

Full Service Community Network

Annual Report 2018/19



'Educational Achievement for All'

Contents

Who we are and what we do	3
Message from Project Manager	4
Our Mission.....	6
Background to Full Service Community Network.....	6
How much did we do in 2018/19	8
How well did we do it?.....	25
How we made a difference in 2018/19	28
How we spent our Budget	33
Appendix 1- Summary Counselling Reports from Barnardos and Relate NI.....	34
Appendix 2- WBPB Easter School Annual Report 2018/19.....	41

Who we are and what we do

FSCN Board Members 2018/19	
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 Area Learning Community (ALC)
Karen Morgan	Principal - Gaelscoil na Mona
Ciara McBride	Principal - Gaelscoil an Lonnain
Paul Maskey	West Belfast MP
Mairead Weir	Principal – St Joseph’s Primary School, Chair Primary ALC
Geraldine McAteer	West Belfast Partnership Board

2018/19 FSCN Staff Team	
Ann Pendleton	Project Manager
Lindsay Adair	Project Administrator
Grainne Wallace	Key Worker – Education
Toni Chi Vaughan	Key Worker-Educational Transition
Anna Magennis	Key Worker-Education and Transition
Charlene O’Hara	Key Worker-Education
Jenny Quinn	Key Worker-Education (for Niamh –Aine Morgan)
Kevin Devine	Key Worker- Education (Irish Medium)

Message from Project Manager

During 2018/19, the Full Service Community Network is extremely proud to have been able to support more people than ever with over **2,000** families within the Greater Falls and Upper Springfield areas of Belfast benefitting from our wraparound services aimed at tackling educational disadvantage. This involved early academic intervention, social and emotional development, counselling and parental engagement, all of which support the holistic development of children's social, emotional and cognitive needs.

Our services have ensured that:

1,071 families received direct educational support with literacy, numeracy and social and emotional regulation.

940 individuals engaged with independent counselling support services across 13 local primary schools.

210 young people availed of additional GCSE English and Maths support provided through the West Belfast Partnership Board's Easter School.

Full Service Community Network resources are targeted effectively to ensure that children, young people and families within our areas are prepared, supported and encouraged to learn and get the best possible start in life. In doing so, the FSCN is making an important contribution towards improving outcomes for children and young people as outlined with the '2018/19 Outcomes Delivery Plan' which reflects Programme for Government priorities and the draft Children and Young People's Strategy.

We are committed to the principles of partnership and co-operation expressed within the Children's Services Co-operation Act (Northern Ireland) 2015, requiring Government Departments and agencies to ***'co-operate with each other, to contribute to the achievement of specified outcomes, relating to the well-being of children and young people, including learning and achievement'***.

The FSCN strives towards ***'Working together to Improve Education'***. This commitment is embodied in the working partnerships we have developed and maintained throughout the year with voluntary/community, statutory and private organisations including; Extended Schools clusters, West Belfast Partnership Board, Relate NI, The Heart Project, Family Support Hubs and International House Belfast, connecting FSCN services to the wider needs within the community and collectively helping to play our part in 'Transforming Lives' for the better.

For the last number of years, the FSCN has proactively focused upon parent/carer engagement in education. Successfully facilitating 'Families Connect' programmes in two local schools and engaging newcomer families in discussions about their children's

educational transition as well as their experiences of the education system in general thus helping to inform future newcomer educational policy.

2018/19 has been a year of change, most notably involving the amalgamation of three local post primary schools (Corpus Christi College, St Rose's College and Christian Brothers School) to form the new school All Saints College. FSCN has been instrumental in supporting transitional arrangements for those pupils and families affected.

In addition, following a public procurement process for FSCN counselling services within the academic year 2018/19, Relate NI were awarded the tender to provide FSCN counselling services from 1 January 2019, replacing the previous provider Barnardo's. I would like to thank both organisations for all their assistance to date including ensuring a seamless transition, enabling the continuation of effective emotional health support for our most vulnerable pupils.

Examples of our collaborative working relationships and impact of FSCN services on participants are evidenced throughout this annual report and its appendices. It is clear that the FSCN plays a vital role in helping to build a solid foundation for lifelong learning and well-being for the children and the families we support and are hopeful that we can continue to deliver these essential services in future years to those who need it.

As Project Manager I would like to take this opportunity to thank two people who have provided invaluable support to the FSCN and to myself throughout their years of service on the Project Board. Mr Malachy Crudden, CCMS Chair of the FSCN Project Board since 2014 and Frank Maskey, principal of Corpus Christi College and Post Primary Area Learning Chair representative on the FSCN Board since 2013. Both have been magnificent advocates for the project and have proactively championed the work of tackling educational disadvantage in very practical ways. FSCN are indebted to them both and look forward to working with our incoming Chair Ms Shirley McKenna and the new Post Primary ALC representative Mr Damien Coyle.

Ann Pendleton

FSCN Project Manager

Our Mission

The Full Service Community Network (FSCN) aims to raise educational attainment by working in partnership with local educational sectors and established/outreach programmes to address the educational needs of children, their families and the local community of Upper Springfield and Greater Falls.

Background to Full Service Community Network

The FSCN is funded by the Department of Education via the Council for Catholic Maintained Schools (CCMS), which has managerial responsibility for the project. A total of £385k was made available to support the FSCN in 2018/19 (see section entitled *How we spent our budget* for further detail).

The FSCN provides a range of educational support services for children, young people, families, schools and the wider community of Upper Springfield and Greater Falls areas (2 of the most economically and socially deprived wards in the North of Ireland) with the core aim of working in partnership with schools, to help raise standards in addressing low and under achievement. Since 2008 we have supported the learning needs of an average 1000 children and young people per year.

Our focus for 2018/19 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’***.

FSCN provides 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.

The FSCN also continues to support the West Belfast Partnership Board’s ‘Easter School’, with a contribution of £20k towards this very successful Easter revision programme for year 12 students studying for GCSE English and Maths.

FSCN facilitates connections in the interests of children, young people, families and communities by:

- Delivering specific educational services aimed at overcoming barriers to learning which complement educational services in the area;
- Helping to identify further barriers, gaps in provision and working with key stakeholders to facilitate improved delivery where possible through shared knowledge and understanding;
- Working with and through a range of agencies to discuss issues, agree priorities for narrowing the gap in attainment levels and where possible endeavouring to maximise opportunities and resources available within both formal and informal sectors to encourage parental involvement in education;
- Enhancing skills, capabilities and attitudes of young people, increasing self confidence and self-esteem, promoting resilience and respect for others, which can lead to narrowing the gap in achievement levels, raising aspirations, and enhancing employability;
- Delivering quality teaching and learning in partnership with local schools within the Upper Springfield and Greater Falls schools clusters.

FSCN works closely with the Education Authority's (EA) Inclusion and Diversity officers, schools, and community and voluntary organisations to help provide and facilitate much needed support to newcomer children, their families and teachers.

For a more detailed analysis of the support delivered by FSCN during this academic year please reference the section '*How much did we do in 2018/19*'.

How much did we do in 2018/19

Working toward the vision of '**Educational Achievement for all**' during 2018/19, the Full Service Community Network programme facilitated support to **2,221** families within the Greater Falls and Upper Springfield areas of West Belfast.

1,071 families received direct educational support with literacy, numeracy and social and emotional regulation.

940 individuals engaged with independent counselling support services across 13 local primary schools.

210 young people availed of additional GCSE English and Maths support provided through the West Belfast Partnership Board's Easter School.

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

FSCN direct support during 2018/19

Primary Schools	literacy	Numeracy	Transition	Homework	Early Year	Counselling	EAL Support	CPD	Parents	S & E
St Clare's	KS1 + 2		KS2				KS1&KS2	CELT/P		
St Paul's	KS1&2		KS2				KS1&KS2	CELT/P	Families Con	KS1&KS2
St Mary's	KS1		KS2							
St Kevin's		KS1	KS2	KS1&KS2			KS1&KS2			
St Joseph's	KS1	KS1&2		KS1&KS2			KS1&KS2			
Holy Trinity		KS2								
St Peter's		KS2							Families Connect	
John Paul 11	KS1	KS1							Cookit	
St Gerard's										
Irish Medium										
Gael Scoil an Lonnain	KS1&2		KS2							KS1&KS2
Gael Scoil na bhfal	KS1&2	KS2								
Gael Scoil na mona	KS1&2	KS1&2								
An tsleibhe dhuibh	KS1	KS1								
Nursery Schools										
Cathedral									Families Connect	
Matt Talbott									Families Connect	
St Bernadette's									Families Connect	
St Martin's									Families Connect	
St Maria Goretti									Families Connect	
St Peter's									Families Connect	
St Clare's Nursery Unit									Families Connect	
St Paul's Nursery unit									Families Connect	
Post Primary Schools										
Corpus Christi College							KS3	CELT/S	Transition	
St Rose's College							KS3	CELT/S	Transition	
Christian Brothers Secondary								CPD		
Colaiste feirste			KS2&3	KS2&3						
Community										
Conway Education Centre				KS1,2&3						

Key Stage 1 (classes P1-5)
school teaching

KS2 –Key Stage 2 (classes P6-P7)

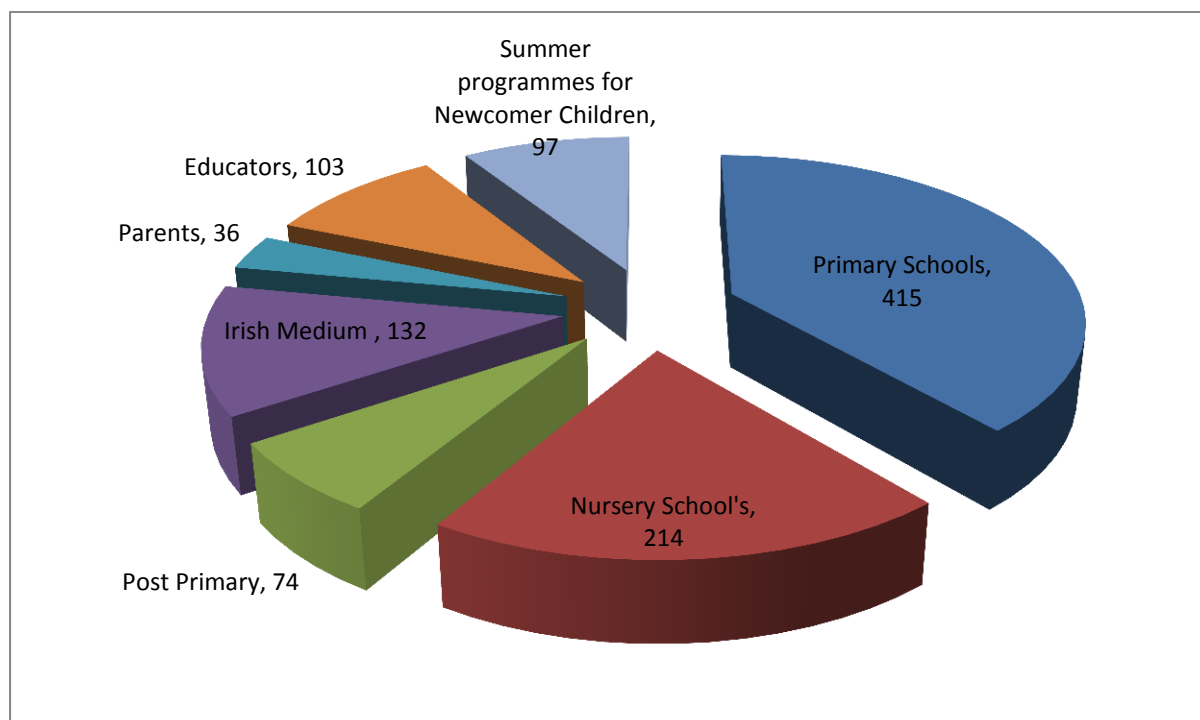
KS3 –Key Stage 3 (classes Year 8-10)

CELT/S&P – Certificate in English Language Teaching for Secondary and Primary

CPD–Continuous Professional Development (training for teachers/educators)

Families Connect –Save the Children parental engagement support programme

Breakdown of Recipients –Direct FSCN support



Direct FSCN educational interventions reached a total of **1,071** families during the academic year 2018/19.

This included educational interventions and support provided throughout the year to **932 pupils** within 12 primary schools (including 4 Irish medium primary schools), 8 nursery schools (including 2 nursery units), 3 post primary schools and Conway Education Centre (community education provider) at a variety of educational stages and year groups including:

- Early years;
- Foundation;
- Key Stages 1, 2 and 3;
- Transition support between primary and post primary phases; as well as
- Support for newcomer children.

FSCN also helped to support capacity building within both formal and informal educational settings by facilitating a range of staff development programmes benefitting **103 educators** including; teachers, classroom assistants and support staff who participated in sessions on topics such as:

- Working with newcomer pupils;
- English language teaching for primary and post primary children.

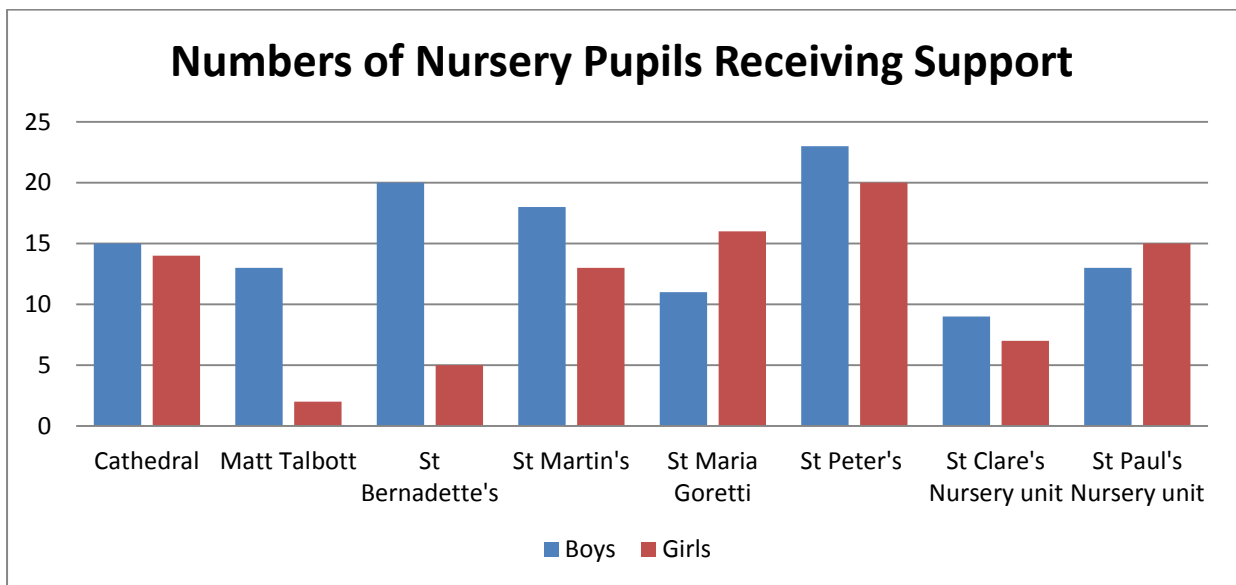
A further **36 parents/ carers** participated in support programmes facilitated by FSCN staff including:

- 'Cook it' programme which promotes healthy eating and meal preparation;
- 'Families Connect' training (more detail is available on pages 19/20);
- Transition to All Saints College (specifically for newcomer parents).

Nursery School Provision

During this academic year, FSCN teachers provided nurturing support to **214 children** within 6 local nursery schools and 2 nursery units.

The focus for this early intervention is on attention, listening and turn taking skills as well as social and emotional development. This early intervention contributes to the overall readiness for learning and improved social skills for early learners.



Primary School Provision

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

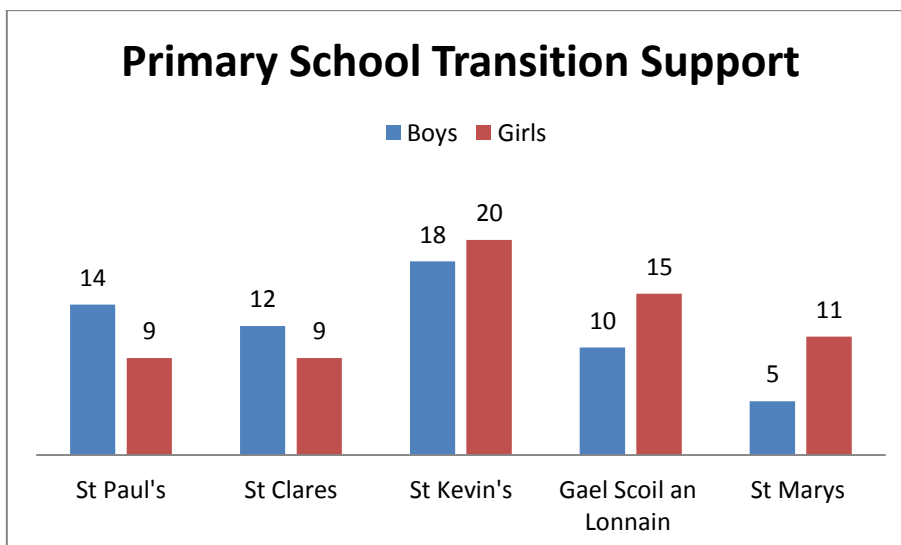
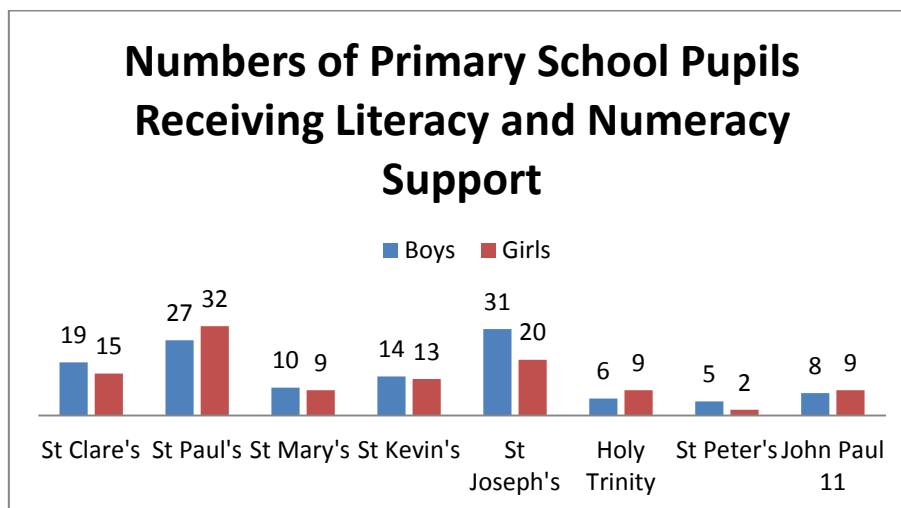
This year, we supported **415 children** within 8 local English speaking primary schools. The learning interventions employed included one to one and small group support:-

229 children received literacy and numeracy support;

123 children received transitional support;

63 children received homework support.

The table below highlights the primary schools receiving literacy and numeracy support and transition support as well as showing the overall gender breakdown of children engaged.

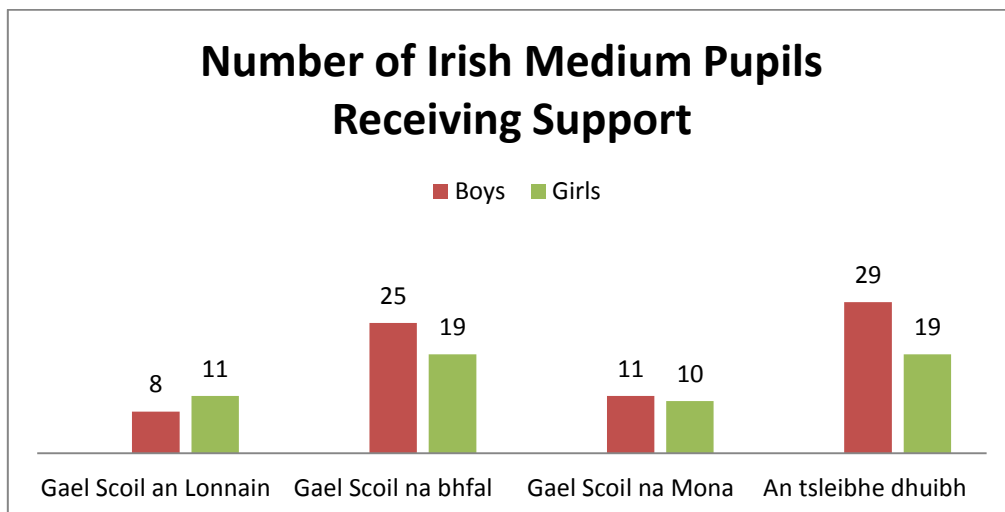




St Josephs
find the
correct initial
sound

Irish Medium Provision

During the year 2018/19, the FSCN Irish Medium key worker supported **132 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.



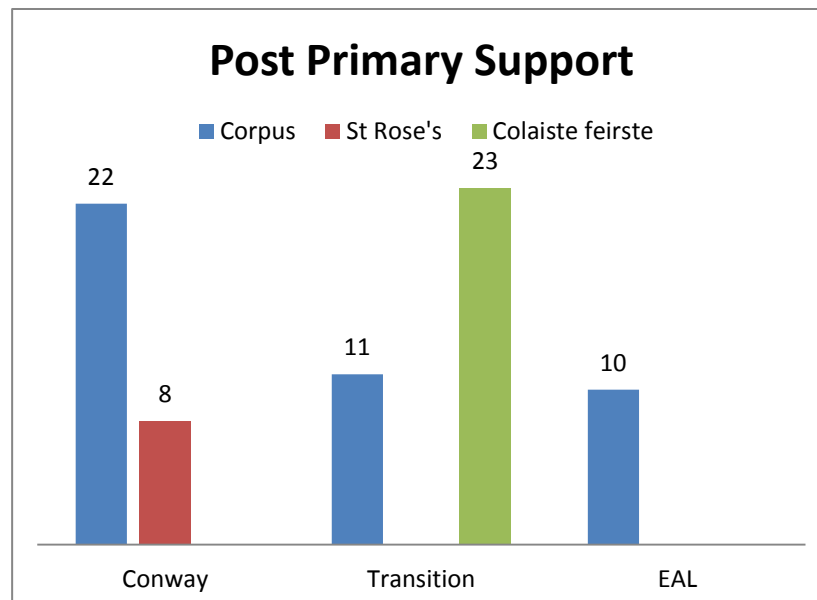
Post Primary Provision

FSCN supported a total of **74 children** from 3 local post primary schools (Corpus Christi College, St Rose's College, Colaiste Feirste), and a community education provider the Conway Education Centre. Work with Corpus Christi College, St Rose's and Conway involved specific support for newcomer children which is outlined in more detail at pages 15-18.

At Colaiste Feirste, 23 year 8 children participated in a year-long intensive transition programme outlined below under 'Transition Provision' (page 14/15).

Other partnership based programmes designed in response to needs included; a 4 week cycling proficiency programme for pupils from Corpus Christi College - these sessions were organised and co-ordinated by FSCN and delivered by Sustrans.

FSCN staff also organised an outdoor Gaelic football and hurling session for Corpus Christi pupils which was facilitated by coaches from Gaelfast.





20 boys from Corpus Christi College participate in Cycling Proficiency skills organised by FSCN in partnership with Sustrans



GaelFast hurling skills session with Pupils from Corpus Christi organised as part of the Saturday School Programme.

Transition Provision

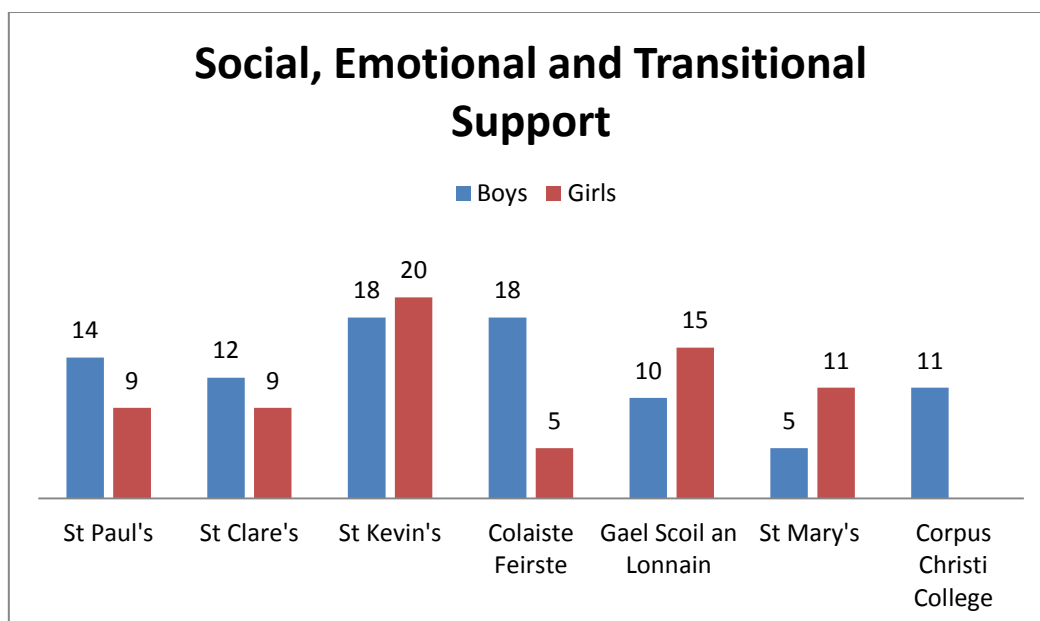
In total, **157 pupils received support with educational transition during the year** (123 children attending 5 Primary Schools and 34 pupils in 2 Post Primary schools). These pupil numbers are incorporated within the overall participation figures already specified within this report for Primary (415) and Post Primary (74).

At Colaiste Feirste, 23 year 8 students (18 boys and 5 girls) participated in a year-long intensive programme which focused upon building resilience skills. The methodology employed drew together techniques adapted from NLP, Life Coaching & Positive Psychology and combined elements of both formal & informal education curriculum. The programme was specifically developed as a bespoke respond to social and emotional well-being needs identified by the school SENCO.

11 young students from Corpus Christi College who were identified by the SENCO as having specific vulnerabilities in relation to change were targeted for specific social and emotional support in preparation for their transition to All Saints College.

5 primary schools highlighted in the table below all received transition with social and emotional support for children, primarily but not exclusively in primary 7. 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 positive social behaviour within a group setting.



Newcomer Provision

FSCN support for newcomer children attending schools in the Greater Falls Extended Schools Cluster continued to be a priority over the 2018/19 academic year.

Demographic changes in school population specifically within the Greater Falls Extended Schools Cluster, has presented a significant challenge to school communities, particularly as newcomer children often arrive having experienced many years of interrupted formal education.

In order to help meet some of the academic needs presented to schools, the FSCN teamed up with Greater Falls Extended Schools Cluster, to fund and co-ordinate a CPD programme aimed at building the capacity within local schools to deliver **'English as an Additional Language'** to newcomer children, attending both primary and post primary schools within the Greater Falls area. International House Belfast with an extensive history and experience of running certificated qualifications in the field were keen to participate in this project.

In return for having fees for the Cambridge accredited course paid for, participants were asked to:

- Contribute to the development of English as a second language within their school/community;
- Cascade experiences within their school to other teachers;
- Share good practice within the Extended school cluster;
- Feedback outcomes to FSCN/Extended Schools.

This programme commenced in October, and was completed in June 2019 with 8 participants (6 teachers and 2 classroom assistants) successfully completing the intensive yearlong learning programme, which included 3 observed teaching practices.

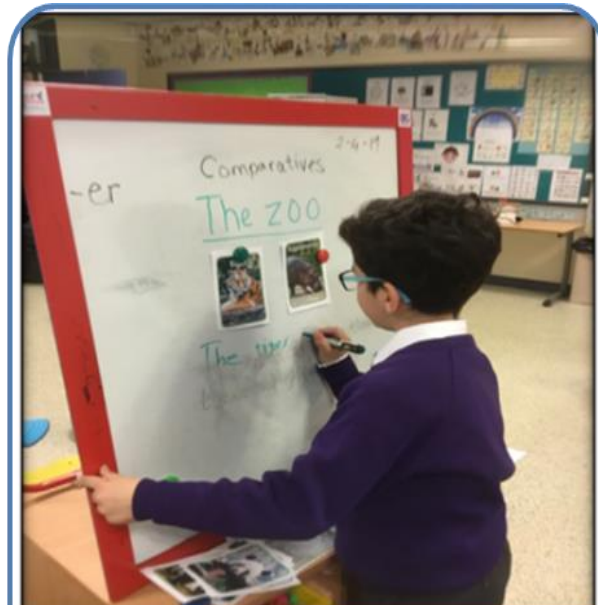
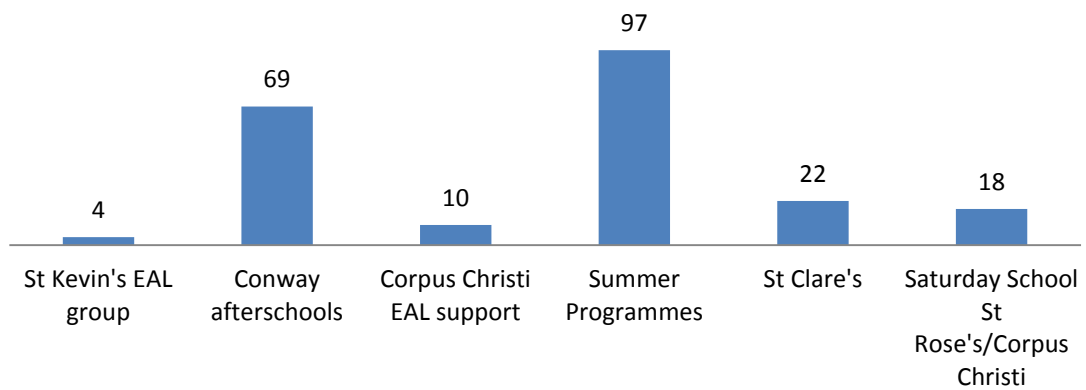
Corpus Christi College received in-class English language support for 10 young newcomer children from a member of FSCN staff team who was participating in the Certificate in English Language Teaching (CELT) training.

A Saturday school for newcomer pupils from Corpus Christi and St Rose's Colleges organised for 10 weeks during the year engaged 18 young people in a series of English classes and weekly activities. The programme offered the young people an opportunity to develop and practice their English language skills, and helped prepare for their GCSE and AS Arabic exams. The Saturday school series of activities was funded by a generous donation from the family of a local teacher who sadly passed away in 2018.

Summer activities supported by FSCN included 25 places for newcomer children at a summer programme at Campbell College, organised by International House Belfast, with FSCN co-ordinating the places and transporting children to and from Campbell College throughout the 3 weeks of the programme.

A breakdown of newcomer support provided is outlined in the table below. Note that, with the exception of the Summer programmes, the numbers of newcomer children receiving support specified here are already included within the overall figures outlined for primary and post primary support on page 9 (i.e 415 and 74 respectively).

Numbers of Newcomer Pupils Receiving Support



St Clare's students practice their English language skills





Staff from FSCN supporting Newcomer Children at Conway Summer programme

Partnership work with schools and the community - *'Working together to Improve Education'*

During 2018/19, FSCN has been working in partnership with 25 educational organisations and a wide range of other delivery partners. Some key highlights of such collaboration are outlined in this section.

International House Belfast

FSCN organised 3 workshops on 'Working with Newcomer pupils', which was attended by **103** Educators from 2 primary schools and 1 post primary school (St Paul's Primary School, St Mary's Primary School and CBS). The workshops were facilitated by Sophie Cocault from International House Belfast.

Together: Building United Communities

This piece of work, which has been funded through TBUC, involved a series of relationship building activities between 3 cross community groups over the period of a year.

This provided opportunities for newcomer children attending Conway Homework Club to participate in social/ physical / cultural activities they would not usually be exposed to, with other young people from different cultural/ social/ religious backgrounds across East and West Belfast.

Participants enthusiastically engaged in the first series of activities meeting up with the other groups.

The programme continued through the summer and included a 3 day residential in August, the programme will conclude in March 2020.

Families Connect partnership with Save the Children Fund

Expanding parents' skills and confidence in supporting and nurturing their child's learning environment at home is one of the key aims of 'Families Connect', a programme developed by 'Save the Children' and facilitated by FSCN staff.

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; and
- Emotional development.

The eight-week programme provides a series of activities, techniques and games that parents and carers can explore 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. These informal workshops invited parents to explore new games and approaches that might help them to support their child's home learning experience.

FSCN staff facilitated 2 programmes in 2 primary schools during the year. 15 parents from St Paul's and St Peter's primary school participated in the programme within the year.

Futhermore, FSCN worked with Save The Children to co-facilitate a workshop designed to promote a pilot Families Connect programme to nursery schools throughout West Belfast. It is very pleasing that 10 nursery schools have agreed to participate during 2020/21 which will broaden the reach of the programme and allow many more families to reap the benefits.

HEART project – Maureen Sheehan Healthy Living Centre

16 parents/carers from John Paul II primary school and the 'Brave Hearts', completed the 'Cook it' programme during the year, facilitated in partnership with the H.E.A.R.T project at Maureen Sheehan healthy living centre.

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 diatetics 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 69 newcomer children from 4 primary and 4 post primary schools attended the homework support session which ran 4 days per week Monday to Friday, from September to 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.



Partnership working to support newcomer children

Principals of St Rose's, Corpus Christi and St Mary's meet with FSCN project manager Ann Pendleton and Conway Education Centre Manager Pauline Kersten to discuss homework club for Newcomer pupils.

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 12th Annual Easter School for GCSE English and Maths.

All Saints College Transition

A meeting was facilitated in March by FSCN with a number of support agencies, community and voluntary services providers for the Upper Springfield and Greater Falls areas, the Educational Co-ordinator for the West Belfast Partnership Board and representatives from

all 3 local post primary schools due to amalgamate to form All Saints College - Cathy McMurray, Kate Magee, Debbie McGivern and Sean Quinn (Corpus Christi), Martin McCaughan (CBS), Grace McCallion and Helena McVeigh (St Rose's).

A series of follow up meetings were held to agree transition arrangements for the entire school communities, which FSCN participated in to offer support.

FSCN facilitated 3 workshops with newcomer children and their parents. 2 workshops were held at Conway Education Centre, with the final one (a visit to CBS site).

FSCN organised a staff development session on working with Newcomer Children for CBS staff, which took place in June and was facilitated by International House.

Schools, community and business working co-operatively to promote positive mental health for all

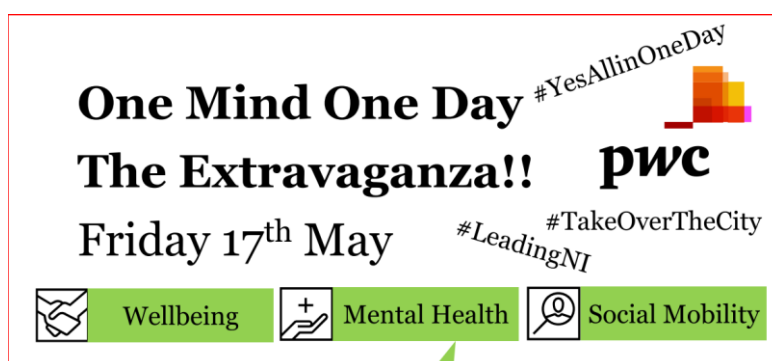
On Friday 17th May, over 700 local school children, teachers, classroom assistants, community workers and walking groups took a stroll around the Falls Park in support of positive mental health and wellbeing.

The walk in West Belfast was part of the **'One Mind One Day'** series of 36 city wide events organised throughout Belfast by Pricewaterhouse Coopers (PwC) in partnership with community based organisations.

The Falls Park Event was co-ordinated by Full Service Community Network and Falls Community Council. Coaches from Gaelfast and Sonal Sportz NI facilitated a range of activities in the parks 4 G pitch for primary and nursery school children.

NI Water donated 600 refillable water bottles to all participants on the day, as part of their 'Refillution' campaign, encouraging a reduction in the use of plastic water bottles. Healthy fruit snacks were also donated by PwC.

3 post primary, 6 primary and 2 local nursery schools participated in the event.





'A Walk in the Park'

Paul Morgan from Sonal Sportz NI said, *"it was fantastic to be part of this extremely worthwhile event and a privilege for myself personally and Sonal Sportz as a business to be able to give something back to my own community"*.

"NI Water were proud to support this worthwhile cause providing free reusable water bottles for all participants."

Anna Killen Outreach and Learning Officer at NI Water

"On behalf of all the PwC partners and staff I wanted to express our gratitude to Full Service Community Network for being involved in our PwC project which took place on Friday 17 May across Belfast."

"Thank you for organising the community walk in Falls Park. Coordinating so many primary schools in the area and ensuring that over 600 kids took part on the day."

"Thanks to everyone involved, the whole day was an amazing success with over 600 of our staff taking part, interacting and having an impact on over 2,000 people throughout Belfast."

Mr Paul Terrington Chief Executive PWC



Nursery school staff and children participate eagerly in activities



Children from St Kevin's queue up to participate in the event



How well did we do it?

This section provides some examples of positive feedback from individuals or schools receiving support via the FSCN in 2018/19 which illustrates the quality of the provision offered.

Families Connect

2 grandparents who were the main care givers to their grandchildren attended the programme. One parent returned from last year's group with her youngest child because she said she got a lot out of the programme and her child wanted to participate with other class members.

Parents who participated in the programme have actively engaged in school support projects in St Paul's primary school including:

- Library Support;
- Book Sack Reading Support Programme;
- Painting new SENCO Nurture Room.

Selection of feedback from pupils receiving Transition support

- *"I have got better at knowing what makes me happy."*
- *"We have helped each other solve problems."*
- *"We have shared our thoughts & ideas how to keep our bodies safe".*
- *"Everyone has been a positive influence, we have learnt how to think positively & give compliments."*
- *"It's been good to be more confident about talking to new people because in secondary school not all my friends will be there."*
- *"Meditation has been helpful to make me less angry & sad."*
- *"Learning about our strengths was helpful so I can talk to other people about myself & each other."*
- *"Meditating has taught me how to relax my body, it's been important because I get angry really easily."*
- *"I have learnt things that make me feel better, now when I am sad, I know to do things that make me feel better."*

What school leaders had to say:-

“May I first congratulate the FSCN on the work they do in schools. It is such a valuable resource to have in an area such as ours. I also pay tribute to the training providers who have been most supportive in their work with our applicant to the CELT-P programme.

I would like to inform you as a result of the work that has taken place here this year, that I have released our classroom assistant from her duties in P1 to work exclusively with our Newcomer Pupils putting in place the various strategies which have been disseminated during the course of the year. In the analysis of our budget position and with the agreement of our Board of Governors, it is anticipated that this will be continued throughout 2019-20 here in the school. This will meet the undoubted need of our pupils across the key stages.

I would also like to offer the school as an ongoing resource for any student looking to complete the programme going forward. I believe that the outstanding practice currently being offered through the scheme will benefit the whole of West Belfast. I hope that the contribution which the school is donating to these students is a valuable measure of the impact to which the CELT-P programme is making towards a much needed resource in an area such as ours.”

Mr C.O’Doherty, Principal St Clare’s Primary School

“The support we have received from FSCN in a variety of ways has been very welcome and much appreciated. FSCN staff member has worked in constant communication with our primary two staff and has become part of the team over the years...she regularly goes out of her way to assist our school and our children in whatever way she can; a prime example of this is her weekly leadership in our homework club”.

Mr John McComb, Vice-Principal St Kevin’s Primary School

“All support is always well delivered and the pupils clearly enjoy the extra support. School Counselling services is much needed and is a great support to all of our children”.

Mrs Gillian McCotter, Vice-Principal St Paul’s Primary School

“We are very pleased to have the additional support from FSCN to help our children who are struggling with specific aspects of the curriculum. The one to one and small group sessions provide the necessary focused attention has proven to be valuable in helping children find success”.

Mr J McCann, Vice-Principal St Joseph’s Slate Street Primary School

“Great Support, good language development with explaining mathematical problems, children especially enjoyed games, created enthusiasm, small groups allowed for growth in confidence. Parents very appreciative. Altogether invaluable”

Mrs P Alexander, Principal St Peter’s Primary School

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

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

Sharing the Learning of Educational Disadvantage with St Mary’s University College teaching undergraduates

“Thank you so much for today’s talk, it really was a fantastic overview and so informative. It is great for the students to see how the theory applies in real life and especially understand that it is a privilege rather than a problem to serve a diverse range of needs. Your enthusiasm and passion for the work is infectious.

Your work is such a wonderful illustration of the importance of working in partnerships and linking with the community. I really feel that I could have you talking every week as you have such a rich range of real life experiences of young people that illustrates the multi-dimensional element of educational disadvantage”.

Ms Nora O’Baill, Associate lecturer St Mary’s University College

Feedback from Cook it Participants

“Cook it programme gave me more options for meals and how to make healthier choices, it taught me how to make food from fresh instead of buying it, more fun making it yourself.”

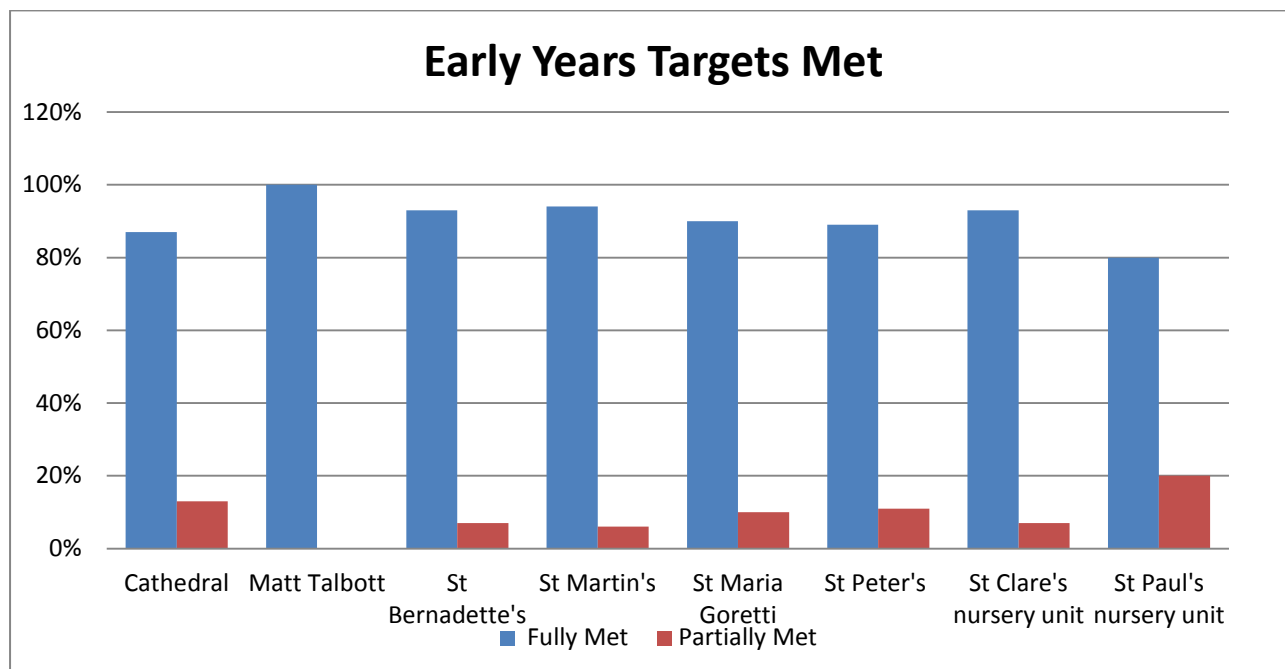
“Having done the cook it course I will now look more closely at labels for healthier eating and try different healthier ingredients to make healthy meals for my children”

Using this information and new skills I have starting cooking with my children and we are loving it as a family”

How we made a difference in 2018/19

This section outlines key impacts on learning and attainment which FSCN support has helped towards.

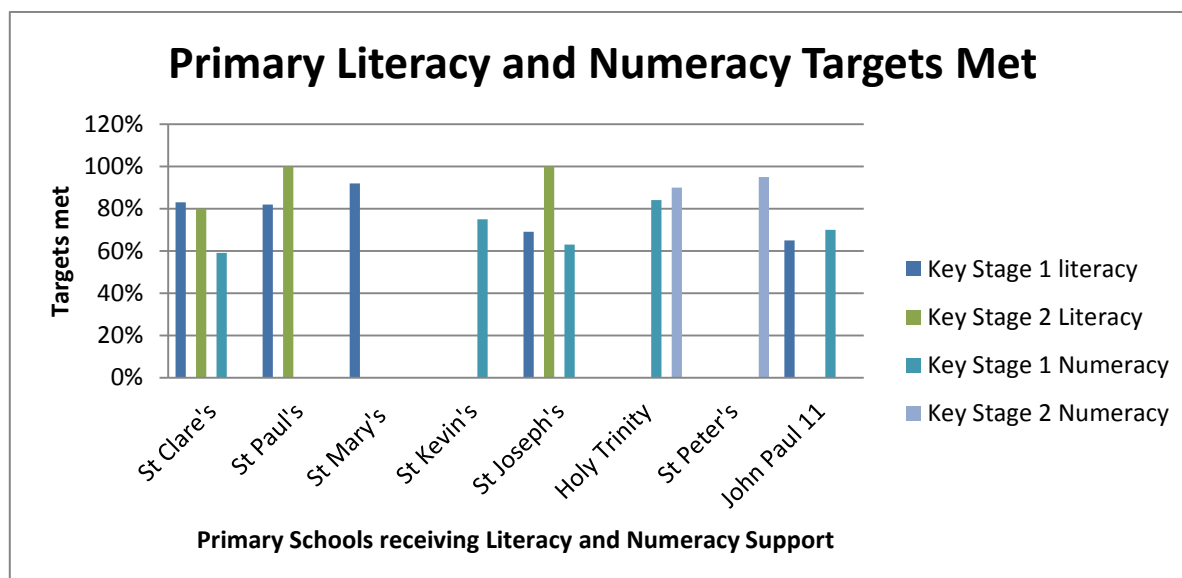
Nursery



92% of nursery school children receiving early intervention support met their individually agreed targets as set by their class teacher and FSCN support staff.

4 of the 8 nursery schools use the 'COMET' assessment tool as a means of measuring pupil progress throughout the year. The results received from those schools indicate a 2.6 point average increase from RED to GREEN scores for children in level of attention, clarity of speech, eye contact, turn taking, initiation, auditory memory, visual memory, syllable, rhyme, segmenting, concepts, key words, vocabulary, narrative and social and emotional development.

Primary



8 primary schools received literacy and numeracy support from the FSCN.

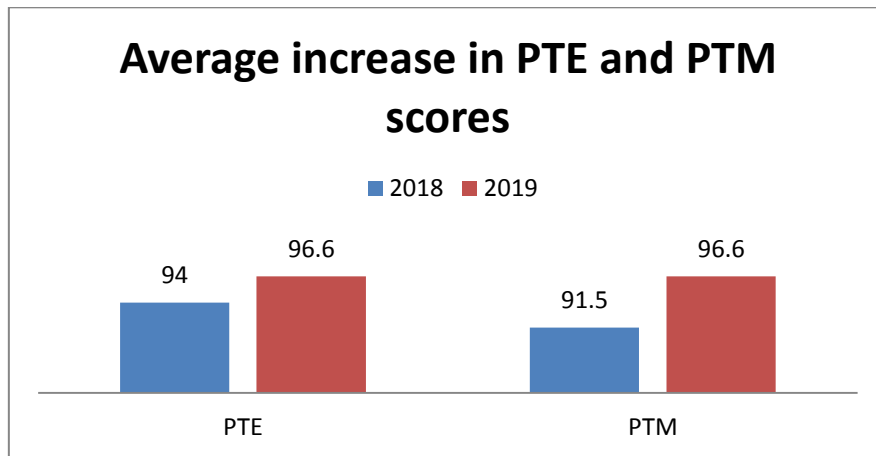
On average, 78% of literacy targets for children at Key Stage 1 were fully met across the 5 primary schools receiving literacy support from FSCN staff while 22% of the targets were partially met. 93% of Key Stage 2 literacy targets were fully met across the 3 schools receiving support at Key Stage 2.

70% of individual Key Stage 1 numeracy targets were fully met with 30% of the targets partially met. 93% of numeracy targets met at Key Stage 2.

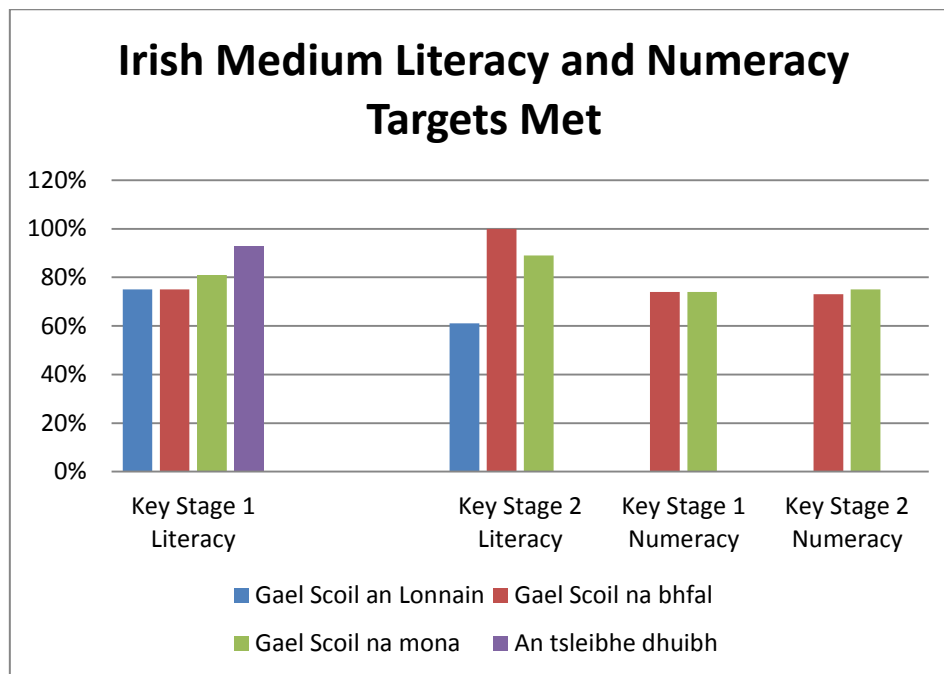
A number of pupils receiving support with Key Stage 1 numeracy at St Clare's primary school in particular were newcomer children with additional literacy deficits therefore some targets set presented more challenges to these children. 100% of targets set were partially met.

KS1 targets for both literacy and numeracy are lower than the related KS2 achievements and Early Years support this academic year primarily because 74% of children receiving support this year at Key Stage 1 also had a range of additional needs relating to either social and emotional or behavioural challenges.

Of the 8 primary schools receiving FSCN literacy and numeracy support, 7 use the same assessment tools 'Progress Towards English' (PTE) and 'Progress Towards Maths' (PTM) to measure pupil achievement. PTE/PTM scores assessed from those 7 schools at the end of the 2018/19 academic year indicated that literacy had increased on average by 2.6 points and numeracy increased by an average of 4 points on previous 2018 scores. This continues a pleasing year on year trend of improvement.



Irish Medium



For those pupils receiving support within the Irish medium primary schools, 81% of related Key Stage 1 literacy targets and 74% of Key Stage 1 numeracy targets set with teaching staff and FSCN support staff were met by the end of the academic year.

83% of literacy targets and 74% of numeracy targets at Key Stage 2 were fully met with 17% literacy targets and 26% of numeracy targets partially met.

Primary Case Study - Gaelscoil na Móna

“The IME Project Worker worked with small groups of 3 or 4 children spanning Primaries 3-5 on the areas on Literacy in Irish and Numeracy. He was very enthusiastic and built excellent relationships with the children very quickly, in order to gain their trust and maximise their potential for improvement.

We had one child who also attended another outreach service for support in a different area, who also presents with high levels of anxiety and was removed from the other support as it was adding to her levels of anxiety. However, she became very comfortable with the FSCN worker and attained very well with his support.

Teachers reported that it was particularly useful that he was flexible enough to work either on class targets with small groups on individual targets with particular children in areas of concern on a rolling basis over the year, giving the children an extra opportunity to obtain the knowledge which they had not learnt in a whole class situation.

IME schools have no other Irish Language Literacy support for children who need extra support or a boost in terms of reading or Literacy at all, which makes this service critical.

There are also no standardised assessments available in Irish, which means that it is extremely hard to quantify and track progress in Literacy in Irish and therefore it is even more pertinent that through this service a professional can devise and monitor the progress of those children who appear to be under-achieving.

All pupils who worked with the FSCN Project worker made vital progress”.

Caireann Uí Mhuireagáin / Karen Morgan Príomhoide / Principal Gaelscoil na Móna

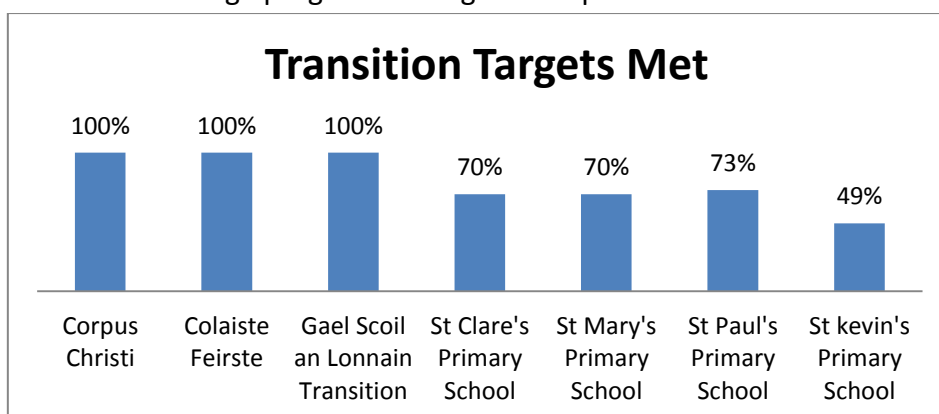
Post Primary

The West Belfast Partnership Board’s Easter School annual report for 2018/19 (attached at Appendix 1) indicates that **93%** of those who attended the English classes maintained their predicted grade or achieved higher, while in Maths **86%** maintained their predicted grade or achieved a higher grade. Around 66% of the children attending were in receipt of Free School Meals.

13 newcomer children attending Corpus Christi and St Rose’s Colleges successfully gained A*-C grades in their GCSE Arabic, 8 students achieved at AS level and 3 achieved their A level Arabic with grades A*-C having received additional support from the Saturday School organised by the FSCN.

Transition

2 post primary and 5 primary schools received intensive transition 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 below.



Post Primary Case Study - Colaiste Feirste

“FSCN has facilitated the most amazing support to us through the work of the Transition project worker, she has been working with us over a number of years, we enhanced the programme of support by working from baselines and analysing value added. Of course, we have our own educational and pastoral baselines in Colaiste Feirste, the pastoral being in the form of PASS, which as an attitudinal tool, gives us an insight into our children’s strengths and worries. By doing this, we identified the children requiring support and this was followed up with some very specific baseline studies. Having identified the group, the transition worker began a programme of work that saw children from Years 8 – 11 receive a most specific bespoke plan of nurture and support.

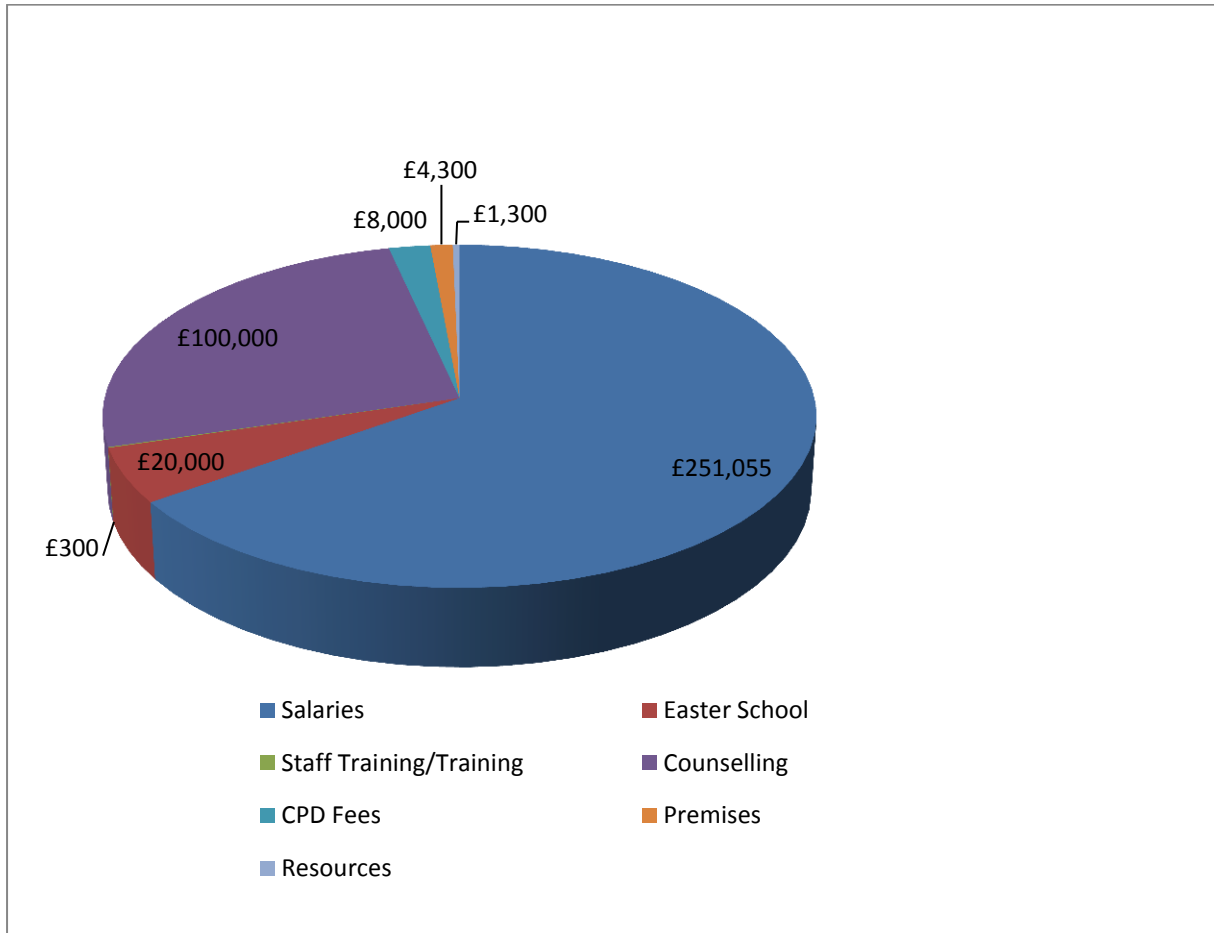
There is no exaggeration in saying that children literally run to her and welcome her upon arrival, and mourn her departure. The value added from her work with the children is utterly palpable. It is difficult to highlight one success story in particular, but she worked with a young person who has had a very difficult life thus far. This young person has endured immeasurable loss, bereavement and abandonment. The nature of her intervention work, allows the children to breath, to vent, to share and to relax. Teachers commented that this child’s engagement in class, her sense of purpose and her confidence evolved ever so gently, bit by bit, with each passing week. Most significantly, both herself and her programme acted as a bridge of support to this child’s parent in that we were able to reach out to them and offer support, which the parent, previously had been understandably, too proud and embarrassed to accept.

This has all subsequently enriched all of these global relationships for us all.”

Eimear Mhic an Fhaili, Colaiste Feirste

How we spent our Budget

Breakdown of FSCN allocation in 2018/19-£385k



Barnardo's Northern Ireland

TIME 4 ME: School-based Counselling & Support

Full Service Community Network

Summary Report September – December 2018

Delivery of Barnardo's Time 4 Me counselling service has now been completed in all of the 13 schools within the cluster. All cases have now been closed and evaluated. School/ parents/ carers have been made aware of the children who would benefit from an extension to their counselling input. The total number of these cases is low; however it will be the new provider to determine if cases proceed.

Below is a table that highlights the service input in each of the 13 schools within the cluster from September 18 – December 18.

Service from Sept 18-Dec 18.

(Totals in black 217 = Total number individuals benefited from the Counselling support)

School	Pupil Numbers	Average age	Involved Statutory Services	Gender		Parents Consulted	Teachers Consulted	Other Professions Consulted	Perceived Disability	Group Work
				Male	Female					
BUNSCOIL Tsliebh DHUIBH P.S	4	5-11	0	3	1	4	4	0	0	0
GAELSCOIL NA MONA P.S	5	5-10	0	4	0	4	4	0	0	0
GAELSCOIL NA BHFAL P.S	4	5-11	1	2	2	4	4	1	0	0
GAELSCOIL AN LONNAIN P.S	4	5-8	0	2	2	4	4	0	0	0
HOLY TRINITY P.S	8	4-11	3	3	5	10	8	3	2	0
JOHN PAUL II P.S	4	5-11	1	1	3	5	4	1	0	0
ST CLARES P.S	6	5-11	0	3	3	7	6	0	3	0
ST GERARD'S P.S	4	7-11	1	3	1	4	4	1	3	0
ST MARY'S P.S	3	7-10	1	1	9	10	6	1	1	7
ST PAUL'S P.S	5	8-10	0	0	6	7	6	0	0	0
ST PETERS P.S	4	6-10	2	0	4	4	4	2	1	0
ST KEVINS P.S.	4	6-11	1	4	0	5	4	1	4	0
ST JOSEPHS P.S	6	5-11	0	6	0	7	6	0	0	0
	61		10	32	36	75	64	10	14	7



FSCN Counselling Service – Overview Report (January – June 2019)

Relate NI work in partnership with Full Service Community Network to provide a Counselling Service in 13 CCMS Primary Schools in both the Upper Springfield and Greater Falls Extended Schools clusters.

The overarching aim is to increase pupils' emotional well-being and improve their learning potential, be responsive to pupils' needs and operate as an integral part of a school's pastoral care provision.

Relate NI provided a team of 5 trained child therapists who take a child-centred approach to counselling and supporting the children, their parents, carers and teachers.

Request for counselling can come from teachers, parents or carers. Counsellors begin the process by engaging with parents/carers to build an understanding of the child, their family and school situation while identifying therapeutic goals to best support the child.

Service Delivery – How much did we do?

Relate NI commenced service delivery of the FSCN Counselling Service on 01/01/19 meeting Principals of all 13 schools and FSCN partners in January 2019 to build understanding and relationships.

Overall in the period from January – June 2019 the Relate team engaged with a total of **723** individuals within the school populations. We provided counselling support to **172** individuals during this 6 month period.

Relate NI also has a complementary contract with Health and Social Care Board allowing independent referrals to support parents and families with children under 18 years. Since commencement of the contract Relate NI has received 3 independent referrals to support parents and families at no cost to FSCN/CCMS.

Counsellors use a range of modalities including play, art and music therapies helping children to reduce stress and process feelings. The therapeutic engagements help children

develop and facilitate communication skills improve self-confidence and independence; enhance self-awareness and awareness of others. All these things help improve concentration and attention skills. All approaches used by the therapists help a young child to explore their feelings and express themselves safely and effectively in a confidential setting.

Client's issues

The issues that brought the children to be referred to the school Counselling Service are often complex where family circumstances, peer-relationships, community culture and learning/disability needs were factors to be considered.

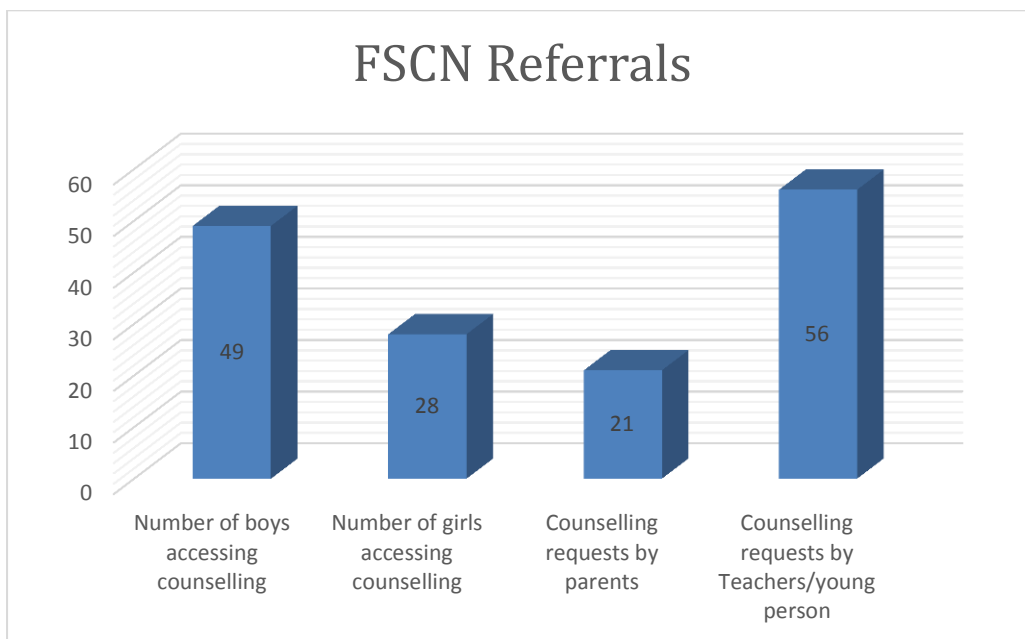
Top 10 presenting issues

➤ Anger	➤ Attachment
➤ Behavioural problems	➤ Bereavement
➤ Emotional regulation difficulties	➤ Family conflict
➤ Parental separation	➤ Trauma
➤ Problems with peer relationships	➤ Sexual orientation

Service Uptake statistics

Counselling service delivery

January 2019 - June 2019		
Total number of children receiving individual counselling support	77	
Children receiving group support	62	
Total	139	
School Staff training support	33	
Total families receiving counselling sup	172	
Number of boys accessing counselling	49	64%
Number of girls accessing counselling	28	36%
Counselling requests by parents	21	27%
Counselling requests by Teachers/young person	56	73%
Age span of pupils attending	4-11	
Average age of pupil	8	
Average number of sessions	9	
Number of pupils involved with statutory services	28	36%



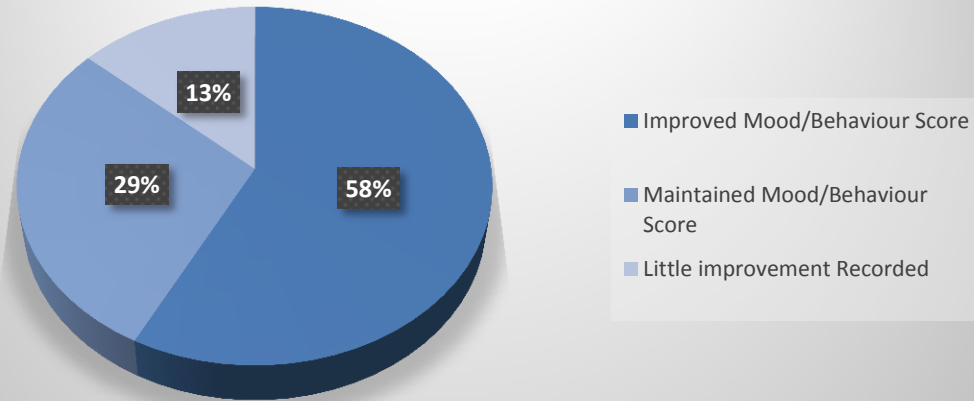
Wrap-around service

Wrap Around Delivery	Data
Number of parents/carers consultations	237
Number of school staff consultations	277
Number of other professionals consultations	11
Number of additional families consultations	26
Total	551

Benefits for the children identified through therapy and evaluation.

Out of the 77 children who received direct one to one counselling support 52 completed end to end CORs evaluation forms. The remaining 25 children did not complete for various reasons including too young, presenting with special needs/not appropriate and did not progress from assessment.

CORS Results/Impact of Counselling



Qualitative data showed improved ability to: -

- Explore emotions and make choices
- Understand challenging behaviours eg. Anger
- To form a positive attachment with self and others
- Develop strategies for positive interaction with peers/families/teachers/community

How well did we do it?

Teachers comments in relation to children who have attended the School Counselling Service

“She complains less in school of ailments and feeling sick”.

“He is definitely naming his feelings and is interested and more willing to share his feelings. He tells me now when he is feeling angry and we can work through and help him calm down”.

“I have noticed a marked improvement in his emotional development; he is sharing and reacting now to when someone hurts him”.

“He is a lot gentler with his peers. Thank you for all your work”.

Parents comments in relation to children who have attended the School Counselling Service

“He was more bubbly and excited and happier leaving school after seeing you”.

“She is less anxious regarding family situation and enjoyed the sessions”

Feedback from a child who has attended the School Counselling Service



A child's depiction of her counsellor as 'superwoman'.

Appendix 2



West Belfast Partnership Board

Easter School

Maths & English GCSE Support

Report 2019



CONTENTS

- 1. Background**
 - 1.1 Aims
 - 1.2 Objectives
 - 1.3 Background & Development
 - 1.4 Process & Format
 - 1.5 Promotion & Publicity

- 2. Structure of Easter School**
 - 2.1 Class Structure
 - 2.2 Learning and Teaching
 - 2.3 Planning

- 3. Statistics**
 - 3.1 Recruitment & Retention
 - 3.2 Examination Results Analysis

- 4. Monitoring, evaluation and review (MER)**

- 5. Conclusion**

- 6. Appendix A: Participating Schools & organisations**

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 2019

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 20 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, Widening Participation Officer, WBPB were able to access students to act as classroom assistants

The composition of the classes mixed gender and but in keeping with recommendations from last year's 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, (CCEA exam board). 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

210 students from 10 schools participated in the Easter School 2019. 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. Malone College was not represented this year as their students attended the Easter School in Queen's University, which is managed by Belfast South Community Resource (BSCR). This is

based on the WBPB model and all processes, evaluation frameworks and paperwork was shared by WBPB.

The following is a breakdown in terms of gender:

Males: 124
Females: 86
Total: 210

The retention and attendance rate was as follows

93% attended 4 days
5% attended for 3 days only
2% attended for one day only

The subject breakdown

154 students went to the Maths GCSE classes
56 students went to English GCSE classes
29 students went to both
Total: 210

3.3 Examination Results Analysis

English

86% of those attending English Classes got a grade C or Higher
14% got a grade D or Below
93% maintained their grade or got a higher grade

Maths

65% of those attending got a grade C or above
35% got a grade D or below
86% Maintained their grade or got higher

FSM

139 students were entitled to Free School Meals, which equates to 66% of those attending.

4. MER

Students, teaching and support staff completed an evaluation of the programme, which will be incorporated in to the WBPB annual End of Year Status Report.

One standout success of this year's programme was a student with autism who, with some individual support, was able to complete the entire four days, receive help with their studies and enjoy the experience.

WBPB will contact all schools and GCSE results for students attending will be collected in late September /early October.

5. Conclusion

The Easter School this year was a great success and the behaviour of the students was excellent. The staff in St Mary's University College praised on the attitude of the students this year and commented that the students were to be commended.

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

Appendix A: Participating Schools, Colleges and Stakeholders

- 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
- Colaiste Feirste
- St Patrick's Lisburn
- St Rose's Dominican College
- West Belfast Partnership Board
- Department of Education
- Full Service Community Network
- Community Education Sector

- St Mary's University College, Belfast