Baselining And Action Planning

by NEELB

Contents:

- **Extracts from relevant strategies to support baseline evidence gathering**

- **Research Information**

- **Noble Index 2005 by Council Area**

- **Examples of Pupil/Teacher/Community questionnaires**

- **Sample Action Plan**

Please note below short extracts from a number of relevant strategies which you may use to support the baselining process. These strategies are not definitive or prescriptive, but are examples of the type of baselining information to be provided in action plans.

Integrated Local Strategies **(One for each of the 26 Council areas)**

ANTRIM

The strategic objectives of the Integrated Local Strategy (ILS) include:
- An enterprise culture
- Building capacity, impacting on the local community
- Lifelong learning opportunities for all
- Networking and forming partnerships
- Accessible arts and cultural activities and facilities
- A well trained, flexible workforce

In addition, many of the areas within Randalstown, Antrim and Crumlin have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

BALLYMENA

The ILS, Towards Integration in Ballymena highlights:
- A skills mismatch
- Lack of vocational training.
- Need for development of educational, training and employment opportunities with services for young people

In addition, many of the areas within Ballee, Ballykeel, Droury Road, Waveney, Ahoghill, Kells & Connor and Harryville have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

BALLYMONEY

The Ballymoney Integrated Local Strategy highlights a need to:
- Work towards strengthening health promotion initiatives with inter-agency working
- Reduce long stay care for children, parents and people with mental illness
- Increase skills required for the modern economy
- Reduce truancy and expulsion from schools
- Develop employability skills of young people
- Provide increased opportunities for rural and urban young people
- Provide information and support services beneficial to families
- Tackle most causes of community tensions (crime, anti-social behaviour)
- Provide accessible community education and training.

In addition, many of the areas within Carnany, Cloughmills and Glebeside have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

CARRICKFERGUS

The Carrickfergus Integrated Local Strategy shows:

- Carrick as having the highest number of suspensions of all 9 council areas covered by the NEELB
- GCSE levels of attainment below NI average
- A need to develop formal and informal learning opportunities
- To need to address the problems of suspension and absenteeism and provide appropriate responses
- To need to restore community pride through extension of citizenship
- To need to use our cultures to learn from each other and to act as a medium for reconciliation, through such mediums as the arts, creating a positive image of the borough
- Community infrastructure in the borough is weak
- Lack of morale of community workers
- Issues of community tensions both inter and intra
- Persistent issues of community safety
- Teenage pregnancy in the borough is one of the highest in Europe.

In addition, many of the areas within Carrickfergus have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

COLERAINE

The Coleraine Integrated Local Strategy shows:

- Needs for actions to address the issue of anti-social behaviour. The project will bring positive physical developments, and community involvement, ownership and responsibility will encourage respect for the facilities and thus impact on vandalism and graffiti.
- Lack of facilities for the under 12s.
- Educational attainment is below the NI average, and development of this community-school project will offer additional opportunities to the core curriculum, providing additional practical and fun learning for children.
- A need to encourage sustainability of our local environment, with the project encouraging recycling and biodiversity, thus a more responsible ethos will be established at a young age.

In addition, many of the areas within Ballysally, Harpur's Hill and Clarehill Estate have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

LARNE

The Larne Integrated Local Strategy will seek to:

- Improve the skills and qualifications of the potential workforce
- Build capacity and life skills of the disaffected young people
- Re-integrating these young people into mainstream education
- Increase participation in the education system
- Reduce community crime
- Enhance safety
- Meet objectives of the community safety partnership
- Harness the energies of the most marginalized young people

In addition, many of the areas within Seacourt estate, Antiville and Craigyhill estates have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

MAGHERAFELT

The Magherafelt Integrated Local Strategy shows a need:
- To develop community ICT
- To address a lack of facilities to provide 'virtual space'
- To build a strong youth network to engage young people aged 13-18 yrs
- For training of young people to obtain vocational skills
- To support existing volunteers and encourage new ones
- To develop health work undertaken by the Rural Community Development and Health Project to include more traditional welfare rights and the HAZ
- For community arts initiatives and programmes to be supported
- To encourage employability and enterprise work will continue with the Magherafelt Area BEP
- To facilitate women categorised as looking after the home, but who wish to enter the labour market
- To facilitate career tasters with transport and childcare arrangements built in
- To encourage parenting programmes and a support for women in the home, eg, mother & toddler, information service, befriending clubs
- To value and support carers
- To help foreign families manage change

In addition, many of the areas within Queenvale, Leckagh, Sperrin, Clady, Innisrush, Tobermore and Portglenone have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

MOYLE

The Moyle Integrated Local Strategy shows a need to:
- Continue to develop as a centre for education at secondary level
- Have a strong and dynamic community sector
- Provide home visiting/befriending service for elderly and house bound
- Build the capacity of communities through educational programmes
- Identify venues for youth in rural areas of Moyle
- Provide youth employment skills programmes.

In addition, many of the areas within Ballycastle, Armoy, Rathlin, Ballintoy, Mosside and Bushmills have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

NEWTOWNABBEY

The Newtownabbey Integrated Local Strategy cites:

- Lack of education, skills and training within the area
- 30% have no qualifications, 24% have no skills
- No stimulus for local young people in terms of training and employment opportunities
- Young people characteristic of LTU
- Community safety and high instances of crime, including sectarian violence.

In addition, many of the areas within Bawnmore, Longlands, New Mossley and Rathcoole have weak community infrastructure and are areas where high community tensions exist (NIVT, 'Mapping Areas of Weak Community Infrastructure' 1999)

<div align="center">**GENERAL STRATEGIES**</div>

Noted below are some generic strategies offering a snapshot of needs. You may want to consider these strategies et al in more detail in order to obtain a more in-depth analysis of needs at regional and local level.

NI Programme for Government:

- Two central themes of the Programme for Government are ensuring Healthier People and Investing in Education and Skills

- Central to our vision for the future must be a focus on our young people. Ours is the third youngest population of all the regions in the European Union. On their development lies our future and we need to ensure that our policies and programmes take account of their needs.

- We need to improve significantly the educational successes of so many of the young people in our schools, colleges and universities. Our vision is to extend accessibility, choice and excellence throughout our education system, raise standards and eliminate low achievement.

- A vision of a modern, successful society must include major improvements in the health of our people. We all want good health for ourselves and our families. Our live expectancy is now better than ever. Yet as a population our health is not as good as it could be when compared with our European neighbours. Of particular concern is the link between poor health and low incomes.

Contribution of the community use of schools to the priorities of the Programme for Government

		Activities					
		Adult Learning	Youth Activities	Leisure and Recreation	Resource use & information dissemination	Social services & health care provision	Cultural and social
Priorities	Growing as a community	√√	√√	√√	√		√√
	Working for a healthier people			√		√√	
	Investing in education and skills	√√	√		√		
	Securing a competitive economy	√					
	Developing North/South East/West & international relations						

Note: '√' indicates a positive contribution to the priority
'√√' indicates a strong positive contribution to the priority

Investing for Health Strategy

- To improve the health of our people and reduce the inequalities in health
- To involve individuals and communities in decision-making
- To tackle inequalities in health that will improve educational opportunities for the most disadvantaged young people.

A Healthier future: A 20 year vision for Health and Wellbeing in Northern Ireland 2005-2025

- Cholesterol causes more than 4 million premature deaths a year, tobacco 5 million and blood pressure 7 million (World Health Organisation, 2002)
- Smoking is the single greatest cause of premature deaths and avoidable illness.
- Alcohol abuse, and in particular binge drinking, is also damaging the physical and mental well-being of individuals, families and communities
- People from poorer socio-economic groupings tend to have higher incidences of cancer and poorer cancer survival rates.

Fit Futures Strategy:

- Young Persons Behaviour and Attitudes survey showed that 32% of girls and 22% of boys were exhibiting sedentary behaviour, exercising to the extent that they get out of breath or sweat far less than 1 hour per week out of school hours.
- Research studies have shown large increases in the obesity level among both adults and children.
- Research commissioned by Fit Futures found that levels of obesity in children living in N.I are increasing year on year and that 1/5 boys and 1/4 girls are overweight or obese.
- According to the World Health Organisation, physical activity levels are declining.
- Decreased risk of obesity if home and school environments support food choices for children.
- Research has also identified that inadequate cooking skills are a barrier to healthy eating in young people.

Intervention Strategies

In this new approach, the implementation of programmes is rooted in community development (Powell and Nelson, 1997), with a variety of agencies, both statutory and voluntary, pooling resources and expertise.

It has been asserted that school-based programmes have been ineffective because they exclude the societal influences outside the school as a contributing factor to teenage pregnancy (Shamai and Coambs, 1992). Comprehensive programmes that go beyond a narrow biological approach to include societal and contextual factors are believed to be crucial to programme effectiveness (de Gaston et al., 1995). In addition, programmes must reflect the current research on adolescent sexual activity and have a clearly articulated theoretical base (Schinke, 1998).

Strategies to reduce Adolescent Pregnancy – Sex Education

With regards the efficacy of relationships and sexual education (RSE), there is a consistent positive finding that RSE can be effective in reducing teenage pregnancy, and does not lead to an increase in sexual activity or pregnancy rates (Kirby, 1997; Kirby et al., 1994; Baldo et al., 1993).

Drugs

The prevalence of drug use among 12-13 year olds has increased fivefold and among 14-15 year olds eightfold since 1987 (SCODA, 1999). In 1998, the Health Promotion Agency for Northern Ireland (HPANI) stated that taking drugs was reported by young people as an accepted feature of life. The Youth Lifestyles Survey 1998/99 (Flood-Page et al., 2000) found that 18% of 12-17 year olds who had used drugs in the last year were at least five times as likely to be offenders than non-drug users. There was also a clear overlap between those who had used drugs, and involvement in a range of other risk behaviours such as frequent drinking and truancy.

The World Health Organisation (1997/1998) has reported that over 20% of 15 year old students in Northern Ireland report at least ten experiences of drunkenness. Kilpatrick et al. (1999) report data from the 1996/97 Northern Ireland suspension and expulsion study showing that 314 suspensions for 'illegal activity' 44 (14%) were for possession of alcohol.

Risk Factors

As a risk factor to education, truancy could be argued to be one of the most potent with respect to the educational under-attainment of young people.

Bullying behaviours at school also act as a risk factor for truancy. One study reports that a third of girls and a quarter of boys described being afraid of going to school at some time because of bullying (Balding, 1996).

Governments Anti-Poverty and Social Inclusion Strategy for Northern Ireland

Early Years (0-4)

The importance of Early Years experience is helping shape positive, social, psychological and educational development is well recognised in research such as that published recently by the Northern Ireland Department of Education. Maximising provision and support, therefore for children in their early years is an investment which will help lay a solid foundation for their future.

Children and Young People (5-16)

Poverty has a negative impact on children's upbringing and can reduce the chances of children enjoying a happy childhood, achieving skills and qualifications and therefore affecting outcomes in later life. Research shows that chances of escaping from poverty are greatly improved by educational attainment. Therefore the focus is and will remain on breaking the link between poverty and educational underperformance.

Working Age Adults

It is generally accepted that employment is the best route out of poverty for people of working age and we want to ensure those people who can work have access to employment. However government also recognises that for some people work is currently not an option and support through the benefits system is needed until they are in a position to enter employment.

Older Citizens – Beyond Working Age

For those older people who choose to remain or re-enter the labour market, government is committed to tackling age discrimination in order that these people can make this choice. However some, as economic activity reduces, employment is less relevant as an insulator against poverty. For these older people the emphasis must be on having sufficient income to meet needs, including through increasing awareness and take-up of financial entitlement, particularly for those reliant on benefit income.

<u>RESEARCH INFORMATION</u>

Extended Services in Schools and Children's Centres

The Government's pledge that, by 2010, 'all children should have access to a variety of activities beyond the school day' and that these will give them 'the opportunity to keep fit and healthy, to acquire new skills, to build on what they learn during the school day or simply to have fun and relax'.

The survey was carried out between April 2005 and March 2006, and included 20 settings in 16 local authorities. Seven settings were children's centres, four were secondary schools, one was a special school and eight were primary or junior schools.

The major benefits of extended services were the gains children, young people and adults made in their self-confidence and the development of more positive attitudes to learning and to what they might achieve. However, the possible impact of services on standards and achievement was not always monitored. Services were effective in meeting the Every Child Matters outcomes for children, increasing their awareness of healthy eating and the important of taking regular exercise as well as enjoying a range of activities and achieving greater confidence in their abilities. Many communities benefited from the good quality services they received, such as on-site access to a range of professionals and health advice.

The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning.

Strongly committed leaders and mangers were key factors in successful provision.

The most successful providers shaped the provision gradually to reflect their community's needs and works in collaboration with other agencies. They gave sufficient time to gather information on local requirements before setting up any provision. There was no single blueprint for success. Regular consultation by services was vital.

Short-term funding made it difficult for services to plan strategically.

Agencies worked together most effectively when there was lead co-ordinator.

A minority of schools included the pupils' involvement in services as part of their monitoring of progress and attainment. Where this took place, records showed significant improvements in GCSE results. In one school the number of pupils gaining five A* to C grades doubled over two years.

Before-and after-school care and holiday provision helped parents feel secure because their children were in a safe environment.

City of Sunderland Education Directorate

What is an Extended School?

An Extended School is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. There is no blue print for the type of activities that schools might provide or how they could be organised. This very much depends on the needs of pupils, their families and the local community.

A working definition, by Prof. Alan Dyson, University of Manchester is that an Extended School maximises the curricular learning of its pupils by promoting their overall development and by ensuring that the family and community contexts within which they live are as supportive of learning as possible.

What is a Full Service Extended School?

A Full Service Extended School will offer a core of:

- Childcare
- Study Support, Family and Lifelong Learning
- Health and social care and Parenting Support
- Sports and cultural facilities
- Access to ICT
- Other services for the community
- Other services for children and young people

This paper accepts the evidence from the evaluation of the DfES pilot 'A Study of Extended Schools Demonstration Projects' (DfES research report no. 381) that involvement in extended activities, properly managed, is entirely compatible with the school maintaining high standards in its 'core business' of raising pupils attainment. Extended Schools may also have a positive impact on the cultures of schools and their communities, particularly in terms of how learning is viewed.

The benefits of pupils, staff and parents include improvements in pupils behaviour, attendance, motivation and achievement. This may result from on-site integrated health and social care, the creation of a learning culture, increased parental involvement and wider activities to engage pupils in school and learning.

The benefits for the wider community include better access to services, closer relationship with the school, constructive opportunities for young people outside of school hours, local career development opportunities, playing a part in neighbourhood renewal and providing a community focus.

National College for School Leadership

The belief that a school has an important role to play as a resource for, and provider of, services to the local community can be traced back to the mid-19th century. For instance, in some rural areas schools were designed also to serve as places of worship or community centres, while others offered a venue for social activities, adult education programmes, and welfare services such as second-hand clothes stores, health clinics, meals, youth provision and summer play programmes (Smith, 1996).

Pioneered in the 1920s and 1930s by Henry Morris, the then Secretary of Education in Cambridgeshire, village colleges provided schooling for rural communities and a range of additional services for children and adults (Cummings *et al*, 2004 p 1). At their most developed, community schools display a number of common characteristics (Smith.1996). These include:

- An openness, both in physical and philosophical terms
- A sense of fusion and continuity between the aims of the school and those of the broader community it serves
- A high level of sharing and collaboration
- At least some espoused commitment to increased levels of democracy, in both internal and external structures.
- A willingness to engage in curricular innovation to address the specific needs of the local community
- Broad support for the principles of life-long education
- A culture of entrepreneurship

Many of these features can be readily identified as hallmarks of current extended schools movement.

It was the launch in 2003 of *Every Child Matters* and the DfES's *Five Year Strategy* (DfES, 2004) for children and learners that really placed extended schools at the heart of the schools' agenda.

The paper identified five aspects that would characterise the government's vision for the child support system it aspired to. These were (DfES, 2003 p 6):

- Being healthy – enjoying good physical and mental health and living a healthy lifestyle
- Staying safe – being protected form harm and neglect
- Enjoying and achieving – getting the most out of life and developing the skills for adulthood
- Making a positive contribution – being involved with the community and society and not engaging in anti-social or offending behaviour
- Economic well-being – not being prevented by economic disadvantage from achieving their full potential in life

The government wants all schools to offer extended services by 2010, with half of primary schools and a third of secondary schools doing so by 2008.

According to Maslow, human needs can be classified according to five levels of priority. The most pressing of these relates to our biological and physiological needs for survival. This is followed by a requirement for a safe environment, and a need for belonging, affection and attachment.
Only once these needs have been addressed can the process of building esteem and self-actualisation begin.

Self-actualisation
personal growth and fulfilment

Esteem needs
achievement, status, responsibility, reputation

Belongingness and Love needs
family, affection, relationship, work group, etc.

Safety needs
protection, security, order, law, limits, stability, etc.

Biological and Physiological needs
basic life needs – air, food, drink, shelter, warmth, sex, sleep, etc.

Figure 1: Maslow's hierarchy of needs

A commonly held belief amongst many leaders of extended schools is that the school has a major role to play in helping to build social capital. In essence, social capital can be viewed as the common set of values, understanding and relationships that hold a community together. Put simply, it is the glue that holds us together (Smith, 2000).

There is consensus within published materials that engaging with the community is a critical step in clarifying its needs and aspirations and is essential for the extended school to be successful (Wilkin *et al*, 2003 p 43).

Ongoing community dialogue is important in ensuring that support offered by the school remains relevant to its community, whose needs may change over time (Calfee *et al*, 1998 p 43).

A particular challenge for schools is to engage with a broader group of parents, beyond the 'usual suspects'

While all schools work with other agencies in a variety of ways, in the past this may have been mainly on a fairly superficial level, and there has been little tradition of genuine collaboration in many areas (Craig, 2004 p 15).

A key issue relates to the focus of the partnership and the degree to which it is viewed as taking place on the school's terms, rather than addressing the collective priorities of all parties (Cummings *et al*, 2004 p 34; Smith, 2004).

In addition to working with different agencies, extended schools frequently collaborate with their neighbours, to provide additional services and share expertise and resources (Granger, 2003 p 35).

Such collaboration can be enormously beneficial, allowing schools to pool expertise and resources and helping to avoid duplication (Knowsley Council, 2005 p 21). However, they also bring with them a range of challenges to be addressed. Foremost is the need to overcome existing inter-school competition. Schools are also required to minimise any increase in bureaucracy stemming from such collaboration. Issues of accountability and governance will also need to be tackled (Craig, 2004 p 10).

Support for collaboration comes from the government's 2005 white paper *Higher Standards, Better Schools for All* (DfES, 2005b). This offers support for school federations, ie networks of schools that share a governing body and head teacher. Such federations promote greater sharing of resources and good practice.

Longer-term sustainability therefore depends upon the principles of extended schools becoming more firmly embedded within the school (Shaw, 2003 p 65; Holmes, 2005 p 49).

Another strategy for longer-term sustainability in many schools has been the identification of a named individual who is responsible for managing the day-to-day demands of extended school activity. These co-ordinators are widely viewed as having a positive impact on the development of non-core activity (Cummings et al, 2004 p 25) and are likely to be most effective when they possess a range of skills and experiences that extend beyond schools into areas such as partnership-working, fundraising and community work (Shaw, 2003 p 20).

In many full-service extended schools and in some community schools, such extended schools co-ordinators are full-time employees.

Additional financial support is usually provided by partners in the delivery of services (Holmes, 2005 p 68). Futhermore, partners may be able to provide additional support in bidding for discretionary funding.

Charging for services is a further area that influences longer-term sustainability. However, schools report mixed experiences of this.

Establishing a minimum cost from the outset is helpful in reducing the danger of dependency and can also increase the perceived value of such services.

The Attacking Attainment Project

The wider social issues concerning the education of Protestant working class communities has been well documented by Osborne and Shuttleworth (2004) who have identified two major problems:

A. The haemorrhage of young Protestants to universities in England, with little evidence of their return to live in Northern Ireland, which leads to an under-representation of Protestants in managerial and professional positions.
B. The educational under-achievement pupils in non-Catholic schools with higher proportions of poorer pupils.

David Irvine (McKay 2000) quotes the pass rates for the 11+ as being 27% in Catholic areas and 12% in Catholic working class areas. "In loyalist working class areas the pass rate is 3%. One in a hundred will go on to further and higher education".

The Leadership of Extended Schools – 15 February 2007 (RTU)

"The purpose of a school is to help a family educate a child". Don Edgar The Patchwork Nation.

"Child development is powerfully shaped by social capital… trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community have wide-ranging effects on the child's opportunities and choices and, hence, on behaviour and development".

"Social Capital is second only to poverty in the breadth and depth of its effects on children's lives". Putnam, R. (2000) Bowling Alone, Simon and Schuster

"We can conclude with some confidence that there is a close relationship between people's social networks and their educational performance".
Field, J. (2003) Social Capital, Routledge
"Educational outcomes in deprived areas are worse than those in non-deprived areas, whether they are measured in terms of qualification, attendance, exclusions or staying on rates".

Powers *et. al* (2002) Educational in Deprived Areas, Institute of Education, London.

Researchers have been uncovering more and more evidence of links between social capital and desirable out-comes in terms of economic growth, crime, health and education. Among other things, citizens with good networks of relationships have fewer mental problems, recover faster from illness, smoke less and live longer. They are also less likely to commit crime or to be a victim of crime. A society rich in social capital should therefore be better off in many ways, not least because it should need to spend less money on hospitals, prisons and antidepressant drugs". (pate 87).

Martin, P. (2005) Making Happy People, London: Fourth Estate

The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.

Desforges, C. (2003) The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment. DfES Research Report No. 433.

Nurturing Creativity in Young People

In June 2005, James Purnell, Minister for Creative Industries, spoke at the Institute for Public Policy Research (IPPR) conference, "Making Britain the World's Creative Hub". He reflected on what it was about our educational system that fosters creativity, indicating that "we should build our policies on that success… to look at what more we can do to nurture young creative talent", and to look for "a clear set of assumptions which will help to inform the basis of our future policy on creativity".

Stronger connections between that creativity work and the emerging policy context in education and children's services would produce a "win-win" – creativity embedded in these developments and, reciprocally, these developments enhanced by the impact of creativity.

DEMOS Report

For example, a questionnaire of seminar participants by NCSL revealed that 'the two highest rated issues both concern the broader challenge of community engagement'. However, the most popular strategy for extended schooling was 'engagement/consultation with the community'. In other words, community engagement is extended schools' top priority and the activity with which they feel least competent.
Coleman, A (2005) *Leadership of extended schools: Findings from a survey of participants at ContinYou/NCSL events* (Forthcoming/unpublished).

PlayBoard

- More than a third of children in the UK *never play outside.*
- Nearly half of all children in the UK spend more than 3 hours a day watching TV or playing computer games.[1]
- Two in five children in Northern Ireland *are unable to access appropriate play, leisure or sports opportunities*[2].
- Childhood obesity is increasing at an alarming rate: the proportion of both 12 year olds and 15 year olds in Northern Ireland who are overweight or obese has risen by more than a quarter in the past ten years.[3]
- *Nearly a quarter of all P1 pupils* in Northern Ireland are either *overweight or obese.*[4]
- Unstructured vigorous physical play is one of the most effective ways for children to burn off calories – the World Health Organisation recommends 60 minutes each day.[5]
- Children in Northern Ireland see a lack of age-appropriate play and leisure facilities in their area as being a major cause of anti-social behaviour.[6]
- A lack of normal play experiences may be a factor in very violent and anti-social behaviour among adults in later life.[7]
- Research conducted in Wrexham after an adventure playground had been opened showed the rate of juvenile offending fell by 54%.[8]
- Thames Valley Police found a marked reduction in vandalism and petty crime following the installation of play and youth shelter facilities.[9]
- The participating schools tell us that Positive PlayGrounds has resulted in:
    - An increase in children's activity and participation ,levels
    - A significant reduction in bullying
    - Improved attention-spans in class
- Nearly one in five children in Northern Ireland is concerned about the lack of safety in the place where they play or socialise.[10]
- Two-thirds of parents in the UK are worried about letting their children play outside.[11]
- For many children, the streets in front of their homes are where they play most often.

---

[1] Royal Bank of Scotland news release, 16th September 2004. The research was carried out by NOP World. Nearly 1000 children aged 7-12 years and parents across the UK were interviewed for the survey.

[2] Kilkelly, U. et al. (2004) Children's Rights in Northern (Belfast: NICCY), p. 159.

[3] Investing for Health (2005) Fit Futures: Focus on Food, Activity and Young People (Belfast: Department of Health, Social Services and public Safety), pp. 5-6.

[4] House of Commons Hansard Written Answers, 5th June 2006.

[5] Mackett, Professor Roger (2004) Making Children's lives more active, updated edition (London: Centre for Transport Studies, University College London).

[6] Davey, C. (2004) An Analysis of Research Conducted with School Children into Children's Rights in Northern Ireland (Belfast: NICCY).

[7] Play Wales (2003) Play Deprivation (Cardiff: Play Wales), footnote 5, citing Brown and Lomax, 1969, in Brown 1998.

[8] Department for Culture, Media and Sport (1999) National Strategy for Neighbourhood Renewal: PAT 10: The Contribution of Sports and the Arts (London: DCMS), p23.

[9] National Playing Fields (2000) Best Play: What Play Provision should do for Children (London: NPFA, Children's Play Council and PlayLink) p. 14, citing Hampshire and Wilkinson, 1999.

[10] Kilkelly, U. et al.m op.cit., p. 162.

[11] See footnote 1

Save the Children – Severe Child Proverty in the UK

Despite the considerable recent decline in child poverty in the UK that has, at least in part, been attributed to government reforms, separate independent research has suggested that children from the very poorest families remain a legitimate concern. Indeed, Sutherland (2001) noted that the income situation of the poorest children may have worsened following the government's early reforms.

The Family Resources Survey (FRS), which observed that the decline in child poverty between 1997/98 and 2003/04 was lower for more severe poverty (below 50 per cent of median income) compared to the proportion below 60 per cent of median income (Brewer *et al*, 2005).

There has been a vast array of recent research on child poverty, but little is known about the circumstances and characteristics of children in severe poverty for whom policy responses may need to be different (Adelman *et al*, 2003).

Table 2.8 Percentage of children whose families cannot afford specific child-related necessities.

Item	Not in poverty	Non-severe poverty	Severe poverty
A family holiday away from home for at least one week a year	17.2	53.0	87.3
Enough bedrooms for each child of 10 or over of a different sex to have their own bedroom	8.4	28.7	40.8
Leisure equipment such as a sports equipment or a bicycle	2.9	14.6	32.8
Celebrations on special occasions such as birthdays, Christmas or other religious festivals	1.4	7.7	18.6
Go swimming at least once a month	4.4	21.5	33.5
Do a hobby or leisure activity	2.8	14.0	24.2
Have friends around for tea or snacks at least once a fortnight	3.2	15.5	29.3
Go to toddler group/nursery/playgroup at least once a week (for children under six not attending primary or private school	3.3	9.8	24.8
Go on school trips (for those over six, or under six and attending primary or private school)	2.1	11.4	22.3

Base population: All children (n=16,012) in 2004/05 FRS

There is a strong association between parents' educational attainment and severe child poverty. A considerably higher proportion of mothers of children in severe poverty had no qualification (44 per cent), compared to mothers of children in non-severe poverty (31 per cent) or not in poverty (11 per cent).

There is a strong association between family composition and severe child poverty status, severe child poverty being associated with lone parent or large families. A considerably higher proportion of children in severe poverty were in lone parent families (48 per cent), than those not in poverty (15 per cent). In relation to family size – 21 per cent of children in severe poverty were in families with four or more children, compared to only six per cent of those not in poverty.

Cool with Change: Young People and Family Change
Highet, G., Jamieson, L.; Scotland's families – March 2007

361 young people aged 10-14 five schools in Glasgow.

- Children who experience the divorce, separation, re-partnering or death of a parent are more likely to go through further changes, such as moving house, town or school.

- Children feel better about parental separation when their parents' actions make it clear that they are still important to both parents, even after a parent has re-partnered.

Growing Up in Scotland Study

Two cohorts of children and parents were identified for the study

- Age of mother at birth was related to socio-economic classification, with younger mothers more likely to be from less affluent households.

- The majority of parents were sceptical about being taught how to be a good parent, with 60 per cent seeing it as something one has to learn for oneself.

55,000 rotten teeth were extracted from Ulster kids under age 12 in one year alone, Chief Medical Officer.

Playing for Success – an evaluation of this long term impact (underachieving young people), contribute to raising standards.

Capacity Builder

The Playing for Success (PfS) initiative is targeted on underachieving young people.

The results have shown clear evidence of significant improvements especially in numeracy and information and communications technology (ICT).

Evaluation of the Full Service Extended Schools

In the first year, 61 projects were funded, all of them in Behaviour Improvement Programme areas. The findings below are based on fieldwork in 22 projects.

- Considerable anecdotal evidence of positive outcomes. These included examples of raised attainment, increased pupil engagement with learning, and growing trust and support between families and schools. However, none of this yet amounts to robust evidence of "effectiveness" at this early stage of the evaluation.
- Multi-agency working was bringing benefits in terms of co-ordinated approaches to vulnerable children and their families. However, experiences in attempting to develop multi-agency work were mixed.
- When managed properly, the full service approach could free heads and teachers to concentrate on their core business. However, it could also impose strains on members of school leadership teams.
- There were also some concerns about the overall coherence of Government policy and the short-term nature of funding on which FSESs depend.

Taskforce Report

- OFMDFM's report on Participation Rates in Further and Higher Education, which aimed to assess pupils' attitudes towards third level education and the factors which influence the formation of these attitudes, with a view to determining the effects on participation rates. The research showed that a 'non-progressor' is likely to be a Protestant male who: lives close to his school; attends a secondary school with low rates of progression and performance; is less likely to have parental or teacher discussions about progression; and who feels alienated in terms of ability and getting on with others.
- The Rural Community Network's Report Border Protestants and Community Development study, which found an absence of community involvement, a poor sense of confidence and self esteem, a negative attitude towards cross community activity, fragmentation, an absence of community leadership, a low sense of belonging, feelings of distrust, resentment, anger and hopelessness, a lack of awareness of funding programmes, an unwillingness to apply for funding and a Protestant ethos described as 'Nothing for Nothing'.

The primary aim of the School Restorative Conferencing (SRC) scheme

In Northern Ireland male pupils are much more likely to be excluded through expulsion or suspension than female pupils.

In England pupils assessed as having special educational needs are three times more likely to be excluded than those without statements. Children in care are 10 times more likely to be excluded than other children. Children excluded from school are 90 times more likely to become homeless than those who stay on at school and pass exams.

Recent media coverage has highlighted the rise in the numbers of children in Northern Ireland being expelled or suspended from school. The National Association of Schoolmasters Union and Women Teachers (NASUWT), have linked this to a rise in violence in schools, particularly violence in schools, particularly violence directed at teachers and defend the use of exclusion as a necessary tool to deal with this threat to teachers.

Monitoring Poverty and Social Exclusion in the UK 2006 – Dec 2006

- Half the children in poverty are in families already doing paid work; this means the key proposition behind the anti-poverty strategy - that 'work is the route out of poverty' – does not apply for many people. The underlying problem is low pay: a low-paid couple can only avoid poverty if both are working.
- Poverty among working-age adults has not been reduced and this is a major weakness.
- Health inequalities by social class are pervasive and seem to be more impervious to change than other forms of inequality.
- Tax credits now help more than a million children in working households out of poverty, but the number needing such help has risen sharply.
- At 30%, the poverty rate for disabled adults is twice that for non-disabled adults, a difference markedly higher than a decade ago.

Child Poverty in Large Families

Comparative analyses – using one study including 15 European countries and another study with 23 European and non-European countries – show that, before benefits are taken into account, the UK has one of the highest poverty rates for children in large families compared with other countries.

The Persistence of Poverty across Generations

Jo Blanden and Steve Gibbons of the Centre for Economic Performance at the LSE, the study finds:

- Poverty persists across the lifecycle. Living in poverty at age 16 increases the chances of living in poverty in the early thirties.

- The persistence of poverty from the teens into the early thirties has risen over time, with teenage poverty having a greater impact on later outcomes for teenagers in the 1980s compared with teenagers in the 1970s. The link between poverty in teenhood and adulthood continues through to age 42, regardless of whether or not a person is recorded as poor in their thirties.

- Many of the negative effects of teenage poverty are a consequence of other characteristics of disadvantage, such as low parental education, unemployment and poor neighbourhoods, rather than poverty itself.

- Poverty in adulthood is associated with low education, lack of employment and employment experience and, for women, single parenthood.

Reducing Health Inequalities in Britain

- Annually, some 7,500 deaths amongst people younger than 65 could be prevented if inequalities in wealth narrowed to their 1983 levels.

- The majority of lives saved from redistribution would be in the poorer areas of Britain, where 37% of 'excess' deaths would be prevented.

- Some 2,500 deaths per year amongst those aged less than 65 would be prevented were full employment to be achieved.

- Some 1,400 lives would be saved per year amongst those under 15 if child poverty were eradicated.

The Relationship between Poverty, Affluence and Area

The research was carried out by Ben Wheeler, Mary Shaw, Richard Mitchell and Danny Dorling. Some of the key findings were:

- Areas with the highest levels of poor health tend to have the lowest numbers of doctors and other health professionals (other than nurses).

- However, areas with high levels of poor health tend also to have high numbers of their population providing informal care for family and friends, in almost direct proportion to the apparent need for that care.

- Areas with the highest proportions of unqualified young people tend to have the lowest number of teachers per head of population.

- In England, Wales and Northern Ireland, young people are more likely to obtain good qualifications if their area has a well-qualified older population.

Respect and Renewal: A Study of Neighbourhood Social Regeneration

Between 1998 and 2004, the Joseph Rowntree Foundation funded a programme of work to investigate the nature of social exclusion in deprived council estates.

- Professionals underestimated the importance of social issues and were more focused on physical regeneration. Residents perceived social factors – crime and fear of crime, poor life chances for their children, and the consequences of poverty – as the main ones affecting their quality of life, not physical degeneration.

- Reassurance policing reduced the fear of crime; neighbourhood wardens brought anti-social behaviour under control; neighbourhood managers and one-stop centres improved service delivery; and architectural treatments eliminated 'dangerous places'. These measures inspired confidence that social problems could be tackled.

Poverty Dynamics Research in the UK

- Poverty in one generation increases the chances of poverty in the next. Educational attainment is the best way of mediating the risk of poverty over the life-course.

DE Research Briefing

Key factors relevant to policy development aimed at combating social disadvantage and reducing low achievement are discussed, thereby contributing to the Department of Education's (DE) objective in their New Targeting Social Need (NTSN) Action Plan.

Disaffection and exclusion from school, particularly permanent exclusion, may be the first step in the direction of exclusion from society (Blyth and Milner, 1996). The rationale for addressing such disadvantage and multiple problems is quite clear in that:

"*If they (pupils) fail to become contributing adults, these young people represent a very substantial loss of potential to the country, to the economy, to communities and to individual lives*".

(Morris et al., 1999, p1)

Risk factors relating to the educational attainment of young people have been shown to be associated with drop out and underachievement (Lerner and Galambos, 1998).

The World Health Organization's (WHO) Health Behaviour Among Young People Survey (1997/1998).

The survey identified a cluster of certain 'risky' behaviours including:

- Smoking more than 20 cigarettes per week;

- Having been drunk more than ten times;

- Having experienced sexual intercourse before the age of 16; and

- Currently using drugs.

The WHO report also found an identifiable cluster of young people engaged in this 'cluster of activities:

- More boys than girls;

- The majority in their last two years of compulsory education;

- A pattern of lower school performance;

- A pattern of persistent non-attendance; and

- A pattern of poorer socio-economic backgrounds (using free school meals as an indicator).

Characteristics associated with risk behaviours.

The range of risk behaviours which affect the educational attainment and experiences of young people include:

- Pregnancy;

- Substance abuse;

- Abuse of alcohol;

- Smoking;

- Truancy;

- Violence and bullying; an

- Diet and nutrition.

Other factors associated with the interruption in learning include:

- ADHD (Attention Deficit Hyperactivity Disorder);

- Dyslexia;

- Dyspraxia;

- Poverty;

- Minority group background; and

- Emotional and behavioural difficulties.

In addition, underachievement in learning may be exacerbated by:

- Despair;
- Low self-esteem;
- Poor employment prospects; and
- Poverty.

District Policing Partnerships:

Antrim:
- 41% increase in underage drinking
- 6.3% increase in possession of drugs

Larne:
- 31% increase in vehicle crime
- Much lower sectarian incidents in 2005
- Larne Community Policing Teams are working with youths in rural areas of Glynn, Islandmagee and Ballycarry

Coleraine:
- 15% increase in number of drug seizures
- Increase in number of arrests for anti-social behaviour

Community Safety Partnerships:

Magherafelt:
- Only 1.7% of people of working age are claiming unemployment benefit compared to N.I average of 6.3%
- Maghera had the highest number of anti-social behaviour incidents in 2002/03
- Glebe criminal damage is above the N.I average

A comparison of how young people from different ethnic groups experience leaving school (Scotland, June 2006)

Whilst most minority ethnic young people, like their white peers, chose to attend further or higher education after leaving secondary school, their choice of courses was less varied and concentrated primarily around the medical sciences. Family and community expectations also featured more in the decision-making process leading to these choices for minority ethnic young people.

For boys from minority ethnic groups, the number of their friends from the same ethnic group decreased over time. This wasn't the case for girls from minority ethnic groups; girls also tended to have more friends of the same ethnicity.

The School Restorative Conferencing (SRC) scheme

In Northern Ireland male pupils are much more likely to be excluded through expulsion or suspension than female pupils.

In England pupils assessed as having special educational needs are three times more likely to be excluded than those without statements. Children in care are 10 times more likely to be excluded than other children. Children excluded from school are 90 times more likely to become homeless than those who stay on at school and pass exams.

Recent media coverage has highlighted the rise in the numbers of children in Northern Ireland being expelled or suspended from school.

The National Association of Schoolmasters Union and Women Teachers (NASUWT), have linked this to a rise in violence in schools, particularly violence directed at teachers, and defend the use of exclusion as a necessary tool to deal with this threat to teachers.

Evidence on the Community Use of Schools

The OECD report, *Schooling for Tomorrow: What Schools for the Future?*, highlighted the considerable attention that has been given across OECD countries to ways of using existing educational facilities more flexibly. The report advocated for greater flexibility in the use of facilities, opening schools to new users and learners, in a manner consistent with established educational aims.

One case study showed the parents in the local area were poorly educated, intimidated by formal learning and unwilling to attend the FE college. The school provides a more informal, familiar and friendly place to learn.

The community use of schools also engenders a sense of 'community ownership' of the facilities. The evidence would suggest that this would tend to reduce wilful destruction of the school grounds, which as commented on previously, is often the main public resources available in disadvantaged areas.

NICCY

Main Issues for Young People

1. Family
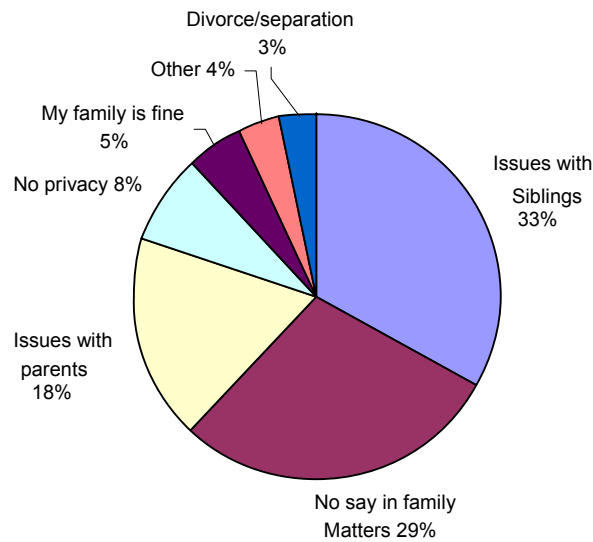
2. Education:

3. Play and Leisure

Participation 2%

Safety 32%

Access to Play
66%

4. Area

Other
17%

Transport
4%

Road Safety
12%

Poor state of the
area
54%

Lack of
amenities
13%

5. Crime and Policing

Politicised of view of
the Police 13%

Negative view of the
Police 30%

Desire for Peace 14%

Positive view of the
Police 14%

Concerns about
Safety 29%
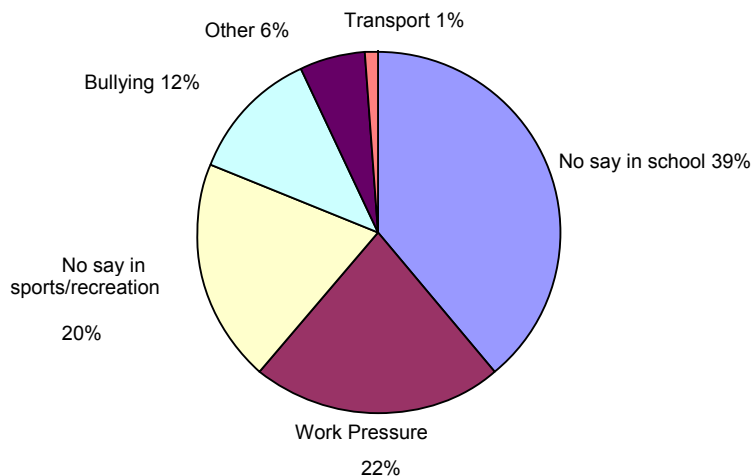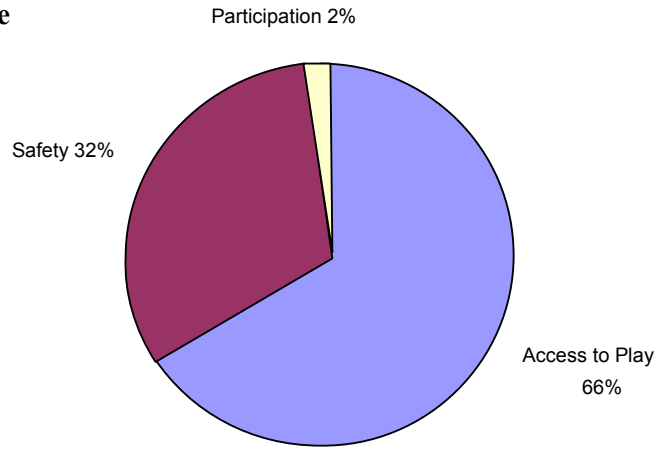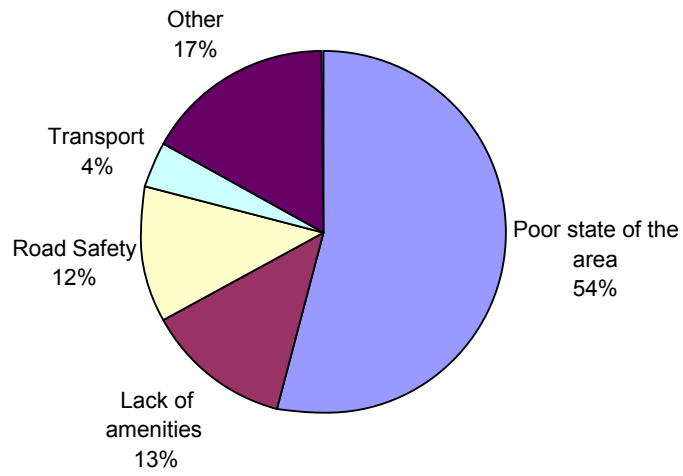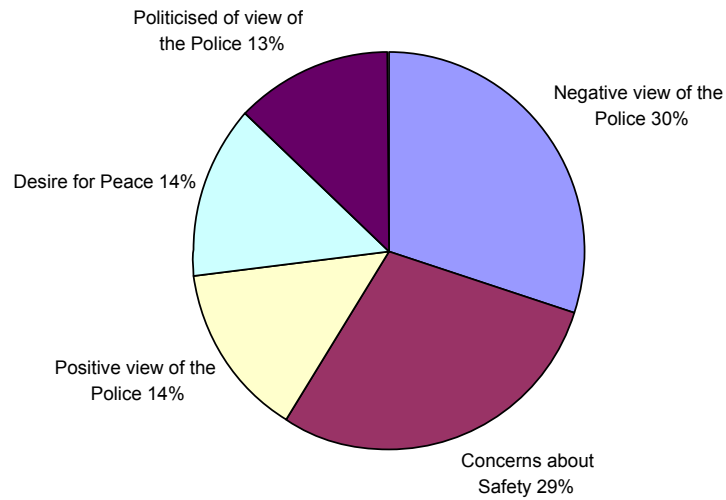
Top 25% deprivation measures Noble 2005 NEELB Area

Noble 2001 measured deprivation at Ward Level (566) and Noble 2005 has broken this down further into Super Output Area Level (890), in order to have a more acute measure of deprivation in NI.

This information can be found at www.ninis.nisra.gov.uk

Antrim

Top 31% crime and disorder deprivation at Super Output Area Level (SOA) ....Randalstown
Top 21% health and disability deprivation at Super Output Area Level (SOA) .... Fountain Hill
Top 18% education, skills & training deprivation at Super Output Area Level (SOA) ....Steeple
Top 27% multiple deprivation at Super Output Area Level (SOA) ....Steeple
Top 21% health and disability deprivation at Super Output Area Level (SOA) ....Steeple
Top 10% education, skills & training deprivation at Super Output Area Level (SOA) .... Farranshane
Top 5% crime and disorder deprivation at Super Output Area Level (SOA) .... Farranshane
Top 16% health and disability deprivation at Super Output Area Level (SOA) .... Farranshane
Top 17% income deprivation at Super Output Area Level (SOA).. Farranshane
Top 13% multiple deprivation at Super Output Area Level (SOA) .... Farranshane
Top 6% health and disability deprivation at Super Output Area Level (SOA) .... Springfarm 2
Top 17% multiple deprivation at Super Output Area Level (SOA) .... Springfarm 2
Top 13% education, skills & training deprivation at Super Output Area Level (SOA) ....Ballycraigy
Top 6% employment deprivation at Super Output Area Level (SOA) .... Aldergrove
Top 15% health and disability deprivation at Super Output Area Level (SOA) .... Aldergrove
Top 6% crime and disorder deprivation at Super Output Area Level (SOA) ....Stiles
Top 17% health and disability deprivation at Super Output Area Level (SOA) ....Stiles
Top 24% education, skills & training deprivation at Super Output Area Level (SOA) ....Stiles

Magherafelt

Top 28% multiple deprivation at Super Output Area Level (SOA) .... Glebe 2
Top 17% income deprivation at Super Output Area Level (SOA).. Glebe 2
Top 19% education, skills & training deprivation at Super Output Area Level (SOA) .... Glebe 2
Top 23% income deprivation at Super Output Area Level (SOA)..Townparks East
Top 28% education, skills & training deprivation at Super Output Area Level (SOA).........Townparks East
Top 18% income deprivation at Super Output Area Level (SOA)... Maghera
Top 28% education, skills & training deprivation at Super Output Area Level (SOA).................... Maghera
Top 1% proximity to services, ie, rural isolation..Upperlands
Top 9% proximity to services, ie, rural isolation.. Valley

Ballymena

Top 26% education, skills & training deprivation at Super Output Area Level (SOA).................. Harryville
Top 15% multiple deprivation at Super Output Area Level (SOA) .... Ballee
Top 15% income deprivation at Super Output Area Level (SOA)... Ballee
Top 20% employment deprivation at Super Output Area Level (SOA) .... Ballee
Top 6% education, skills & training deprivation at Super Output Area Level (SOA)......................... Ballee
Top 23% multiple deprivation at Super Output Area Level (SOA) ....Castle Demesne
Top 25% income deprivation at Super Output Area Level (SOA).......................................Castle Demesne
Top 18% employment deprivation at Super Output Area Level (SOA) ....Castle Demesne
Top 20% education, skills & training deprivation at Super Output Area Level (SOA).........Castle Demesne
Top 13% crime and disorder deprivation at Super Output Area Level (SOA) ....Castle Demesne
Top 17% multiple deprivation at Super Output Area Level (SOA) .... Ballykeel

Top 16% income deprivation at Super Output Area Level (SOA)... Ballykeel
Top 5% education, skills & training deprivation at Super Output Area Level (SOA).................... Ballykeel
Top 19% crime and disorder deprivation at Super Output Area Level (SOA) .... Ballykeel
Top 22% multiple deprivation at Super Output Area Level (SOA) .... Moat
Top 23% income deprivation at Super Output Area Level (SOA)... Moat
Top 9% education, skills & training deprivation at Super Output Area Level (SOA)......................... Moat
Top 23% multiple deprivation at Super Output Area Level (SOA) .... Dunclug
Top 18% income deprivation at Super Output Area Level (SOA)... Dunclug
Top 14% education, skills & training deprivation at Super Output Area Level (SOA)................... Dunclug
Top 1% crime and disorder deprivation at Super Output Area Level (SOA) .... Dunclug
Top 22% multiple deprivation at Super Output Area Level (SOA) .... Fairgreen
Top 21% income deprivation at Super Output Area Level (SOA)... Fairgreen
Top 20% education, skills & training deprivation at Super Output Area Level (SOA)................. Fairgreen
Top 2% crime and disorder deprivation at Super Output Area Level (SOA) .... Fairgreen

Coleraine

Top 17% multiple deprivation at Super Output Area Level (SOA) ....Churchland
Top 16% income deprivation at Super Output Area Level (SOA)...Churchland
Top 15% employment deprivation at Super Output Area Level (SOA) ....Churchland
Top 17% education, skills & training deprivation at Super Output Area Level (SOA)...............Churchland

Top 20% multiple deprivation at Super Output Area Level (SOA) ....Central
Top 19% income deprivation at Super Output Area Level (SOA)..Central
Top 14% employment deprivation at Super Output Area Level (SOA) ....Central
Top 23% crime and disorder deprivation at Super Output Area Level (SOA) ....Central

Top 15% multiple deprivation at Super Output Area Level (SOA) ....Cross Glebe
Top 12% income deprivation at Super Output Area Level (SOA)..Cross Glebe
Top 18% employment deprivation at Super Output Area Level (SOA) ....Cross Glebe
Top 21% health and disability deprivation at Super Output Area Level (SOA) ....Cross Glebe
Top 11% education, skills & training deprivation at Super Output Area Level (SOA)...............Cross Glebe
Top 23% crime and disorder deprivation at Super Output Area Level (SOA) ....Cross Glebe

Top 23% multiple deprivation at Super Output Area Level (SOA) .... Ballysally 2
Top 11% education, skills & training deprivation at Super Output Area Level (SOA)............... Ballysally 2
Top 11% crime and disorder deprivation at Super Output Area Level (SOA) .... Ballysally 2

Top 9% multiple deprivation at Super Output Area Level (SOA) .... Ballysally 1
Top 7% income deprivation at Super Output Area Level (SOA)... Ballysally 1
Top 18% employment deprivation at Super Output Area Level (SOA) .... Ballysally 1
Top 22% health and disability deprivation at Super Output Area Level (SOA)......................... Ballysally 1
Top 7% education, skills & training deprivation at Super Output Area Level (SOA)................. Ballysally 1
Top 4% crime and disorder deprivation at Super Output Area Level (SOA) .... Ballysally 1

Ballymoney

Top 25% employment deprivation at Super Output Area Level (SOA) ....Route
Top 23% income deprivation at Super Output Area Level (SOA)... Newhill
Top 13% education, skills & training deprivation at Super Output Area Level (SOA)...................... Newhill
Top 21% education, skills & training deprivation at Super Output Area Level (SOA)...................... Fairhill
Top 25% education, skills & training deprivation at Super Output Area Level (SOA)... Ballyhoe & Corkey
Top 24% education, skills & training deprivation at Super Output Area Level (SOA)........ Killoquin Upper

Carrick

Top 24% multiple deprivation at Super Output Area Level (SOA) ....Gortalee
Top 20% employment deprivation at Super Output Area Level (SOA) ....Gortalee
Top 24% health and disability deprivation at Super Output Area Level (SOA) ....Gortalee
Top 16% education, skills & training deprivation at Super Output Area Level (SOA) ....Gortalee
Top 18% multiple deprivation at Super Output Area Level (SOA) ....Lovelane
Top 18% income deprivation at Super Output Area Level (SOA)...Lovelane
Top 8% education, skills & training deprivation at Super Output Area Level (SOA) ....Lovelane
Top 25% multiple deprivation at Super Output Area Level (SOA) ....Sunnylands
Top 16% employment deprivation at Super Output Area Level (SOA) ....Sunnylands
Top 16% education, skills & training deprivation at Super Output Area Level (SOA) ....Sunnylands
Top 12% multiple deprivation at Super Output Area Level (SOA) ....Northlands
Top 13% income deprivation at Super Output Area Level (SOA)...Northlands
Top 13% employment deprivation at Super Output Area Level (SOA) ....Northlands
Top 23% health and disability deprivation at Super Output Area Level (SOA) ....Northlands
Top 5% education, skills & training deprivation at Super Output Area Level (SOA) ....Northlands
Top 13% education, skills & training deprivation at Super Output Area Level (SOA) ....Clipperstown

Larne

Top 24% multiple deprivation at Super Output Area Level (SOA) ....Carnlough
Top 18% multiple deprivation at Super Output Area Level (SOA) ....Ballyloran
Top 24% income deprivation at Super Output Area Level (SOA)...Ballyloran
Top 24% health and disability deprivation at Super Output Area Level (SOA) ....Ballyloran
Top 13% education, skills & training deprivation at Super Output Area Level (SOA) ....Ballyloran
Top 22% multiple deprivation at Super Output Area Level (SOA) .... Craigyhill
Top 20% employment deprivation at Super Output Area Level (SOA) .... Craigyhill
Top 14% education, skills & training deprivation at Super Output Area Level (SOA) .... Craigyhill
Top 25% multiple deprivation at Super Output Area Level (SOA) .... Antiville
Top 22% income deprivation at Super Output Area Level (SOA)... Antiville
Top 25% employment deprivation at Super Output Area Level (SOA) .... Antiville
Top 18% education, skills & training deprivation at Super Output Area Level (SOA)................... Antiville

Moyle

Top 22% multiple deprivation at Super Output Area Level (SOA) ....Ballylough & Bushmills
Top 22% income deprivation at Super Output Area Level (SOA)...........................Ballylough & Bushmills
Top 12% education, skills & training deprivation at Super Output Area Level (SOA) ....Ballylough & Bushmills
Top 24% multiple deprivation at Super Output Area Level (SOA) ....Glentaisie & Kinbane
Top 25% income deprivation at Super Output Area Level (SOA)..............................Glentaisie & Kinbane
Top 22% multiple deprivation at Super Output Area Level (SOA) .... Armoy, Mosside & Moyarget
Top 25% income deprivation at Super Output Area Level (SOA).................. Armoy, Mosside & Moyarget
Top 19% income deprivation at Super Output Area Level (SOA)..Knocklayd
Top 25% education, skills & training deprivation at Super Output Area Level (SOA) ....Knocklayd

Newtownabbey

Top 19% multiple deprivation at Super Output Area Level (SOA) ....Mossley 2
Top 16% income deprivation at Super Output Area Level (SOA)..Mossley 2
Top 15% health and disability deprivation at Super Output Area Level (SOA) ....Mossley 2
Top 12% education, skills & training deprivation at Super Output Area Level (SOA)..................Mossley 2

Top 22% multiple deprivation at Super Output Area Level (SOA) ....Carnmoney 1
Top 23% income deprivation at Super Output Area Level (SOA)..Carnmoney 1
Top 20% health and disability deprivation at Super Output Area Level (SOA) ....Carnmoney 1
Top 12% education, skills & training deprivation at Super Output Area Level (SOA).............Carnmoney 1

Top 13% education, skills & training deprivation at Super Output Area Level (SOA)...........Glengormley 2

Top 12% multiple deprivation at Super Output Area Level (SOA) ....Monkstown 1
Top 16% income deprivation at Super Output Area Level (SOA)...Monkstown 1
Top 11% employment deprivation at Super Output Area Level (SOA) ....Monkstown 1
Top 74% health and disability deprivation at Super Output Area Level (SOA) ....Monkstown 1
Top 3% education, skills & training deprivation at Super Output Area Level (SOA)................Monkstown 1

Top 21% health and disability deprivation at Super Output Area Level (SOA) ....Monkstown 2
Top 17% education, skills & training deprivation at Super Output Area Level (SOA).............Monkstown 2

Top 11% multiple deprivation at Super Output Area Level (SOA) ....Coole
Top 11% income deprivation at Super Output Area Level (SOA)..Coole
Top 13% employment deprivation at Super Output Area Level (SOA) ....Coole
Top 8% health and disability deprivation at Super Output Area Level (SOA) ....Coole
Top 4% education, skills & training deprivation at Super Output Area Level (SOA)...........................Coole

Top 14% multiple deprivation at Super Output Area Level (SOA) ....Whitehouse
Top 19% income deprivation at Super Output Area Level (SOA)..Whitehouse
Top 9% employment deprivation at Super Output Area Level (SOA) ....Whitehouse
Top 11% health and disability deprivation at Super Output Area Level (SOA) ....Whitehouse
Top 15% education, skills & training deprivation at Super Output Area Level (SOA)................Whitehouse

Top 21% multiple deprivation at Super Output Area Level (SOA) ....Valley 1
Top 24% income deprivation at Super Output Area Level (SOA)..Valley 1
Top 22% employment deprivation at Super Output Area Level (SOA) ....Valley 1
Top 15% health and disability deprivation at Super Output Area Level (SOA)................................Valley 1
Top 26% education, skills & training deprivation at Super Output Area Level (SOA).....................Valley 1

Top 11% multiple deprivation at Super Output Area Level (SOA) ....Valley 2
Top 13% income deprivation at Super Output Area Level (SOA)..Valley 2
Top 13% employment deprivation at Super Output Area Level (SOA) ....Valley 2
Top 18% health and disability deprivation at Super Output Area Level (SOA)................................Valley 2
Top 8% education, skills & training deprivation at Super Output Area Level (SOA).......................Valley 2

Top 8% multiple deprivation at Super Output Area Level (SOA) ....Dunanney
Top 13% income deprivation at Super Output Area Level (SOA)... Dunanney
Top 11% employment deprivation at Super Output Area Level (SOA) .... Dunanney
Top 14% health and disability deprivation at Super Output Area Level (SOA) .... Dunanney
Top 2% education, skills & training deprivation at Super Output Area Level (SOA)................... Dunanney

Top 22% employment deprivation at Super Output Area Level (SOA) ....Ballyclare South
Top 22% education, skills & training deprivation at Super Output Area Level (SOA)........Ballyclare South

SAMPLE COMMUNITY NEEDS QUESTIONNAIRE

Our school would like to find out what the needs are in the community and more particularly find out how we can help meet these needs through activities/services before or after school, working with the community, voluntary and/or statutory bodies. Our school has received funding from the Department of Education as part of the Extended Schools Programme and therefore has some money to put in place some programmes based on community, school and pupil needs.

Q1   (a)   Age of person completing questionnaire *(please tick appropriate box)*

        0 – 11 yrs ☐   12 – 16 yrs ☐   17 – 25 yrs ☐

        26 – 45 yrs ☐   46+ yrs ☐

    (b)   Are you –

        a pupil at the school ☐   a parent of a child at another school ☐

        a pupil from another school ☐   another adult in the community ☐

        a parent of a child at the school ☐

Q2   What do you think are the needs of our local community?

    _____

    _____

Q3   Which group(s) in the community do you think have needs which could be met more fully?

    Activities for children ☐   Activities for young people ☐

    Training for adults to help with employment ☐

    Other *(please name)* ☐

    _____

    _____

Q4   Indicate the activities you would like to see before/after school? Please note that the school may or may not be in a position to offer some of the activities listed, based on need and resources.

    (a)   **for children and young people** *(please tick)*

        homework club ☐   sports club ☐

        music club ☐   other (please name) ☐

        breakfast club ☐   _____

        science club ☐   vocational classes,

        drama club ☐   eg, mechanics, plumbing ☐

    (b)   **for adults** *(please tick)*

        English club ☐   fitness club ☐

        maths club ☐   other (please name)

        cookery club ☐   _____

Q5   Do you know of any other similar activity already happening here in our local community?

No   ☐   Yes   ☐

(If Yes)Please list

_____

_____

Q6   Is the school the best place to deliver the activities?

No   ☐   If No, why? _____

Yes   ☐   If Yes, why?_____

Q7   Would you take part in any of these activities?

No   ☐   Yes   ☐

If No, why not? (eg, need a crèche?)

_____

_____

If Yes, please list

_____

_____

Q8   Any other comments/suggestions

_____

_____

_____

If you are interested in taking part or you would like to hear more about the Extended Schools Initiative please write your name and address below so that we can contact you in the near future. Also, we would like to thank you for taking the time to take part in this survey as it will give us, as a school, a clearer indication of needs in our community.

Name: _____

Address: _____

             _____

             _____

Tel No: _____

ALL INFORMATION CONTAINED IN THIS SURVEY WILL BE TREATED IN CONFIDENCE
AND USED FOR STATISTICAL REFERENCE ONLY.

SAMPLE TEACHER PARTICIPANT SURVEY (Before)

The homework club will be introduced this year. We would like to ask you a few questions to find out the starting point for pupils as we will seek to measure the impacts at the end of the homework club.

Activity: **Homework Club (3.00 – 4.00pm Mon – Thurs)**

Name of Pupil: _____

Age: _____

Class: _____

Q1   Does the pupil return homeworks?

75% + ☐

<75% ☐

50% ☐

<50% ☐

Q2   Does the pupil have good attendance?

| Yes ☐ | <75% ☐ | 76 – 80% ☐ | 81 – 85% ☐ |
| No ☐ | 86 – 90% ☐ | 91 – 94% ☐ | 95% + ☐ |

Q3   Is the pupil attentive in class?

Yes ☐

No ☐

If No, why not?

_____

_____

_____

Q4   What is the current attainment levels of the pupil?

Low   ☐

Medium   ☐

High   ☐

Q5   How well does the pupil get on with other pupils/staff?

_____

_____

_____

Q6   Any other comments regarding this pupil?

_____

_____

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

SAMPLE TEACHER PARTICIPANT SURVEY (After)

The homework club has just finished for this year and we would like to ask you a few questions to find out if it was useful or not.

Activity: **Homework Club (3.00 – 4.00pm Mon – Thurs)**

Name of Pupil: _____

Age: _____

Class: _____

Q1   (a)   Has the pupil returned a higher number of homeworks since attending the homework club?

Yes ☐

No ☐

If No, is there any reason for this?

_____

_____

_____

(b)   Have the homeworks been of a higher quality?

Yes ☐

No ☐

If No, is there any reason for this?

_____

_____

_____

Q2   Has the pupil's attendance -

(i)   at school increased   Yes ☐

                                       No ☐

(ii)   at the homework club increased   Yes ☐

                                       No ☐

Q3 Is the pupil more attentive in class?

Yes ☐

No ☐

If No, why not?

_____

_____

_____

Q4 Has the attainment levels of the child increased?

Yes ☐

No ☐

If Yes, has the homework club helped?

_____

_____

If No, why not?

_____

_____

Q5 Does the pupil get on better with other pupils/staff since attending the homework club?

Yes ☐

No ☐

If No, why not?

_____

_____

_____

Q6 Any other observations in relation to the homework club and the pupil?

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

SAMPLE PUPIL PARTICIPANT SURVEY (Before)

You have just enrolled in the school homework club. We would like you to complete a short questionnaire so that we can see how the homework club may be helpful to you.

Activity: **Homework Club (3.00 – 4.00pm Mon – Thurs)**

Name of Pupil: _____

Age: _____

Class: _____

Q1   Why do you want to attend a homework club?

_____

_____

_____

Q2   (a)   Do you think homeworks are difficult?

No   ☐

Yes   ☐   If Yes, which ones? (eg, Science, Maths, English)

_____

_____

_____

(b)   Do you dislike homeworks?

No   ☐

Yes   ☐   If Yes, why?

_____

_____

_____

Q3   In what ways would you like the homework club to help you?

_____

_____

_____

Q4   Do you have a computer at home?

No   ☐

Yes   ☐   If Yes, do you use it for your homeworks? (eg, internet searching, speaking with friends, typing)

        _____

        _____

        _____

Q5   Do you get on well with other pupils and teachers?

_____

_____

_____

Q6   Any other ideas or thoughts about the homework club or school?

_____

_____

_____

_____

_____

Thank you for completing this questionnaire.

SAMPLE PUPIL PARTICIPANT SURVEY (After)

The homework club has just finished for this year. We would like to ask you a few questions to find out if it was helpful or not.

Activity: **Homework Club (3.00 – 4.00pm Mon – Thurs)**

Name of Pupil: _____

Age: _____

Class: _____

Q1   Was the homework club helpful?

Yes   ☐

No   ☐

In what ways (helpful or unhelpful)?

_____

_____

_____

Q2   Are homeworks easier now?

Yes   ☐

No   ☐

In what ways (easier/not easier)?

_____

_____

_____

Q3   Do you get on better with other pupils and teachers since attending the homework club?

Yes   ☐

No   ☐

_____

_____

_____

Q4   Would you attend another homework club?

Yes   ☐

No   ☐

If No, why not?

_____

_____

_____

Q5   Would you like to see the school start any other clubs?

Yes   ☐

No   ☐

If Yes, which ones?

_____

_____

_____

Q6   Any other ideas or thoughts?

_____

_____

_____

Thank you for completing this questionnaire.

SAMPLE PARENT SURVEY (After)

Your son/daughter has been attending our homework club this year and we would like to measure how successful it has been in meeting the needs of pupils, parents and the school. Therefore we would appreciate you taking a few minutes to complete and return this questionnaire.

Activity: **Homework Club (3.00 – 4.00pm Mon – Thurs)**

Name of Pupil: _____

Age: _____   Class: _____

Q1   Has your son/daughter benefited from attending the homework club?

Yes   ☐   No   ☐

In what ways?

_____

_____

Q2   Has the homework club helped you as a parent?

Yes   ☐   No   ☐

In what ways?

_____

_____

Q3   Would you like your son/daughter to attend another homework club?

Yes   ☐   No   ☐

If No, why not?

_____

_____

Q4   Are there any other clubs you would like your son/daughter to attend?

_____

_____

Q5   Is your son/daughter attending any other clubs/activities in the community since attending the Homework Club?

_____

_____

Q6   Any other comments.

_____

_____

Thank you for taking the time to complete this questionnaire.

EXTENDED SCHOOL ACTION PLAN FOR <u>*SAMPLE*</u> School/Cluster

Outcome: Enjoy, Learning and Achieving   Lead Partner: *(Name of school/cluster schools)*

Activity	Baseline Information	Details of Programme	Delivery	Cost and Source of Funding	Outputs	Monitoring & Evaluating
Homework Club	**Noble 2005** • Our school ranks in the top 10% of education deprivation and top 3% of crime and disorder deprivation at Super Output Area Level. **ILS** Area shows need for – • Lifelong learning for all • Building capacity in communities **Mapping Areas of Weak community infrastructure (NIVT 1999)** • Inter and intra community tensions in local estates **School statistics** • Poor attendance • Poor quality homeworks **Parent/pupil surveys** • % showed need/demand for homework club • many show lack of ICT skills in searching Internet safely and many do not have a computer at home • discussion with pupil council show support for homework club **Local Area** • No other similar service providers	• opportunity for children to be supported in completion of homeworks (10 wks x 2) • to work closely with parents and have parents support in running the programme • use of internet for research	Mondays and Tuesday, 3.00pm – 4.00pm Jan 07 – June 07 20 pupils targeted per day. Pupils will be targeted according to TSN (in the first instance to encourage attendance – although voluntary – of those poor attenders, poor homeworks, lower ability)	• 2 days x 1hr x £20ph (inc NIC/Superan) x 20wks = £800 • 5 hrs to prepare reports based on monitoring and evaluation of the project • 5 hrs x £20ph (inc NIC/Superan) = £100 • Resources (paper, pens, ink) = £100 • Income from pupils Based on 2 x 10wk programmes. 20 pupils x 2 40 pupils @ 0.50pw x 20wks = £400 ES Budget Cost £600 (ie, 1000 – 400)	Improved attendance among target group Improved quality of homeworks and submittance Improved links between school and parents Improved relationships between pupils Increased levels of attainment amongst target group	School statistics Teacher/tutor observation and report Pupil/parent questionnaires at beginning and end of programme

Declaration: *(Name of school or cluster schools)* will promote *(name of outcome/s)* as part of the Extended Schools Initiative. This programme will avoid duplicate or displacement funding.

Signed: _____ (Principal/Lead Partner)   Signed: _____ (Chair of BOG)

EXTENDED SCHOOL ACTION PLAN FOR *SAMPLE* School/Cluster

Outcome: Enjoy, Learning and Achieving/Contributing Positively to Community & Society   Lead Partner: *(Name of school/cluster schools)*

Activity	Baseline Information	Details of Programme	Delivery	Cost and Source of Funding	Outputs	Monitoring & Evaluating
Adult Classes – Learning Parents Programme	**Noble 2005** The areas targeted for parents rank in the top • 16% of income deprivation • 15% employment • 17% education, skills and training deprivation at SOA level **ILS** • Educational attainment is below the NI average. **Mapping Areas of Weak community infrastructure (NIVT 1999)** • Inter and intra community tensions in estates targeted **Parent surveys** • Highlights need for increased parental involvement in school • Demand for parent courses to increase employment • Crafts, English, maths, ICT, CLAIT **General** • Programme for government shows a need for investment in education and skills achieved in part through adult learning • Monitoring poverty and social exclusion in the UK 2006 shows that poverty among working age adults had not been reduced • OECD report 'Schooling for Tomorrow' advocates opening schools up to promote greater flexibility, opening school for new uses and learners **Consultation** • Liaison with local FE colleges to ensure complementary programme. • Liaise with DSD, as this is an area of Neighbourhood renewal. • No other similar service providers in local communities targeted.	• Information seminars for parents to highlight context of the Learning Parents Programme. • 6 wk courses offered in 5 top choices of parents above as shown in the parent questionnaire.	Liaison with FE college to operate complementary programme. <u>Jan 07 – June 07</u> (20 wks) 7.00 – 9.00pm 10 adults targeted per session Liaison with NEELB and in particular Property Services re: use of rooms, appropriateness of equipment, health & safety	<u>Staff</u> Tutors x 5 @ 4wks each activity @ £20ph (inc NIC/Superan) x 2 hrs per night = £800.00 2 hrs to prepare reports and complete M&E of the project with parents @ £20ph x 5 tutors = £200.00 <u>Resources</u> Ink, paper, pens, materials = £600.00 (ie, 100 per course, and £200 for crafts) <u>School Costs</u> Heath and light room @ £10ph x 2hrs x 20wks = £400 <u>Income</u> Parent contribution @ 10 parents x £1pw x 5 courses x 4 wks = £200.00 Cost to ES Budget = £1800 (ie, 2000 – 200)	Increased social interaction Increased employability Courses leading to formal qualifications 'Moving On' what next for parents/school in terms of parents 30 parents participating	Individual parent survey before/afterwards Tutors written reports ES co-ordinator report

Declaration: *(Name of school or cluster schools)* will promote *(name of outcome/s)* as part of the Extended Schools Initiative. This programme will avoid duplicate or displacement funding.

Signed: _____ (Principal/Lead Partner)   Signed: _____ (Chair of BOG)