young people reporting that they improved in Maths
- 84% of young people reporting that they received the support they needed
- 83% of young people reporting that subjects were explained in different, helpful ways
- 80.9% of young people reporting that they understand topics that they didn't understand before
- 80.3% of young people reporting that they learnt new things, skills and methods

- 72.9% of young people reporting that they have more confidence about doing their GCSEs

87.8% of young people said that they would recommend the Easter School to other students (their peers). The most frequently given reason for the recommendation is that the Easter School is helpful; followed by students saying they have more confidence in passing their GCSEs and that it helps you prepare for GCSEs.

## **Summary of Feedback from Teachers, Classroom Assistants, and Student Teachers**

### ***Taken from the WBPB Evaluation Report***

- Very well organised
- Excellent venue
- The majority felt the timing of the Easter School was good or excellent, however, 8 people said the day was too long (too many hours in the day)
- 15 people thought the break times were too short
- The average class size was between ten and eleven students
- The Interactive Whiteboards and Past Papers were the two most useful resources provided for the classes
- Only one person rated the young people's progress overall as less than 'Good' (satisfactory), with the majority saying that student progress over the four days was 'Very Good' (23) or 'Excellent' (13).

## **Recommendations**

### ***Taken from the WBPB Evaluation Report***

The WBPB Education Team and the Sharing the Learning Strategic Steering Group have asked that recommendations of ways in which the Easter School can be further improved be recorded in the Evaluation Report. It is recognised that some recommendations may not be possible to fully achieve due to the resources available. A further difficulty in responding to some of the recommendations is that many applications from students wishing to participate in the Easter School come in at the very last minute, which makes tasks such as allocating students to classes very difficult to prepare sometime in advance.

The recommendations laid out below have been developed following analysis of the feedback from young people, Teachers, Classroom Assistants, and Student Teachers.



- Interactive Whiteboards in all classrooms
- Organise the day differently; 15 of the respondents said that the afternoons are too long, with a recommendation that the afternoon finishes at 2.30pm.
- A review of the timing of lunch needs to take place, as both students and teachers commented that the lunch queues were very long, leaving students little time for eating their meal.
- A mid-morning short break (of 10 to 15 minutes) supervised by teachers in the classroom would be beneficial. It was noted that some teachers do this anyway, which leads to inconsistencies. An additional short break would, in the opinion of a number of the Teachers, result in better focus, better work, greater motivation.
- If a student has additional educational needs the school should inform WBPB – this should be added to the student information given to teachers.

It is noted that some of the Recommendations from the 2017 Evaluation Report were implemented, including healthier choices of lunches. The organisation on the first day was discussed by the WBPB Education Team (as recommended) and feedback about the overall organisation was better this year than in previous years.

## **Appendix A: Participating Schools, Colleges and Stakeholders**

- Full Service Community Network
  - St Genevieve's High School
- St Louise's Comprehensive College
- De La Salle College
- St Mary's Christian Brothers Grammar School
- St Dominic's High School
- Christian Brother's School
- Corpus Christi College
- Malone College
- Colaiste Feirste
- St Patricks Lisburn
- St Roses Dominican College
- St. Malachy's
- West Belfast Partnership Board
- Department of Education
- Community Education Sector
- Neighbourhood Partnerships
- St Mary's University College, Belfast