



Full Service Community Network *Annual Report*

2019-20

‘Educational Achievement for All’



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Who We Are

FSCN Board Members 2019-20

Shirley Mckenna Geraldine Duffy from March 2020	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)
Damien Coyle	Post Primary 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

2019-20 FSCN Staff Team

Ann Pendleton	Project Manager
Lindsay Adair	Project Administrator
Grainne Wallace	Project Worker – Education
Toni Chi Vaughan	Project Worker-Educational Transition
Anna Magennis (Maternity Leave until March 2020) Moira McKeown (September 2019-June 2020 Maternity Cover)	Project Worker-Education and Transition
Charlene O’Hara (Maternity leave from March 2020)	Project Worker-Education
Jenny Quinn (to December 2019) Niamh Aine resigned October 2019)	Project Worker-Education (for Niamh Aine Morgan)
Fionntán Ó Mealláin	Project Worker- Education (Irish Medium)

What We Do

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 Catholic Council for Maintained Schools (CCMS), which has managerial responsibility for the project. A total of £385k was made available to support the FSCN in 2019-2020 (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 2019-2020 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 its 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.

Chair's Forward

I am delighted to present the Full Service Community Network's Annual Report for 2019/20.

2020 was a year unlike any other and no-one could have predicted the situation that we now find ourselves in during this pandemic. However, in the midst of these challenges, the FSCN have continued to facilitate and support the continuity of service for over 2000 families within the Greater Falls and Upper Springfield areas of Belfast.

This year's annual report highlights how the FSCN team embraced these challenges and sought creative solutions to deliver a quality wraparound service for the most vulnerable children and families; including adopting flexible and innovative approaches to remote learning and teaching and seeking new ways of engaging with parents and children during this lockdown period when our schools were closed.

As Chair of FSCN, I want to commend the project manager, Ann Pendleton for the inspired leadership that she continues to demonstrate in her commitment to meeting the Programme for Government priorities and the draft Children and Young People's Strategy in these unprecedented times.

I also wish to thank the FSCN staff for their continued resolve, resilience and positive will to working together to ensure that the children, young people and their families are prepared, supported and encouraged to learn and get the best possible start in life.

Geraldine Duffy (acting chair CCMS)



Message from Project Manager

“The truth is that we will not see a return to all of the normal ways of living we had before the pandemic in the short to medium term at least. This pandemic has affected all of our lives in multiple ways and it will take a whole of society approach and collective effort if we are to minimise its impact, and then make the best possible recovery from it.”

These words from the Ministerial Foreword of the Northern Ireland Executive’s ‘Coronavirus Executive Approach to Decision Making’ illustrate how the coronavirus pandemic has changed all of our lives very quickly in 6 short months and will continue to do so for the foreseeable future.

Leading NI academic, Dr. Noel Purdy, Director of the Centre for Research in Educational Underachievement at Stranmillis University College, commented that;

“The current lockdown and the differentiated experiences of home-schooling have the potential to further disempower and disenfranchise, thus exacerbating the social injustice of an already deeply divided education system”.

We entered the pandemic with educational inequalities which the Full Service Community Network worked tirelessly to overcome and we will exit with the certainty that for too many those inequalities will have widened.

The threat of coronavirus is far from over and its impacts will span, if not define, the childhood of the youngest in our population. It has created the greatest challenge to our education system since its inception. It also handed us an opportunity to deliver on commitments to ‘transform the school education system and deliver better outcomes for all our children and young people’.

The new way of learning presented by the pandemic provided us with a range of opportunities of doing things differently. Countless acts of societal kindness, participative community responses which

witnessed school and community reaching out to the most vulnerable within our society embodied the sentiments expressed within the Children Co-operation Act.

For the first time in their lifetime many of our children experienced interrupted formal education, an experience that many of our Newcomer and EAL pupils know only too well. The pandemic has inadvertently presented an opportunity in some small measure for children to empathise with the plight of many of their new friends.

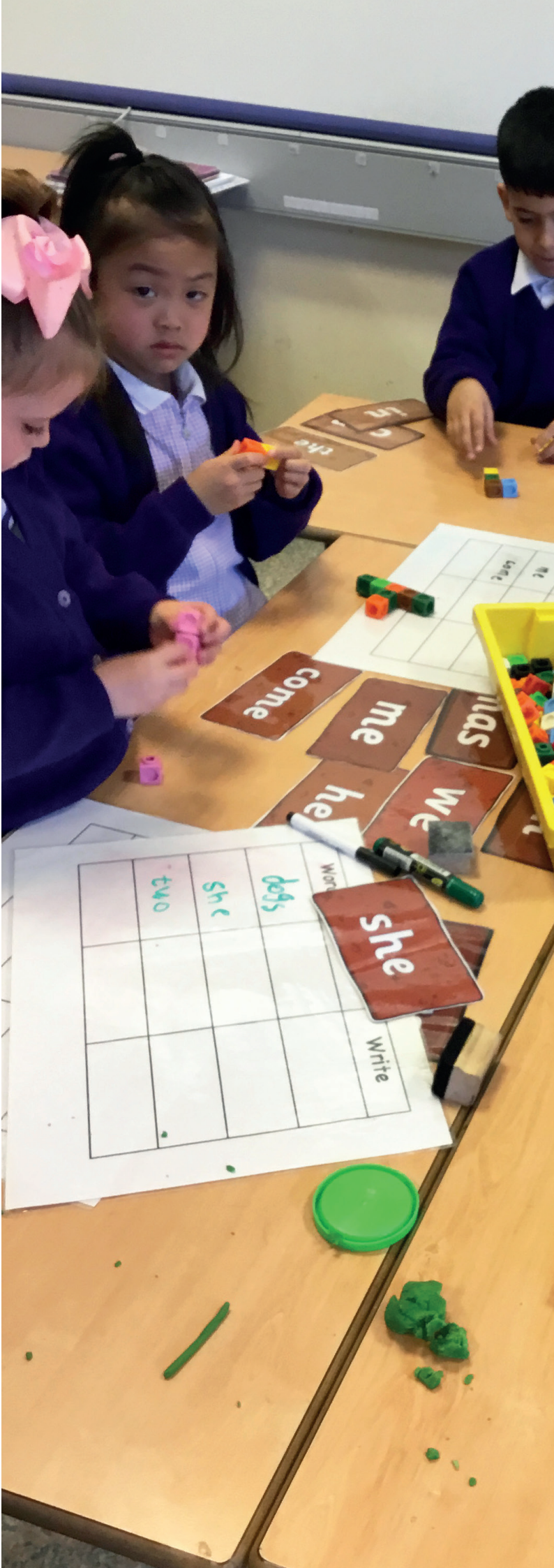
As a society we need to continue to work collaboratively and look for solutions in a wider body of evidence and practice. We have much to learn from disaster recovery and trauma informed practice in particular. We need to continue to build on these relationships to build an education system that is itself resilient and in turn supports the development of resilient children, families and communities.

Jack P. Shonkoff, M.D., Professor of Child Health and Development at Harvard University and Founding Director of the university-wide Center on the Developing Child, urged creativity in our collective responses to COVID-19;

“This is a moment in time for all of us to stretch the limits of our abilities and the boundaries of our creative capacities. [...] The question is not whether we will get through the ordeal that lies ahead—because we will. The important questions are how well we can work together to protect all young children and their families and how much we will learn from this unprecedented challenge and make necessary changes for the future”.

The Full Service Community Network believes we can do more than protect our children, families and teachers, we believe we can and should commit to societal acts of kindness that gives them the best opportunity to restore their relationships, recover their learning, skills and confidence to help them realise their full potential.

Expecting our children to walk away unscathed from this pandemic is unrealistic. We have a collective responsibility to help them to heal. We need to take the time to identify those needs and ensure no child is left behind socially, emotionally or academically.



Reconnecting with Learning

There is a clear acknowledgment that, despite all our parental, school and community efforts, not all children will have received appropriate learning opportunities or access to the curriculum during lockdown.

All our pupils deserve the chance to reconnect and recover lost learning before being asked to step up to the next educational challenge.

If we move forward from that basic premise, it's entirely feasible that, far from being a minimised version of what we knew before, the academic year of 2020/21 could provide an attuned, responsive and individualised educational experience which supports children and young people in realising their full potential.

Our commitments to help children realise their full potential

In our Draft Programme for Government 2016-2021 and in our Children and Young People's Strategy 2019-2020(we have made commitments to give every child the best start in life. The Programme for Government indicators on children reaching their developmental milestones, achieving academically, succeeding in training and employment and experiencing less inequality of outcome have been significantly impacted upon by Covid-19.

Whatever their age, giving our children and young people need time and space to reflect on the huge and sudden changes in their lives, reconnecting them with close peers as well as familiar and trusted adults and supporting them to rebuild their social, emotional and academic confidence and competencies will have both individual and societal benefits.

Despite the fact that the 2019/20 academic year was impacted severely by the pandemic during the academic year the Full Service Community Network provided in school support to 2,264 families within the Greater Falls and Upper Springfield areas of Belfast.

Our core aim of 'Tackling Educational Disadvantage' was perused vigorously as our schools headed into lockdown. The FSCN team responded creatively and imaginatively to the world of blended learning and previously unheard of online platforms like 'Zoom' and 'Teams'

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 us to play our part in 'Transforming Lives' for the better.

Examples of our collaborative working relationships and the 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 we 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 the staff of FSCN for their continued commitment to the children families and schools we serve despite the challenges which a global pandemic presented us with. To Mrs Shirley McKenna our Chair until March 2020 and Mrs Geraldine Duffy for stepping so ably into her role from March '20 to date helping to steer us gently through the toughest of times. To Mr Gerry Campbell and the administrative team at CCMS for their continued advice and assistance over the year, and finally to the staff and management of St Mary's University who have continued to make us feel welcomed within their wider learning community.

Ann Pendleton

FSCN Project Manager

How much did we do in 2019-20

During this year the Full Service Community Network project team supported 2,264 families within the Greater Falls and Upper Springfield areas of West Belfast.

- 1,005 families received direct educational support with literacy, numeracy and social and emotional regulation.
- 994 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.
- 55 families were engaged over the period of lockdown 35 were supplied with ICT equipment to enable them to access online learning and 20 families participated in an online transition to post primary school

Programmes designed and delivered by the FSCN staff.

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

Primary Schools	Literacy	Numeracy
St Clare's		KS1&2
St Paul's	KS2	KS2
St Mary's	KS1	KS2
St Kevin's		KS1
St Joseph's	KS1&2	
Holy Trinity		KS2
St Peter's	KS2	KS2
John Paul II	KS1&2	KS1
St Gerards		
Irish Medium		
Gaelscoil an Lonnain	KS1&2	KS1&2
Gaelscoil na bhFál	KS1&2	KS1&2
Gaelscoil na Móna	KS1&2	KS1&2
An tSleibhe Dhuibh	KS1&2	KS2
Nursery Schools		
Cathedral		
Matt Talbott		
St Bernadette's		
St Martin's		
St Maria Goretti		
St Peter's Nursery unit		
St Paul's Nursery unit		
St Claire's Nursery Unit		
Post Primary Schools		
Coláiste Feirste	KS3	
All Saints		iPad
St Louise's		iPad
St Mary's		iPad
De La Salle		iPad
Community		
Conway Education Centre		
Family Support Hub		
WBPB		
Heart Project HLC		
Top of the Rock HLC		

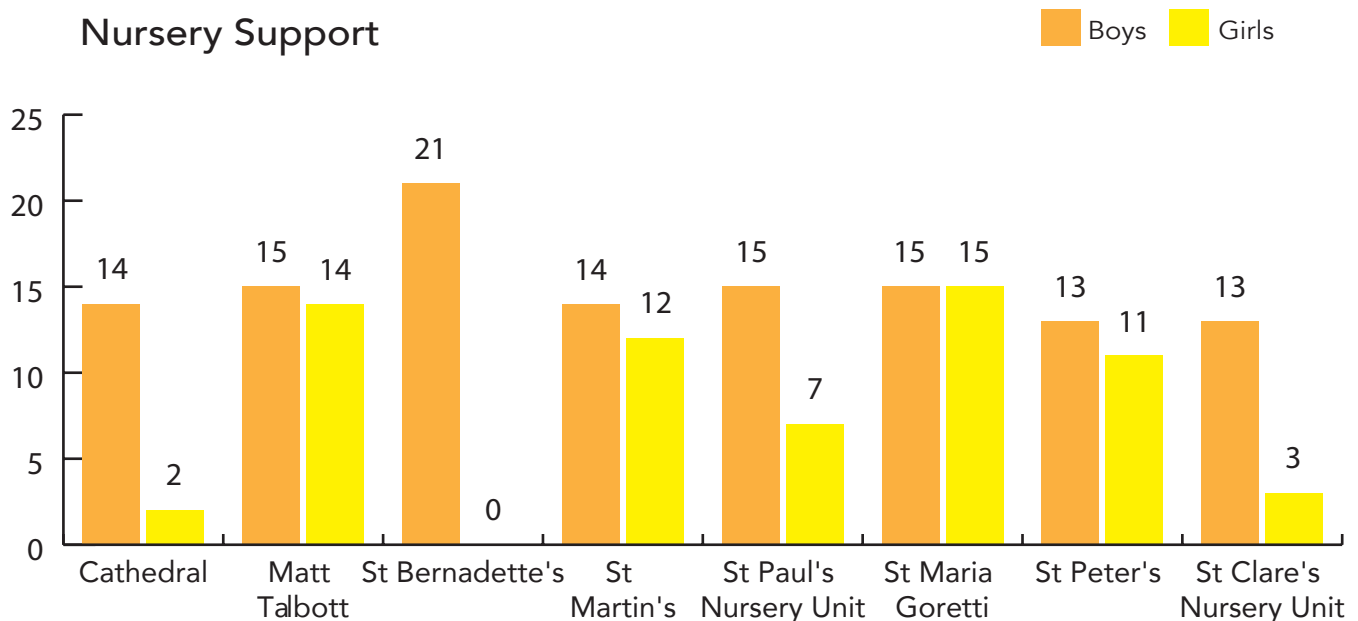
ICT	Tranisation	Homework	Nurture	Counselling	EAL Support	Parents	S & E
	KS2				KS1&2		
	KS2				KS1&2	Families	
	KS2	KS1&2			KS1&2		
		KS1&2			KS1&2		
						Families	
						Families	
KS2							
KS2							
KS2							
	KS2&3						KS3
		KS1&2					
							KS1&2

September to March Provisions

Nursery School provision

During this academic year, FSCN teachers provided nurturing support to 184 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'.

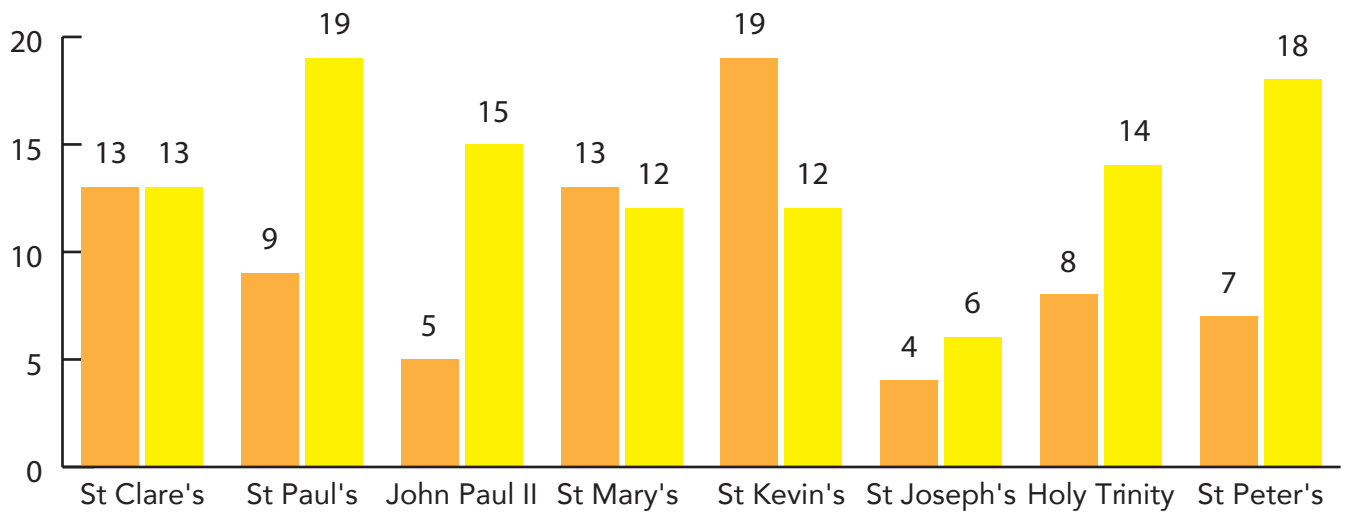
This year, we supported **315 children** within 8 local English speaking primary schools. The learning interventions employed included one to one and small group support:

Literacy and Numeracy support, Transition and social and emotional support and Homework support.

The tables to the right highlight the primary schools receiving Literacy, Numeracy, homework and Transition support as well as showing the overall gender breakdown of children engaged.

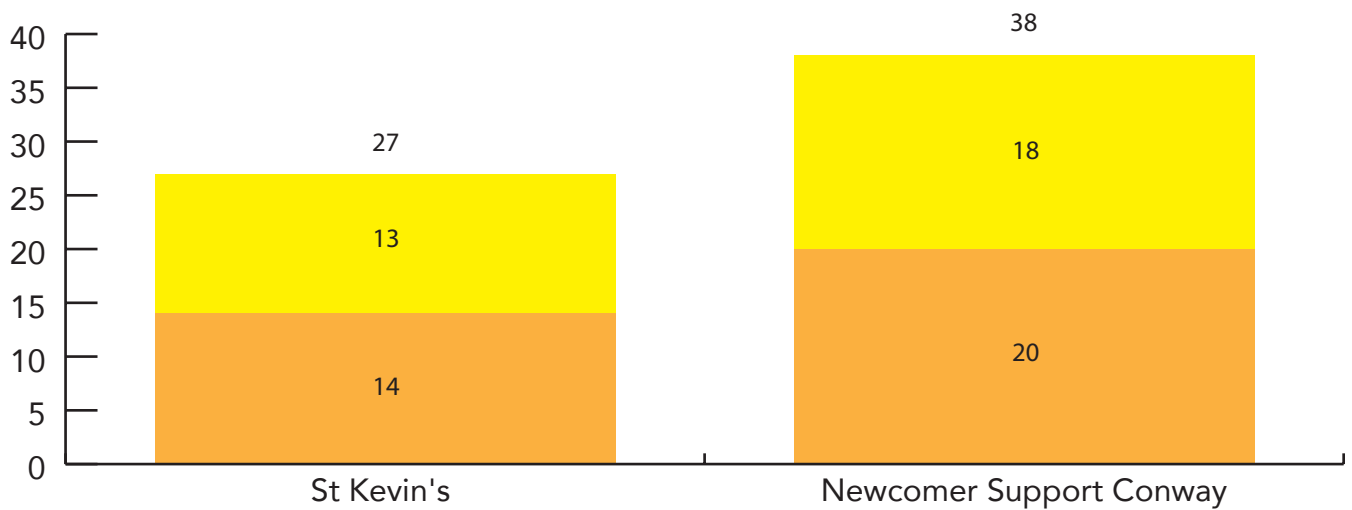
Primary School Support Literacy and Numeracy

Boys Girls



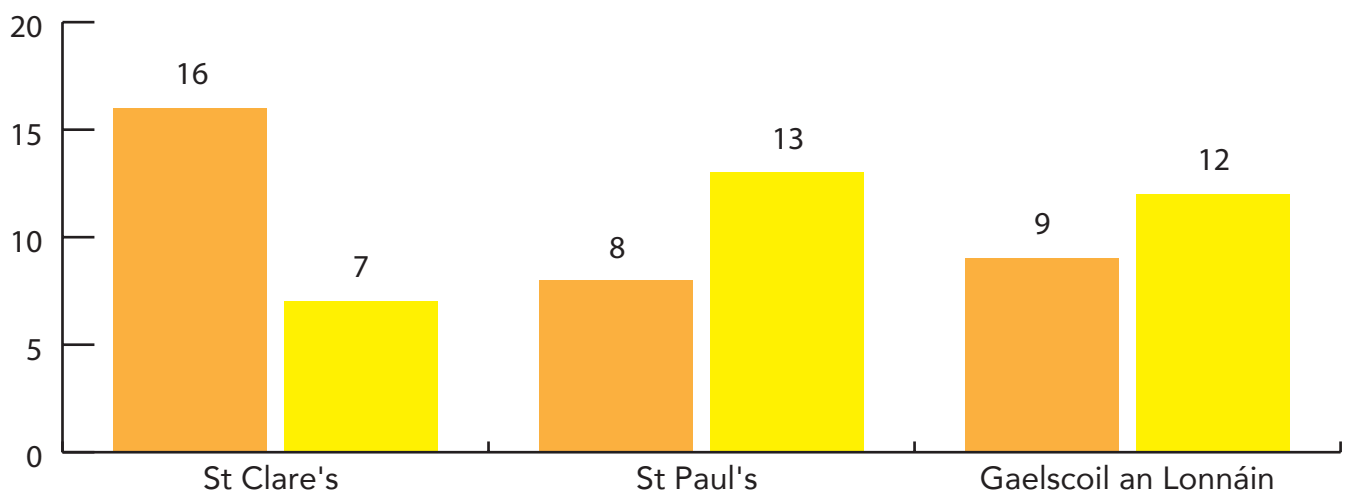
Homework Support

Boys Girls



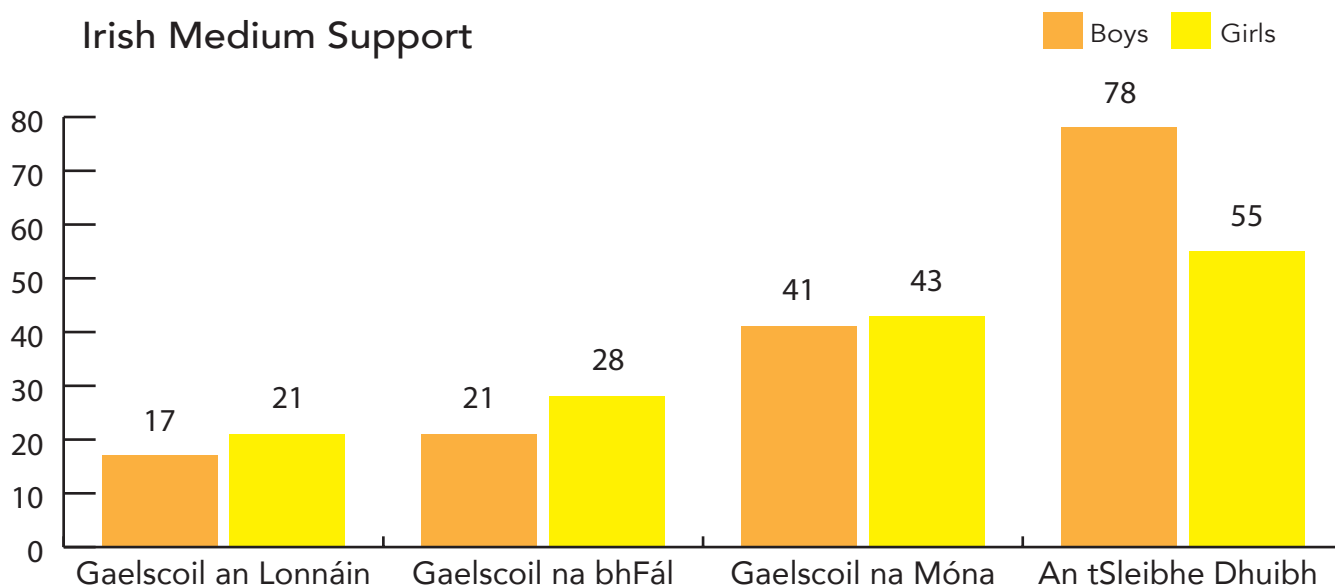
Transition Support

Boys Girls



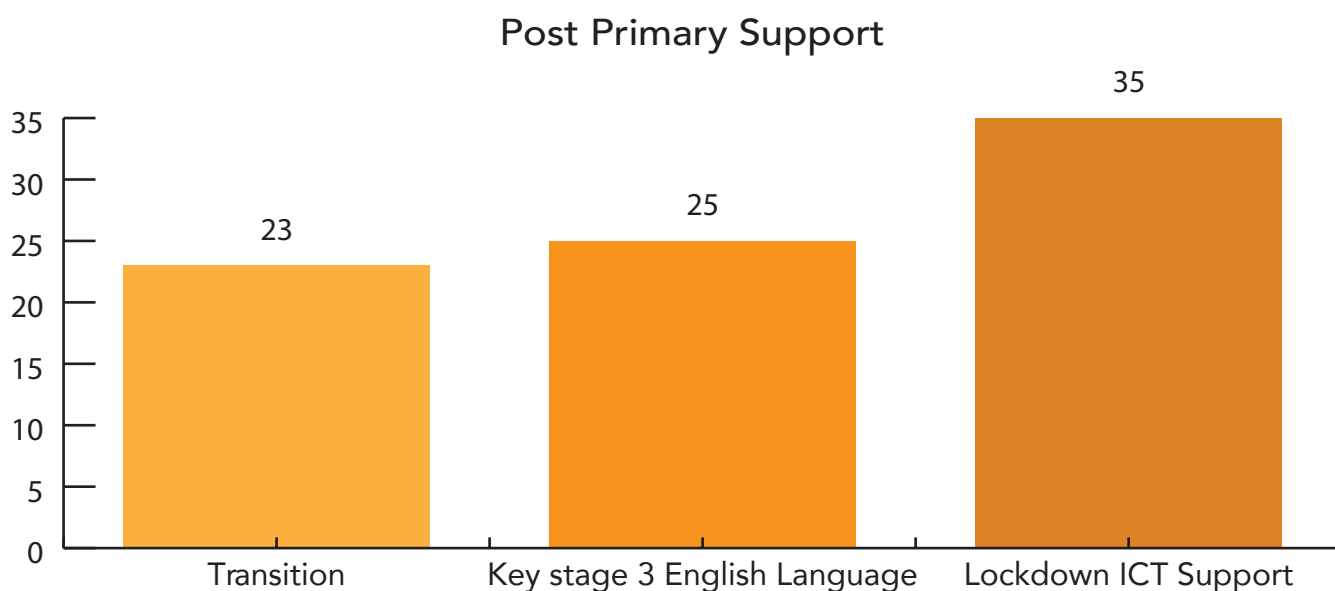
Irish Medium provision

During the year 2019-2020, the FSCN Irish Medium key worker supported **304 children** within 4 Irish medium primary schools. While the core focus of this work primarily consisted of one to one and small group based literacy and numeracy support, developing ICT skills within the schools became an additional area of support which schools were delighted to receive throughout the year.



Post Primary Provision

FSCN supported a total of **83 children** within 5 post primary schools (All Saints College, Coláiste Feirste, St Mary's Grammar School, De La salle College and St Louise' College) key in school support included Transition, Resilience, social and emotional support as well as key stage 3 literacy support. **35 Families** were also supported with computers during lock down. (details included on page....)



Family Support

In partnership with Save the Children Fund the FSCN delivered Families Connect programme to 27 parents/carers across 3 participating primary schools. The programme is designed to expand parents' skills and confidence in supporting and nurturing their child's learning environment at home Families Connect focuses on supporting parents and children to learn together.

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

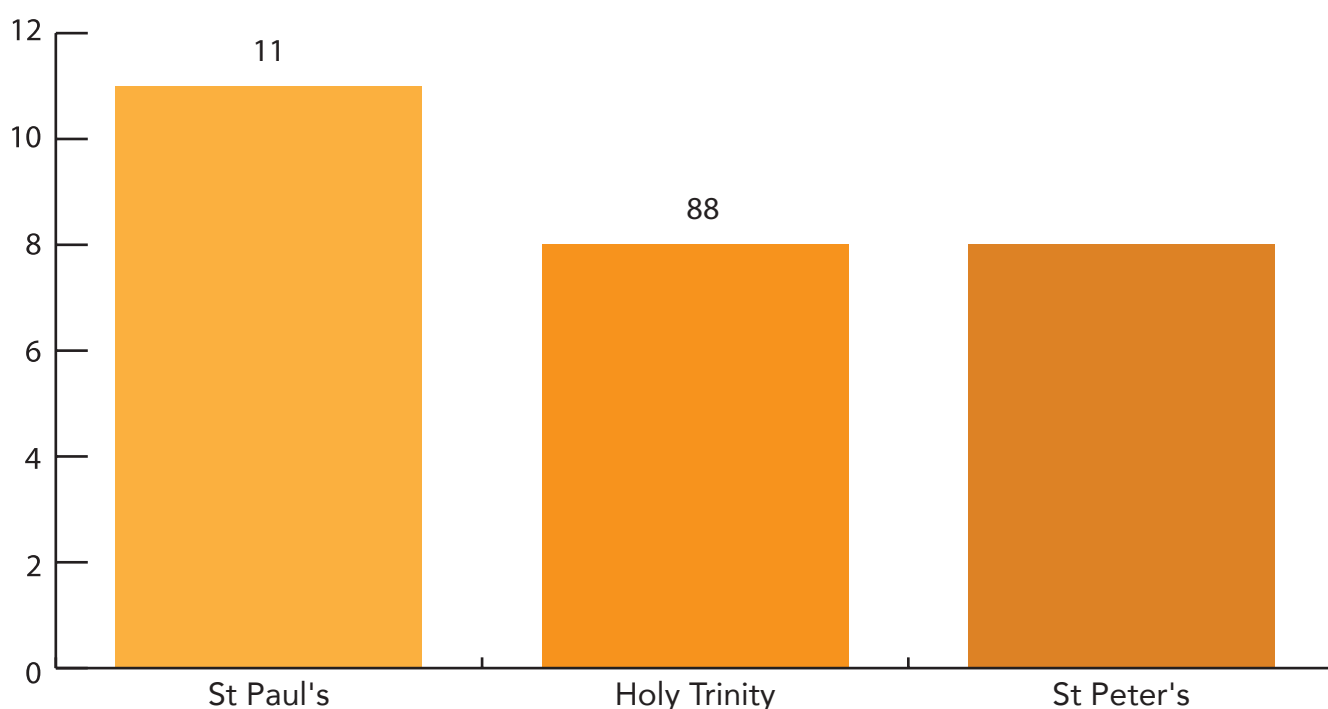
- Literacy and language development;
- Numeracy;
- Emotional development.

The eight-week programme provides a series of activities, techniques and games that parents and carers can 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

Families Connect Parent Programme



Newcomer Support

Conway Education Centre

Throughout the year the FSCN have continued to provide ongoing support to newcomer children and families. This work was carried out in a variety of settings and using a range of methodologies.

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.

Homework Support: daily afterschool homework support was provided at Conway Education Centre to both primary and post primary children on a one to one basis. An average of 68 children from 3 post primary and 4 primary schools attended the homework sessions throughout the week Monday to Thursday, from September to June. Children and parents were given ongoing support with homework and language development skills.

Post Primary ESOL Project

Origins/ Needs: This project built on the previous year's ESOL work with senior newcomer children attending Conway Education Centre. It highlighted the need for additional support transitioning into mainstream education, particularly for those learning English often as a 3rd or more language.

Target Group: 6 Young people from All Saints College and St Louise's post primary schools were referred by Conway Education Centre homework Support staff.

The children were of mixed ability, age and gender, from Newcomer families, weekly sessions were held from September to March 2020 with session transferring to

online delivery via zoom between March and June 2020. These sessions were delivered in partnership with ESOL tutor at Conway.

Methods: Sessions were structured around the ESOL curriculum and were delivered informally, interactively and participatively, using social education methodology.

Outcomes: The young people grew in confidence in their use of English language, and supported their transition into mainstream formal education.

Women's Conversational Friendship Project

Target Group: 26 women, over the age of 16, not in full time education, already registered on ESOL classes at Conway Education Centre participated in the programme all were of mixed ability and age, and from Newcomer backgrounds. The programme was delivered weekly at Conway Education Centre from September 19- March 20 with face to face delivery and via online zoom sessions from March –August.

This programme was delivered in partnership with Conway ESOL tutor, and representatives from relevant statutory, voluntary and community groups, including health, employment, education, arts.

Methods: Local women were recruited to participate as language partners.

Sessions were designed around a weekly theme, with guest facilitators focusing on specific topics sharing local context and culture.

These sessions were self-directed, interactive and participative, using social education methodology.

Objectives/Outcomes: The Objective was to provide a safe space for women to use their English language skills

This was evidenced in their:

- Growth in confidence;
- Participation and interaction;
- The development and growth of natural

friendships which continued outside of 'sessions' that continue today;

- Positive response to feelings of isolation during lockdown;

Year 8 Newcomer Transition Project

Origins/ Needs: This project build on the previous year's Transition work with P7 young people from a Newcomer background, both in local primary schools and Conway Education Centre.

It was based upon the need for social and emotional support for participants progressing to post primary school.

Target Group: 5 Young people in Year 8, who were already registered with Conway Education Centre's Homework Support group participated in the programme from, All Saints College, St Louise's Comprehensive College and La Salle College post primary schools. Participants attended weekly sessions in person from October '19 to March 2020 and by zoom from March – August 2020. This programme was delivered in partnership with Quakers Youth Service, Pilot Mental Health in Schools Project, Belfast BYTES and Conway Education Centre. Funding for the programme was provided by 'Piece First' Initiative.

Objectives/ Outcomes: The Objective was to support young people to grow in confidence and self esteem, to support their understanding of their own and others mental health, work towards achieving their OCN Level 1 in Peer Mentoring for Young People.

This was evidenced in their:

- Ability to engage;
- Willingness to participate;
- Enthusiasm to support others;
- Desire to continue during lockdown.

It is hoped that this will be a stimulus for introducing a Peer Mentoring Program to Conway Education Centre supported by the Full Service Community Network.

Building capacity to delivery English as an additional language, a first for West Belfast

Full Service Community Network (FSCN), Greater Falls Extended Schools Cluster (GFESC) in partnership with International House Belfast (IH) financed and facilitated training for a number of school staff based within the Greater Falls area helping to build understanding, capacity and skills to enable them to support the growing number of newcomer children within their school communities. This included: shared learning visits and observations, workshops, whole-school staff development sessions and culminated in the delivery of a year-long intensive Certificate in English Language Teaching programme for 8 local educators accredited by Cambridge University.

This was the first time this course was delivered on the Island of Ireland, a first for West Belfast.

This project has highlighted the benefits of **collaborative working** with a variety of stakeholders;

- FSCN and GFESC contributed both financial and managerial support to the project and assisting with logistical issues around delivery;
- International House provided tutor support and guidance and Accreditation;
- St. Mary's University College for providing access to teaching and learning facilities;
- The primary and post primary school principals who supported and facilitated the participation of their staff members;
- The candidates themselves for their hard work, tenacity and enthusiasm in achieving this qualification.



Syrian refugees:

Highest proportion resettled in Northern Ireland

"According to the Department for Communities, almost half (46%) of those resettled in Northern Ireland under the scheme are children under the age of 18.

Many have suffered disruption to their education due to the Syrian conflict and have spent time in refugee camps.

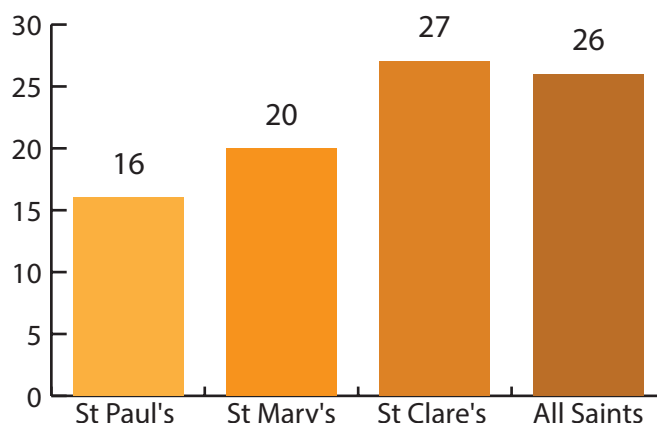
Many also come to Northern Ireland knowing little or no English.

In west Belfast that has led to the **Full Service Community Network, Greater Falls Extended Schools and International House Belfast** combining to enable some staff in the area's schools to get an enhanced Certificate in English Language Teaching.

That helps them to help Syrian refugee and other newcomer children learn English more quickly and effectively".

Report by Robbie Meredith BBC News NI Education Correspondent 12 November 2019

EAL Support to Newcomer Children



As a direct result of the training provided to the 8 teachers and classroom assistants identified in the report above 89 young newcomer pupils have been receiving dedicated language support from the CELT qualified educators.

The work of one of FSCN recently qualified CELT-P participants was acknowledged by the IQM award team who inspected the school. 'Work of the newcomer classroom particularly highlighted for praise in meeting the needs of the children. "

Cathal O'Doherty Principal



Partnership work with schools and the community:

‘Working together to Improve Education’

Collaborative working relationships and partnerships throughout the 2019/20 academic year has include; Extended Schools clusters, West Belfast Partnership Board, Relate NI, The Heart Project, Family Support Hubs and International House Belfast with the aim of connecting the FSCN services to the wider needs within the community and collectively helping us to play our part in ‘Transforming Lives’ for the better.

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’ organisation 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.

Project manager along with West Belfast Partnership Board have met with Save the Children to further progress a Pilot of Families Connect for 10 local Nursery Schools in West Belfast. Training for the programme was facilitated during the year however the overall programme which was due to be launched in April 2020 was postponed due to the Corona virus lockdown.

Family Support Hubs

As a member of the local Family Support Hub the FSCN representation at monthly meetings of the Hub has led to greater levels of communication and co-operation between service providers and effective targeting of support services being provided. In particular the FSCN have been able to refer families to Relate for additional family counselling services and the FSCN staff have been able to provide literacy and numeracy support to specific children referred through the Hub.

H.E.A.R.T project Healthy Living Centre

Throughout the year the FSCN Project Manager worked with the HEART projects 'Wheely Inclusive Cycling Group' Co-Facilitating weekly cycle instruction classes and cycle sessions. The project aims to develop collaborative working relationships to promote overall health and well-being it works in the spirit of community engagement reciprocity whereby the Project Manager helps facilitates cycle sessions and HEART project community health facilitator helps the FSCN deliver healthy eating programmes for parents and carers within local schools.

West Belfast Partnership Board

Our work with the Partnership boards' Education team involves continuous engagement with area learning communities, practical support for year 12 GCSE English and Maths revision programmes and ongoing co-operation to provide the most appropriate support to schools.

During February and March 15 people from East and West Belfast participated in an East West Cycle initiative co-ordinated by the West Belfast Partnership Board and facilitated by the FSCN and 2 healthy living centres. The project was an initiative which was aimed at promoting health and wellbeing while exploring places of interest in both East and West Belfast.



Working in Challenging times

Maintaining connections:

Lockdown presented the FSCN team not only with challenges but also with opportunities to work creatively with schools and the local community and voluntary sectors to provide much needed support to local families and communities experiencing increased levels of inequality. The FSCN team were busy designing and developing new resources. Resource packs were delivered to children who were receiving support from the FSCN team for work during the lockdown period. Staff delivered additional EAL pack in particular to local schools to supplement work given by teachers. Staff also built up the organisations Facebook page, regularly uploading resources and ideas for children and families to engage positively with the new learning environment. FSCN Staff were on hand to support schools with IT issues including Google Classroom rollout, end of year activities to help children bid farewell to classmates who were transitioning to Primary and Post primary schools.

Access for All

Examples of this work included:

- Creating a picture alphabet resource for the IM foundation stage. This included an A2 picture alphabet poster which can also be printed to A4 for the table. Additionally, it includes a single page per letter format for a large classroom display or to be printed in a playing card format (A5, A6, A7)
- Producing a phonic alphabet with picture cues showing broad and slender consonants, and short and long vowels. This resource includes a single page per letter format for a large classroom display, or a playing card format (A5, A6, A7). Very positive feedback has been received from teachers and parents regarding both these resources.

imeanna





Research and development work included:

- Researching spelling in the IM sector. Work has included teacher questionnaires, high frequency word research and linguistic spelling patterns. This past year in Coláiste Feirste has proven vital in fine tuning research. Irish Medium project worker collated his results, cross referenced existing spelling schemes and refined data to work towards a final goal.
- Researching spelling strategies in New Zealand to help children who struggle with spelling developing a resource that can be used by FSCN to help benchmark children and chart progression.
- Researching Numeracy progression from Early Years to KS2 and developing a benchmarking sheet to chart pupil progress.

In a collaborative effort, FSCN staff and Relate Counselling team were engaged in the design of a bespoke Transition programme for Primary 7 children progressing to post primary school. The FSCN staff team developed a 36 page transition booklet and successfully delivered 3 online transitions programmes which used the 'Big New Adventure' Booklet as a guiding resource for children and parents/carers.

Liosta Litrithe Rang 3 go Rang 7

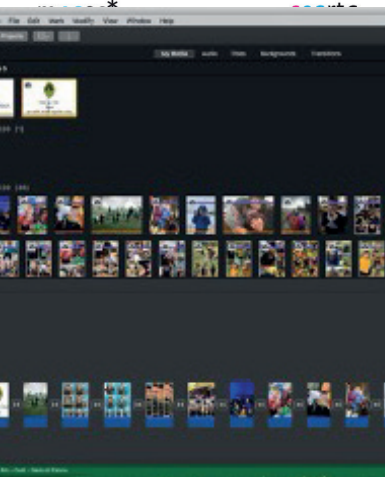
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bheag (F124)
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feargach^*
díreach*

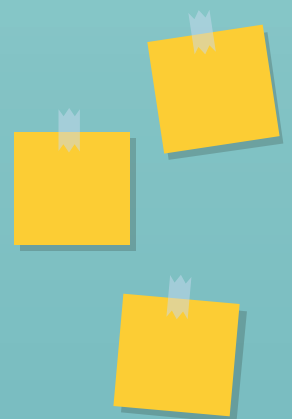
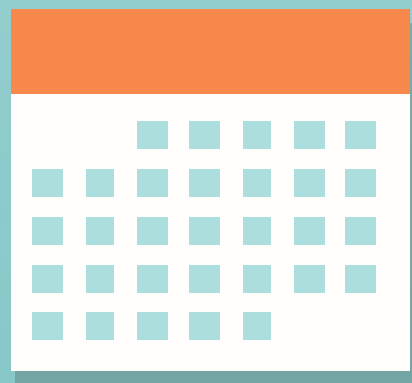


FSCN Essential Spellings: Baseline assessment					
	School		Teacher		
	Pupil Name		Year		
	Key: (f) Established (b) Working towards (–) Not met				
LIST 1 (10 words)			LIST 2 (20 words)		
DATE		READ	SPELL	DATE	
					READ
					SPELL
a				at	
I				had	
it				of	
the				that	
was				up	
and				but	
in				he	
my				on	
to				then	
we				went	
				for	
				is	
				she	
				there	
				when	
				got	
				me	
				so	
				they	

Sourcing and delivery of Computer technology for children and families without in Post Primary Schools in West Belfast

"The disease is a great leveler where rich and poor suffer the same" is a myth that has been portrayed throughout the COVID 19 pandemic. Emily Maitlis, a BBC reporter on Newsnight, debunked this myth, challenging the public to recognise that not only do old status zero inequalities remain, but during a crisis like Covid-19 these are in fact, magnified.

As formal education moved from schools to home, there was a wider realisation that many young people and their families did not have access to basic necessities which would enable them to connect into online learning opportunities presented to their class mates a computer or indeed internet connectivity. Marginalising the marginalised even further..



When the Pandemic first began to impact on school life in March, Ann Pendleton Project Manager of the Full Service Community Network based in St Mary's University College worked hard to try to access computer hardware for children/families within our post primary schools who do not have access to computer technology nor in some cases internet access at home.

9 reconditioned Laptops were delivered to local families. A joint funding application was submitted with All Saints College to the Halifax foundation and a call was made to local Universities for support.

St Mary's college were more than happy to respond positively to calls for help and kindly 'decommissioned' 29 redundant Ipads held in the College and hand them over to FSCN for distribution to those children identified by schools as being most in need, for long term loan. We are indebted to St Mary's computer manager, Dave Maley and Ciara Cowan for their help and support with this mammoth task.

"De La Salle College was delighted to take receipt of a laptop and 13 ipads kindly loaned on behalf of St Mary's University and the FSCN. The equipment was given to pupils to help support them with their continued participation with remote learning during this time of Covid19. Parents and pupils were delighted at this provision. Thank you so much for your support".

Orla Rodgers (SENCO, De La Salle College).



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

During 2019-2020 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.

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' organisation 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.

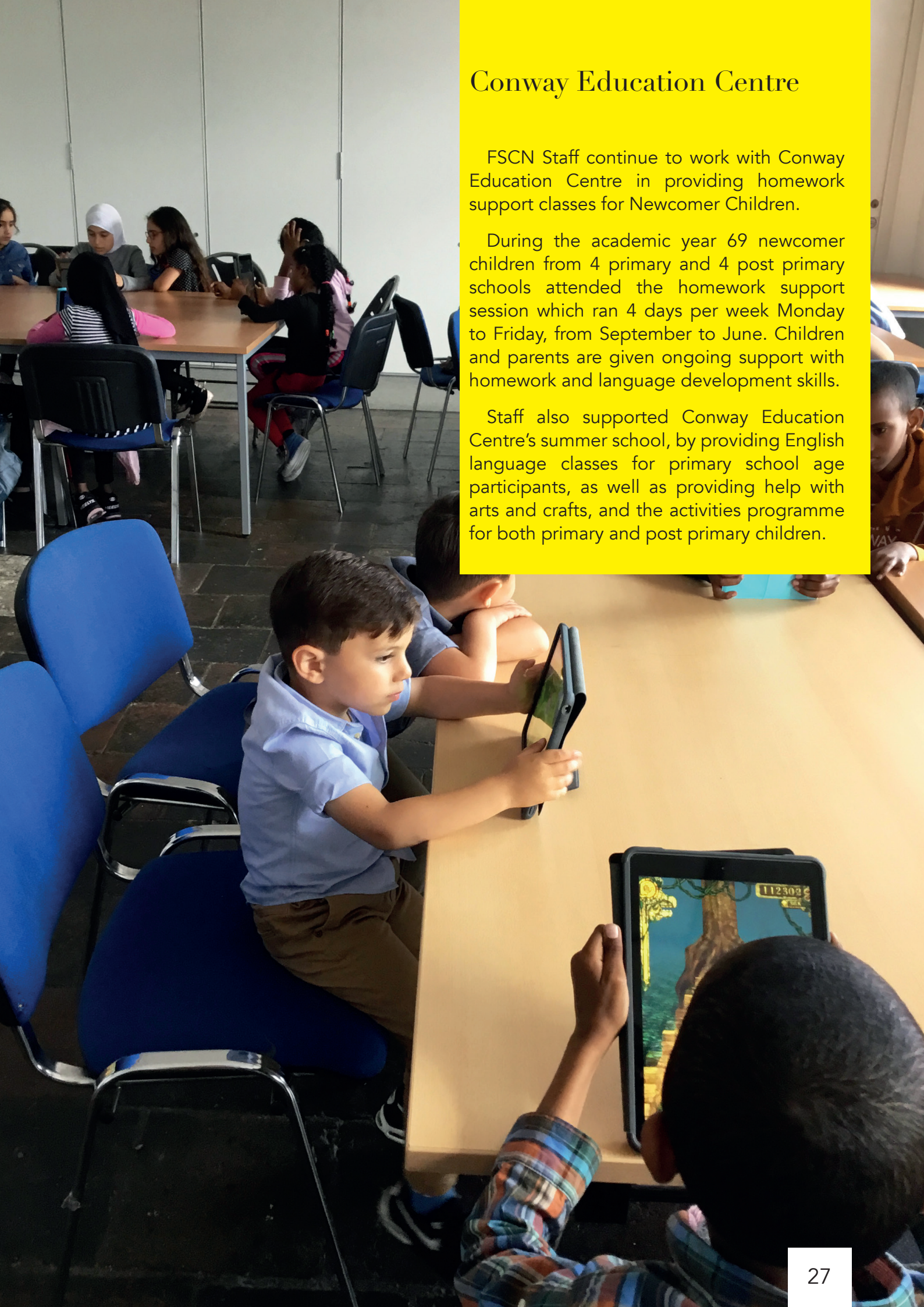
Futhermore, FSCN worked with Save The Children to co-facilitate a workshop designed to promote a pilot Families Connect programme to Nursery Schools throughout West Belfast. It is very pleasing that 10 Nursery schools have agreed to participate during 2020/21 which will broaden the reach of the programme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

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.



How well did we do it?

This section provides some examples of positive feedback from individuals or schools receiving support via the FSCN in 2019-2020 which illustrates the quality of the provision offered.



St Louise's College

"It was a welcome relief when Ann Pendleton from the Full Service Community Network contacted St Louise's Principal via the Area Learning Community to say that she had been trying to source computer hardware for children that did not have it. Initially, we were able to take advantage of her kind offer to source 4 Laptops for Newcomer students who did not have adequate access to computer equipment at home. We were able to get the equipment to families that maybe had one small device to share in a large family or indeed were not able to get access to any suitable device during the lockdown period. In addition, Ann promised that she would continue to try and source devices for us as there were many families struggling to meet the demands of the 'new normal' - online learning with our digital platform. Whilst we were able to offer paper copies of everything for those families, it does not offer the same freedom to explore information, express themselves as creatively and be part of the learning community especially when trying to get feedback or even discuss work with friends. Ann was able to source 12 iPADS loaned to us from St Mary's University College, which were gratefully received by us and the families who had been experiencing the added burden of limited or no access to computer equipment over the previous few weeks, now months of lockdown. I have personally seen the relief that a device has made to families who are trying really hard to ensure that their children are still trying to learn in these trying times. I know that Ann has been lobbying hard to anyone who is willing to listen to ensure that these issues are addressed across the system, so we were delighted to hear the minister's announcement in relation to this".

Declan Brown St Louise's College

St Mary's Grammar School

As a school we were aware that remote learning would be particularly challenging for a number of young people and their parents. A primary concern was identifying the level of accessibility our pupils had to appropriate technology which would facilitate them in accessing their learning and exchanging work with their teachers to gain important feedback. It seemed that each week, we became aware of yet more students with limited or no access and who were consequently displaying increased anxiety and awareness that they could be falling further behind their peers.

When we received communication via our colleagues in the West Belfast Area Learning Community, that Full Service Community Network in partnership with St Mary's University College were offering temporary loans of ipads, we had 3 priority students identified, all from socially disadvantaged areas. As plans were being made for the exchange of equipment, we were able to identify a fourth student, a newcomer family who had joined our school community in February and had not yet established those all important, strong links that come with belonging to a school community. A change of address, had presented another obstacle to our initial efforts to reach out to this student. Thankfully, a request to Ann Pendleton meant we were able to secure a fourth ipad. When we confirmed this with the parent, they were so appreciative of this "act of kindness".

The process was extremely swift, efforts were made to ensure the software on the ipads were relevant and appropriate for post-primary students, a user guide summary was provided and indemnity forms and borrowing records were provided. The ipads were received by Mrs Barr, SENCo, and delivered that same day to the students.

Ann, thanks again.

Amanda Barr SENCo St Mary's

Transition:

AYA P7 newcomer pupil " I am excited to start my new school in September, in the class I learned what the school day will be like and I got a chance to talk about what I was worried about"

Parent "Yazan is very nervous about going to his new school he has been having bad dreams he enjoyed the transition sessions they let him ask questions and to focus on his positive experiences at school this was very good for him and now he is not so nervous"

Parent "Nadja is very shy and finds it hard to talk to others so this programme helped, I liked the booklet and especially the Big School Quiz, sometimes I didn't understand the words, but Toni and Grainne explained them well"

"I enjoyed the fun activities, games, quizzes when we were learning too."

Post Primary ESOL partnership

"I struggled a bit at the beginning, but when we started talking more, we started to learn about each other."

"I learnt new words I didn't know."

"The games were fun, we used teamwork, I like working with others."

"I got to practice my English with new people I didn't know."



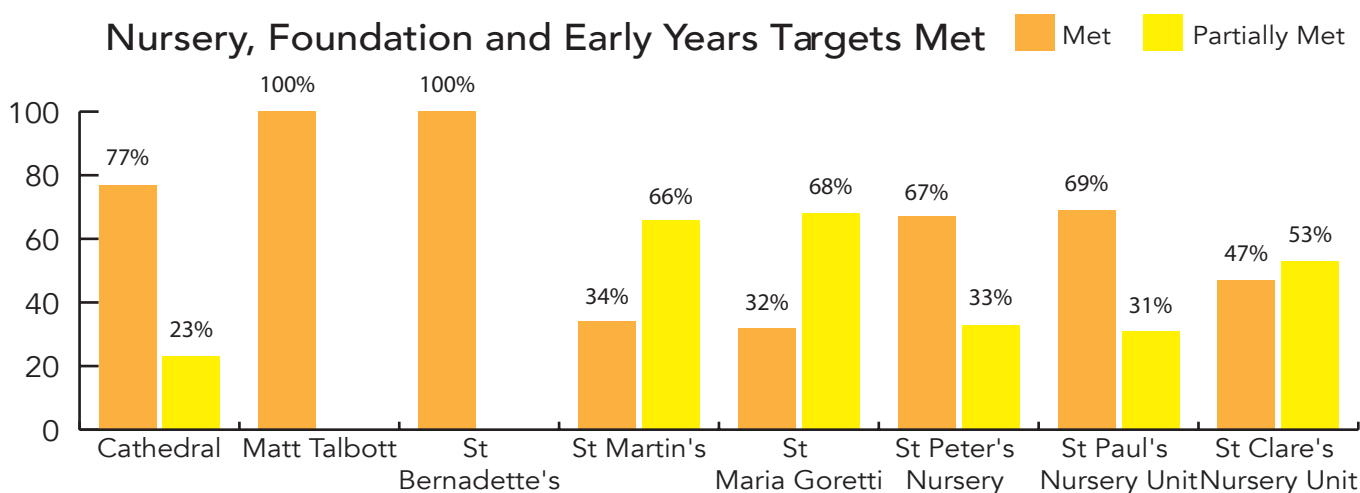
How we made a difference in 2019/20

This section of our report outlines key impacts on learning and attainment outcomes which the FSCN support has helped children to attain. The outcomes recorded are measured against baseline targets set with class teachers or Special Educational Needs Co-ordinators for each child. PTE and PTM scores for each child in KS2 are normally collated and recorded as an additional measurement of outcome. This year while we were able to measure children's individual performance against baseline targets set, end of year assessments and PTE and PTM scores were not recorded due to the unprecedented impact of schools being locked down from March.

How we made a difference in 2019/20

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.



Primary

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

On average, 85% 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.

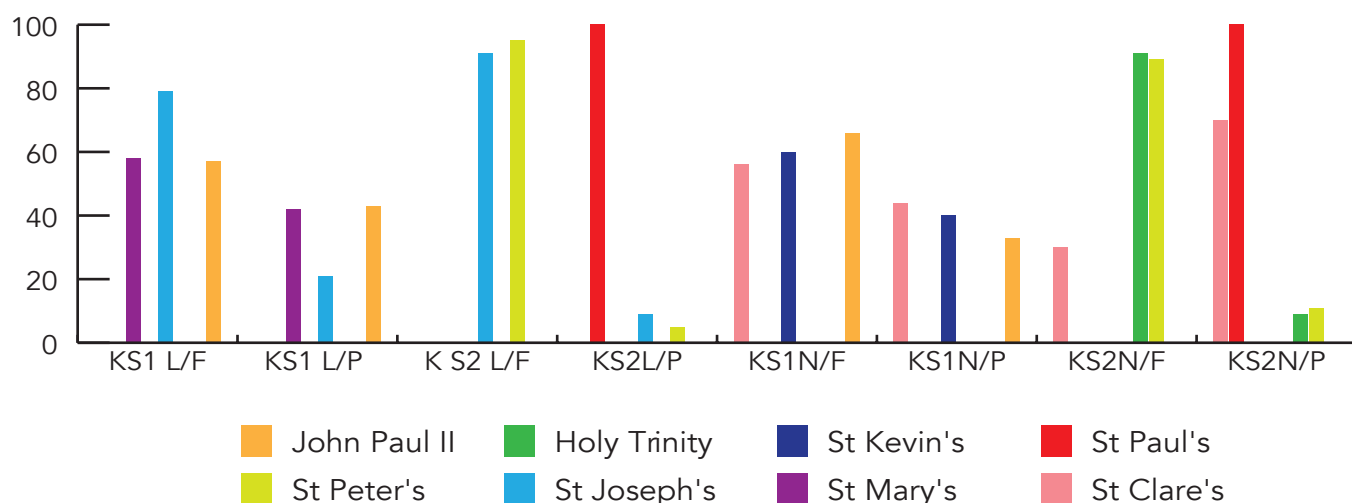
70% of individual Key Stage 1 numeracy targets were fully met with 30% of the targets partially met. 93% of numeracy targets met at Key Stage 2.

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.

Primary Literacy and Numeracy Targets Fully or Partially Met



Foundation stage: Nursery/P1/2

KS1: Primary 3/4

KS2: Primary 5/6/7

KS3: Year 8/9/10

L/F: Literacy Targets Fully Met

L/P: Literacy Targets Partially Met

N/F: Numeracy Targets Fully Met

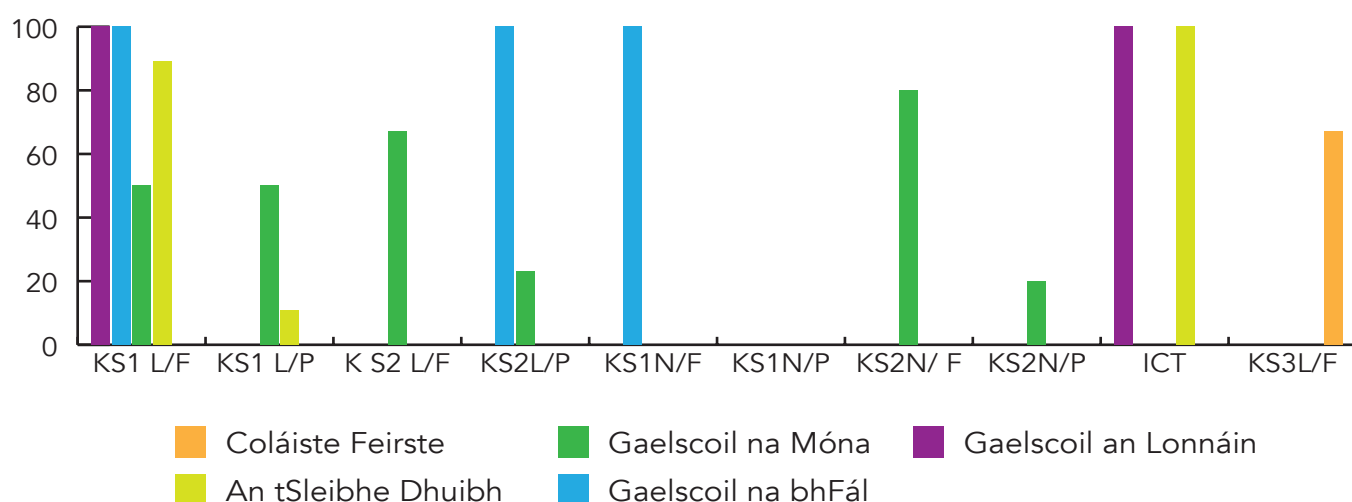
N/P: Numeracy Targets Partially Met

Irish Medium

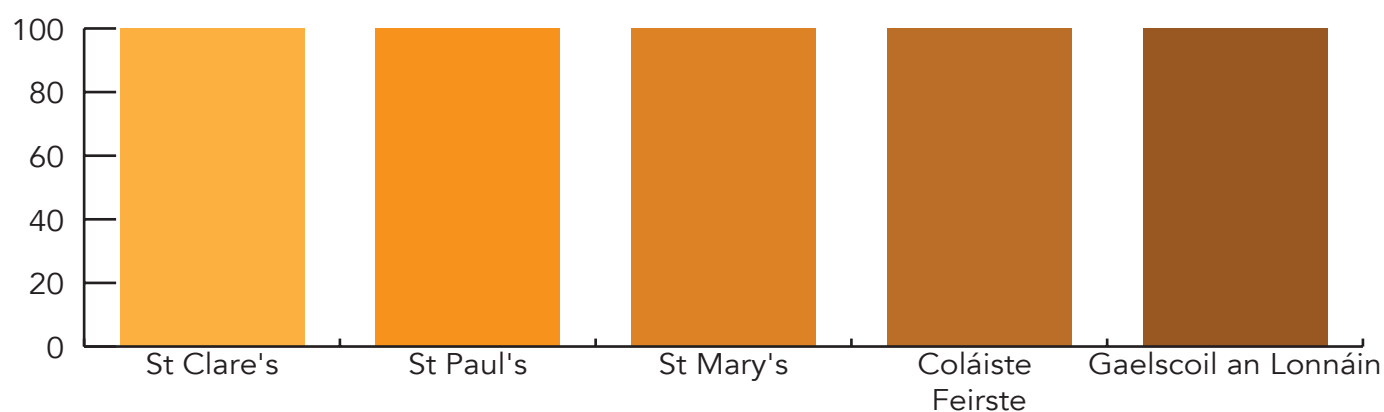
For those pupils receiving support within the Irish Medium primary schools, 84% of Key Stage 1 Literacy targets and 87% of Key Stage 1 Numeracy targets set with teaching staff and FSCN support staff were met by the end of the March 2020.

89% of Literacy targets and 84% of Numeracy targets at Key Stage 2 were fully met.

Irish Medium Literacy and Numeracy Targets Met

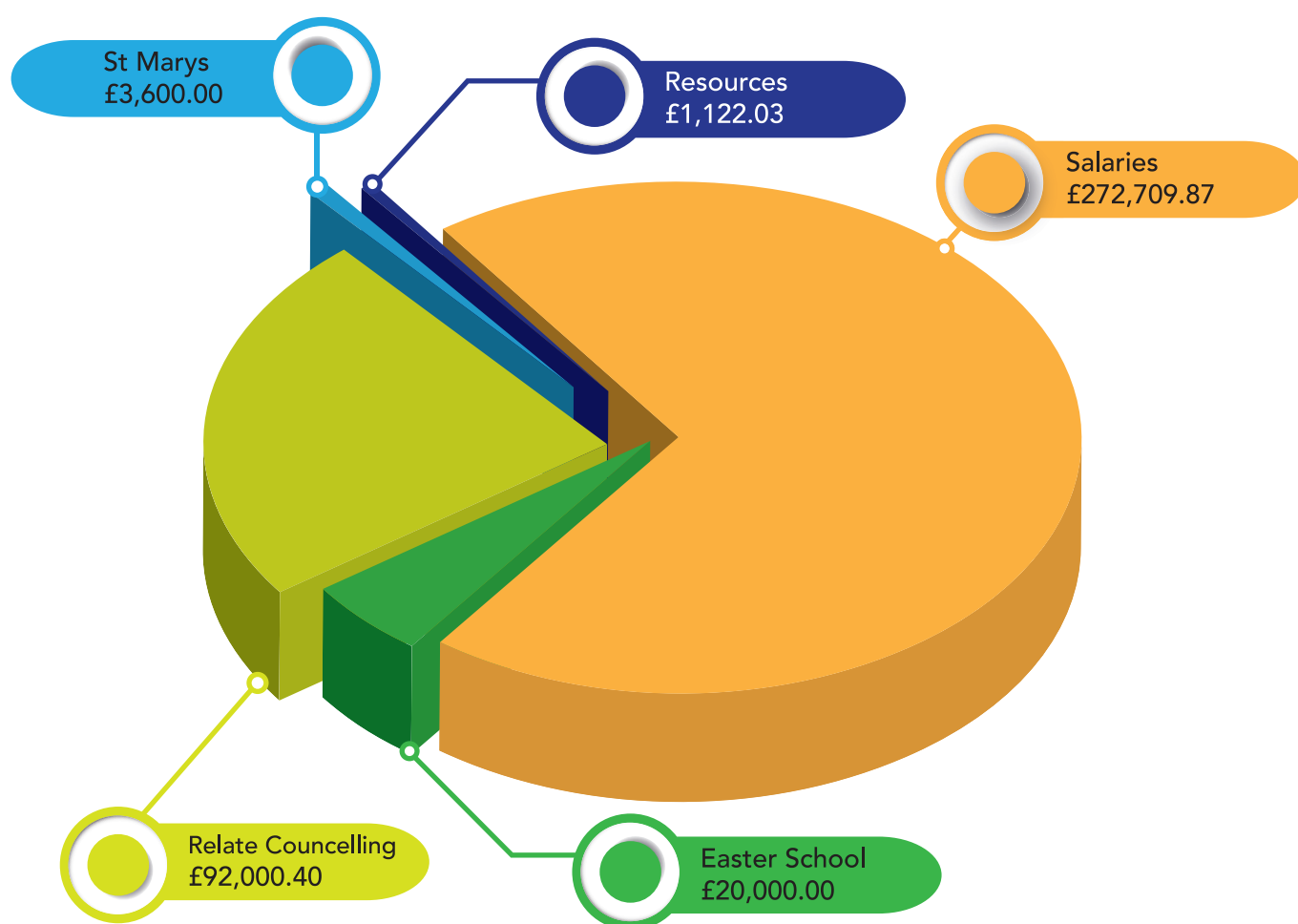


Transition Targets



How we spent our Budget

FSCN 2019/20 Budget Expenditure





Appendix 1

FSCN Counselling Service Relate NI



An Overview and Statistical Report

(September – June 2020)

Relate NI work in partnership with Full Service Community Network to provide a Counselling Service for primary school children in 13 CCMS Primary Schools in both the Upper Springfield and Greater Falls 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 provide 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

Having been awarded the contract from January '19, the period September '19 – March 2020 marked our first full school year of providing counselling and support services within the 13 primary schools. Working collaboratively with Full Service Network we have developed our understanding and offering to support children, teachers and parents designed a range of support workshops including but not limited to:

- Anxiety in the classroom;
- Supporting children deal with grief in schools;
- Dealing with Bereavement;
- Supporting transitions from Primary to Post Primary School.

The global pandemic of Covid 19 caused major disruption to scheduled weekly support from mid-March to end of June with schools closing in line with government instruction. During lockdown the Relate School Counselling team worked with teachers and parents to support children at home developing useful resources in the form of videos and e-zines, for more detail visit - <https://padlet.com/andragreer42/23j5tqdtfgbho3lo>

Counsellors continued to work with children over 10 years employing technology where it was deemed appropriate. Consult and support calls were also made to parents where children's counselling was suspended due to Covid 19 in line with Government guidelines.



Clients issues

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

Anxiety	20%
Behaviour	20%
Family Separation	11%
Family Difficulties	8%
Bereavement	9%
Other < 9%	32%



Service Uptake statistics

Counselling service delivery

(Table 1)

School	Pupil Numbers	Male	Female	Consult with Statutory Services	Consults with Teachers	Consults with other Professional	Perceived Disability
St Joseph's	10	5	5	7	13	0	0
St Gerard's	14	9	5	7	9	10	11
St Kevin's	15	11	4	6	11	1	7
Holy Trinity	13	9	4	2	10	0	0
St Mary's	7	3	4	8	18	7	0
St Paul's	10	6	4	1	26	2	0
Gaelscoil na bhFál	9	6	3	0	14	2	0
John Paul II	23	15	8	3	27	3	0
Gaelscoil an Lonnain	9	4	5	2	22	2	6
Tsleibhe Dhuibhe	9	4	5	0	19	0	0
St Peter's	8	6	2	3	8	0	0
St Clare's	15	8	7	6	22	2	0
Gaelscoil Na Mona	11	4	7	0	14	0	7
Total	153	90	63	45	213	29	31

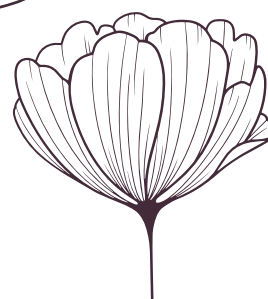
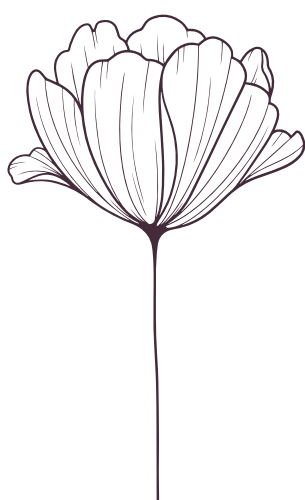
**note consult with parents are additional and recorded below in the next chart.*





(Table 2)

School	Client sessions			Case consultations with Parents		
	Attended	DNA	Cancelled	Attended	DNA	Cancelled
St Joseph's	77	5	0	13	1	0
St Gerard's	71	11	4	13	3	0
St Kevin's	85	10	3	15	0	0
Holy Trinity	53	23	4	8	3	0
St Mary's	58	14	3	7	1	0
St Paul's	72	6	5	13	3	1
Gaelscoil na bhFál	84	9	1	11	4	2
John Paul II	78	12	11	26	4	1
Gaelscoil an Lonnain	38	5	2	10	8	3
tSleibhe Dhuibhe	56	0	1	10	0	0
St Peter's	46	2	2	11	4	1
St Clare's	55	4	2	16	6	2
Gaelscoil na Móna	49	7	4	19	5	2
Total	822	108	42	172	42	12
Overall offered	972			226		
Total	1198					

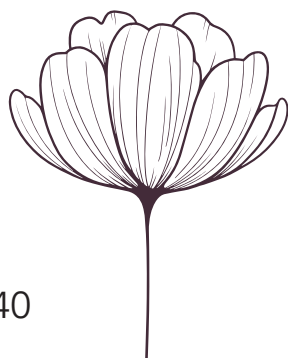


Making A Difference

153 Clients engaged in the evaluation process September 2019 to June 2020 within the following schools

(Table 3)

School	Overall		
	Attended	DNA	Cancelled
St Joseph's	90	6	0
St Gerard's	84	14	4
St Kevin's	100	10	3
Holy Trinity	61	26	4
St Mary's	65	15	3
St Paul's	85	9	6
Gaelscoil na bhFál	95	13	3
John Paul II	104	16	12
Gaelscoil an Lonnain	48	13	5
tSleibhe Dhuibhe	66	0	1
St Peter's	57	6	3
St Clare's	71	10	4
Gaelscoil na Móna	68	12	6
Total	994	150	54
Percentage	83%	13%	5%



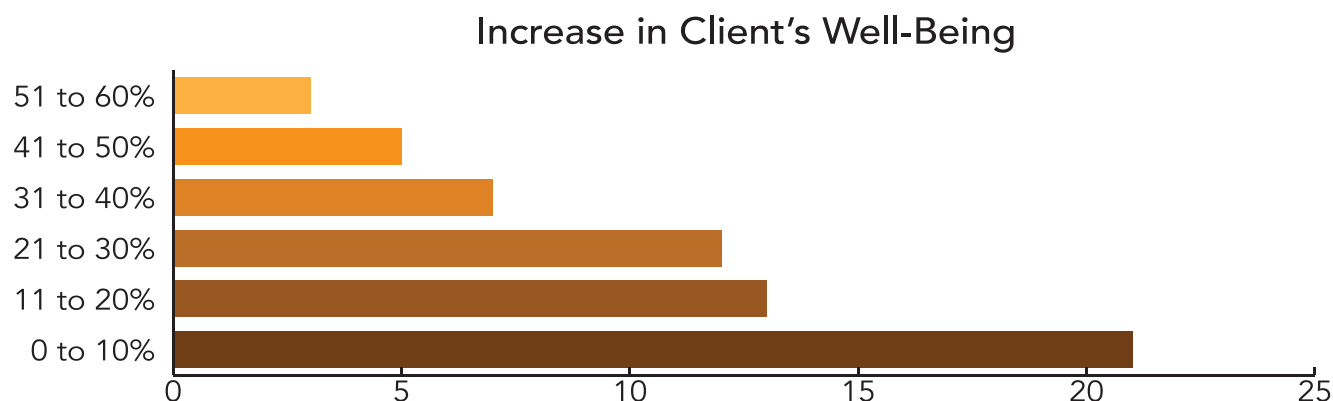


Child Outcome Rating Scale

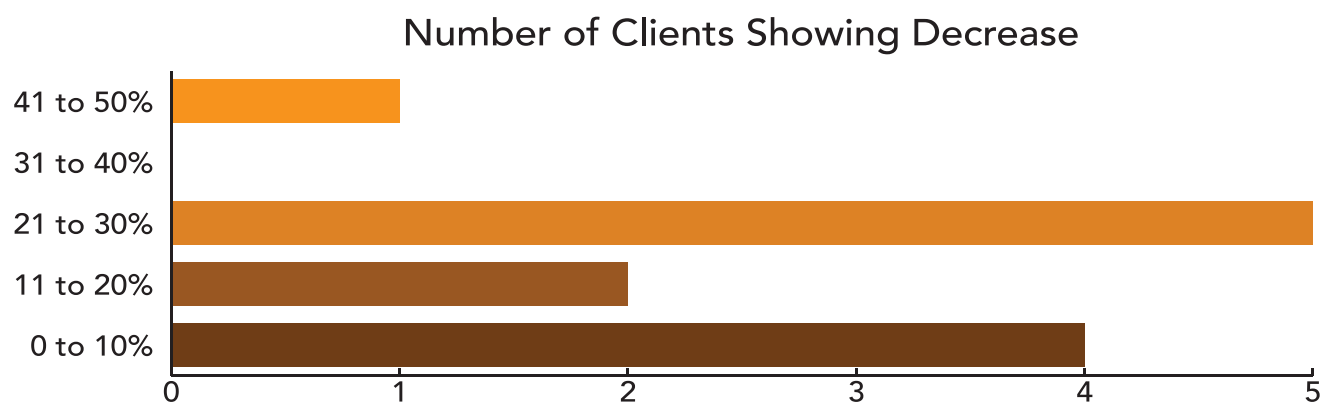
Counsellors completed CORS evaluations with clients at each session. Highest score possible is 40 which indicates a very good sense of well-being in all areas such as – myself, family, school and everything else. An increase in score can indicate that counselling can be a contributing factor to an increase in well-being; a way for the client to communicate how they are feeling about themselves, what is happening at home, school or with friends.

It also is a tool used by the counsellor to monitor progress or a need to review the focus of the work if a decrease in score is observed, and in some cases a decrease in score can highlight a new difficulty that the counsellor can address with the client.

Below shows the improvement made by counselling interventions using the first and last score; number of clients who improved by percentage (i.e. 17 clients improved by 21 to 30%):



Occasionally scores will decrease over time, and this can be due to a number of factors; change of circumstances i.e. family, school, friends. In particular, decrease in scores occurred during the lockdown period, as out of 153 clients, 11 in total showed a decrease and from September to December 1 client showed a decrease.



Unfortunately, no data was collected from 42 clients, due to a number of reasons; unplanned endings, difficulties due to clients being unsettled with new counselling medium, and technology of moving from face to face, to Zoom & Telephone sessions.

There were 17 clients who received 1 session only, therefore no comparable data available.

Clients who completed the CORS but remained the same:

Score at Beginning & Ending:

40 (12 clients) 36 (1 client) 28 (1 client)

Teacher Comments

"You are part of the school's family".

"I think you have fitted in really well in the school, you work well at your own pace and the children have really enjoyed their time with you".

"Together we worked on strategies and she said it helped her to understand why a child may act out in class. She felt better equipped to respond to the child's needs without reacting to the behaviour".

Parents' comments

"I think they have made great progress over the past month and I am very grateful for the time you spent working with them."

"Thanks, you've really helped my daughter, I think she's been more confident since starting sessions and it's helped the whole family"

"I think he's managed the problems in the playground since having counselling and he seems to be able to walk away more now"

"I think art therapy has helped her know herself better, she's less confused"

"Wednesday is the only day she does not cry going to school".

"He looks forward to every Tuesday"

"His sessions have definitely helped".

"I am glad you have given me ideas for things to do with my kids and I really looked forward to our session over the weeks of lockdown".

Case Studies

Feedback from a child who has attended the School Counselling Service



Gender	Male
Age	10
Reason for referral	Anxiety

He was referred to music therapy in the school in relation to anxiety. He has a diagnosis of autism.

During the first few sessions, it was observed that he held a great deal of emotional insight and quickly became able to name triggers for his anxiety, which seem to be school related.

He used art materials to communicate this but showed a growing interest in the musical instruments.

As rapport was building, he reported that his dad was no longer living with them and had moved out a few weeks previously. He did not elaborate on the reasons for this but said dad was not living with them now and that mum had a new partner.

He did not show any observed distress with this but his behaviour and interaction in the session were observed to be more unsettled than in previous sessions and it was observed that he appeared to have some difficulties focusing on activities.

We completed an image focused on drawing out how the relationship between his mum and dad has now changed from romantic relationship to parenting relationship. It showed how the connection between parent and child did not change focusing on unconditional love and we explored how this connection (parent/child) can remain despite a change in living arrangements and family dynamics.

He said this helped him to understand the things that have changed and also the things that have not changed. He said it also showed him how to still have a connection with his parents throughout the change in the family.

He was also observed to use the music more from then. He engaged in listening and playing the drum to one of his favourite songs and also exploring some of his emotions using song analysis of this song.

As we neared the end of his therapy, he reported a significant decrease in feelings of anxiety, increase in self-esteem and knowing that the change in his family will take time to settle. he was observed to present with increase in mood, animated interactions with therapist and no issues were reported from school.



Gender	Female
Age	10
Reason for referral	Emotional support and family separation

For the purpose of this case study names have been changed to protect confidentiality.

Ann is 10 years old and lives with her younger brother and mum. Ann's parents are divorced due to dad's mental health issues. Ann's younger brother (8 years old) is presently seeing a therapist due to extreme anger issues.

Ann was referred through her school as her teacher and mum felt that she needed support to manage her own emotions due to her brother's presentation and the relationship with her dad.

During assessment stage with her mother I gained more information about Ann and her family life and the relationship with her father, which mum reported due to his mental health was only allowed to have supervised contact at this point. Anne was a first class student, and her teachers commented on her academic skills, but they all recognised that this child would constantly try to keep others happy and would present as if all is ok even when there is total chaos around her, however they had concerns if Ann would engage.

Initially Ann was very cautious about sessions, so the first sessions were about building a relationship with Ann, one of the games we would play was to guess the feeling, through body language and role playing, which always got a few laughs. Ann began to fully engage in sessions, and she began to identify how she was feeling and how different situations made her feel, we worked on how to communicate those feelings to others again this was done through using art, role play and dance.

As the relationship grew Ann began to express her feelings and talk about the relationship with her father and how his behaviour made her feel and the feeling of love and being scared was very confusing but she was never able to express that before she was also able to reflect on her brother's behaviour that she felt everyone was trying to keep him happy.

During our time together Ann began to gain confidence and got a part in her school play which she was very proud of but then she began to worry about the logistics of mum and dad coming to watch the play and the worry of what if something might happen, Ann gave me her consent to invite mum into a session to discuss this matter, Ann felt she was able to communicate this to her mum in a safe and calm space.

Due to the Covid 19 outbreak I am able to keep contact with Ann via telephone as her family do not have any computer access, however Ann reports to look forward to sessions, she is still seeing her dad albeit through the window, and she expressed how she feels pressure has been lifted somewhat, and both mum, dad and brother are calmer due to the fact that she does not have to go and see dad and everyone is sticking to the rules of this pandemic.

Mum has reported the sessions via phone have been really helpful because of the relationship we have and its reliable and consistent.

Gender	Male
Age	8
No. of sessions	16
Reason for referral	Anger, behaviour, emotional dysregulation, abusive behaviour towards mum, disruptive in the classroom. Client's father was in prison at the time and client was finding it very difficult to process. Mum reported that he had not spoken about it at all. Mum was unsure if client would even attend.

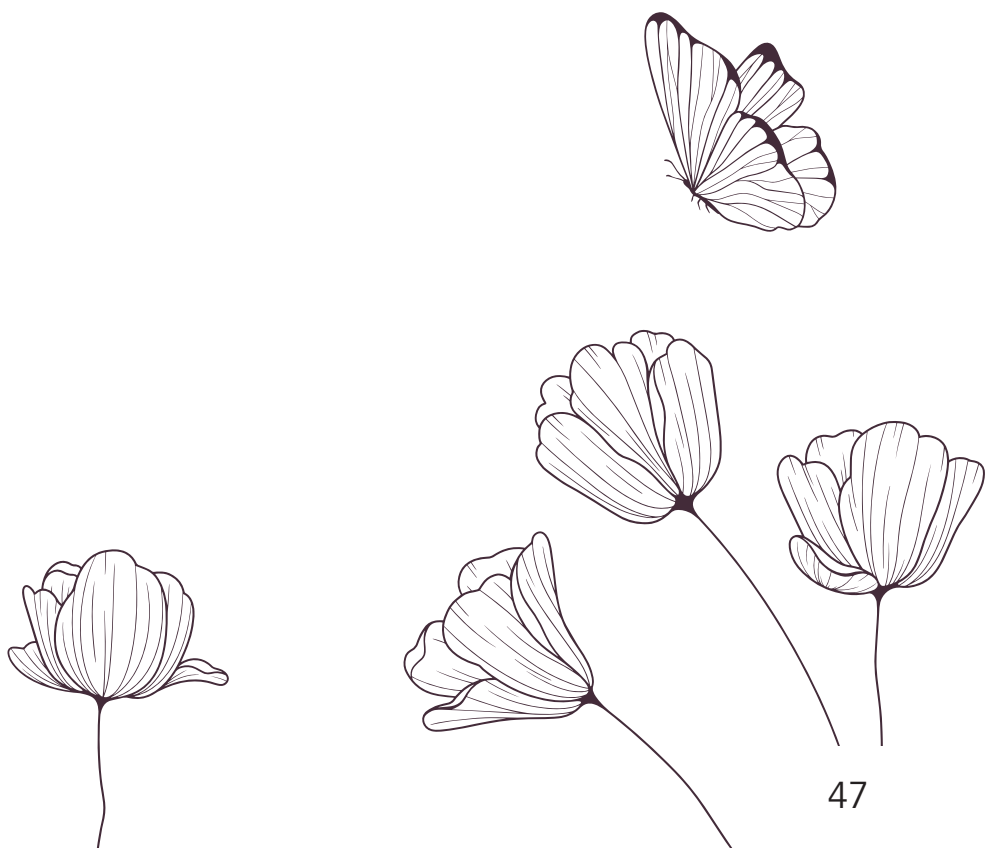
In the first initial session confidentiality was explained in a child friendly way. The first session was used to build a relationship with the client.

Throughout the sessions client engaged well. Play therapy was introduced to this client.

He used his time organizing football games and it was during these games that he began to open up about his dad being in prison. At no point was he asked why, or what he was in for. This allowed the client the autonomy and acceptance without embarrassment or judgement. This enabled reflection on any feelings that were noticed.

The client never liked to miss a session.

At the end of the sessions, mum reported a great improvement in her son. She felt he was more settled and calm. He was happy to go see dad in prison and discussed what they would do when his dad was released. The teacher reported that the client had become teachable again.



Gender	Male
Age	10
No. of sessions	8
Reason for referral	Anger, ASD, Anxiety

The client was referred to Art Psychotherapy for anger outbursts in school, and anxiety.

Initially the client was quiet and would only work in the session using his own materials (pencils, pens and paper etc.) Client struggled to make eye contact and appeared hesitant when offered other materials, or activities he might like to try. Client was routine bound in class.

In the first session, the client showed a range of his drawings, mainly of the Titanic. He continued to draw the Titanic throughout his sessions. The Titanic appears to fascinate him. The story of the Titanic and the unexpected disaster that the people on board faced was explored in session. The client explored a sense of 'doom' in session and this linked with his own anxiety that he was experiencing daily. The client would draw the iceberg, the ship starting to sink and the sailors on board to protect it ("keeping watch"). This appeared to be a metaphor for the client's anger (the iceberg) and also his resilience and ability to keep safe, during times of stress and anxiety. The addition of people on board was important to the client, adding lifeboats and flares towards the end of session 3.

By session 4, the client found two large bean bags in the therapy room before sitting down. Suddenly his routine had changed.

The client enjoyed swinging, throwing, pushing and pulling the bean bags and asking the counsellor to join in. The client appeared to be showing how strong he was now. Through his exploration of the Titanic, his feelings of anxiety and anger, the client was able to find a way to communicate. He was able to express his anger in a safe way, using the bean bags appeared to show him how he could control his anger.

A review was held at 6 weeks and both client and mum reported that there were less outbursts at both school and home. Anxious behaviour has also decreased as a result. Client took part in a competition and was proud to show his artwork off to others.

Mum has reported that family life had improved and that the client is spending less time indoors and playing with others more readily.



