

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*



*Providing Inspection Services for*  
**Department of Education**  
**Department for Employment and Learning**  
**Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

## **The Extended Schools Initiative in Northern Ireland**

**A Baseline Survey by the  
Education and Training Inspectorate**

**October 2006**

## CONTENTS

<b>Section</b>		<b>Page</b>
1.	INTRODUCTION	1
2.	THE INSPECTORATE SURVEY	2
3.	SUMMARY OF MAIN FINDINGS	3
4.	THE MAIN FINDINGS	5
5.	CONCLUSION	11
	APPENDICES	

## 1. INTRODUCTION

1.1 The Extended Schools initiative is at the core of the Children and Young People (CYP) Funding Package for Northern Ireland (NI), launched by the Secretary of State in March 2006. The overall objective of the package is to “reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well-being and social inclusion through the integrated delivery of the support and services necessary to ensure that every child has the best start in life.”

1.2 The aim of the Extended Schools initiative is to establish a network of Extended Schools<sup>1</sup> across NI in order to help:

- raise school standards;
- foster the health, well-being and social inclusion of children and young people; and
- regenerate and transform local communities.

The CYP Funding Package will support this aim with a targeted funding stream. Initially, the funding will be targeted on one-third of all NI schools, aimed at those schools operating in the most disadvantaged areas.

1.3 Extended Schools will provide activities based on their particular circumstances and needs, taken from a menu which includes:

- breakfast clubs;
- after-school study support;
- after-school youth, sport and leisure activities;
- programmes for parents;
- community use of the schools; and
- the establishment of close links with statutory and voluntary agencies working in the area.

While most schools already offer a range of activities funded through a combination of voluntary effort, school funds and resources raised from grant making organisations, it is the intention that Extended Schools will create a new ethos and culture for schools, facilitating partnerships and collaboration in order to deliver better outcomes for children and young

---

<sup>1</sup> Schools that will be “hubs of their local community, offering a range of activities before, during and beyond the traditional school day, engaging with their local community, connecting local people with local services.” – Extended Schools (Department of Education 2006).

people. The best programmes will involve schools working closely with families and with statutory and voluntary agencies, recognising the shared common aim of improving children's life chances.

1.4 The focus of the Extended Schools initiative is:

- on supporting learning, creativity and healthy lifestyles, including tackling obesity in children and young people, with funding allocated directly to schools; and
- a regional policy applied consistently across all five Education and Library Board (ELB) areas.

1.5 The target of the Extended Schools initiative is on:

- nursery, primary, post-primary and special schools located in disadvantaged areas;
- covering Neighbourhood Renewal Areas, but also schools in other areas, including rural areas, reflecting the numbers of pupils entitled to free school meals; and
- funding being made available for schools' delegated budgets in 2006-2007 and additional funding for the support services.

1.6 A total of £13.25m has been made available in the first year of the initiative. It is being allocated as follows:

- £10m for front-line activity in schools;
- £1.75m for school-based counselling support for children and young people;
- £0.5m for Creative Learning Centres; and
- £1m for centralised services for support and administration, for monitoring and evaluation of the package.

## 2. THE INSPECTORATE SURVEY

2.1 During the week beginning 4 October 2006, the Education and Training Inspectorate (Inspectorate), working through the network of District Inspectors, carried out visits to a sample of the schools involved<sup>2</sup> in the Extended Schools initiative. The purpose of the visits was to evaluate the schools' state of readiness to participate in the initiative. The Inspectorate held discussions with the Principals and, on occasions, relevant members of staff. The questions that the Inspectorate used to gather evidence are set out in Appendix 1.

2.2 The Inspectorate visited a sample of 65 schools across the five ELB areas. The sample was composed of nursery, primary, post-primary and special schools, and the names of the schools are listed in Appendix 2.

---

<sup>2</sup> Participation in the initiative is voluntary. Of the schools invited to take part only two chose not to do so.

2.3 A number of qualitative terms are used throughout the report to present the findings. These terms should be interpreted as follows:

Almost/nearly all	- more than 90%
Most	- 75%-90%
A majority	- 50%-74%
A significant minority	- 30%-49%
A minority	- 10%-29%
Very few/a small number	- less than 10%

### 3. SUMMARY OF MAIN FINDINGS

3.1 Where the schools showed a good state of readiness for engagement with the Extended Schools initiative, the following features were in evidence:

- the commitment of management at all levels, the teachers, ancillary staff and parents to the aims of the initiative;
- the schools' commitment to extending their existing provision;
- the schools' action plans are predicated on extensive consultation with their staff, pupils, parents and the wider community in order to identify their stakeholders' interests and needs, and the activities that could be provided to meet them;
- the schools have a planned range of activities and services which seek to improve the children's behaviour, health, well-being, learning and academic performance;
- the activities address the social and learning needs of the parents and the wider community;
- the schools are committed to collaborative working through partnerships with other schools, organisations, agencies and the wider community;
- the schools have established clear arrangements, with regard to both procedures and personnel, for the management of their extended provision;
- the schools have drawn up clear procedures for monitoring and evaluating the effectiveness of their extended provision, based on action plans containing specific targets and success criteria; and
- the schools have carefully considered plans for spending the funds arising from the Extended Schools initiative.

3.2 Where the schools were less ready to engage with the Extended Schools initiative, the following elements were in evidence:

- the schools lacked the enthusiasm to engage fully with the initiative due to perceived difficulties with the initiative;

- the leadership in the schools is lacking in vision; the Principals have not discussed the initiative with the staff, and there is a lack of creative thinking and motivation to extend provision into the community or beyond what is familiar;
- the schools have not consulted on the Extended Schools initiative with their staff, parents and the wider community;
- the schools have not begun the action planning process or their action plans are sketchy and speculative, and are not founded on a systematic analysis of need within the school or the wider community;
- the schools are unwilling to form links with other schools, outside agencies or organisations;
- the schools have not worked out their organisation and management arrangements for the Extended Schools initiative;
- there is a lack of strategic thinking about what constitutes successful outcomes of the Extended Schools initiative;
- the schools do not have any plans and procedures in place for monitoring and evaluating the effectiveness of the Extended Schools initiative; and
- the monitoring and evaluation arrangements do not focus sufficiently on the impact of the Extended Schools initiative on the children's behaviour, well-being, learning and academic performance.

3.3 At the time of the Inspectorate's visits, the schools identified the following issues and concerns about the Extended Schools initiative:

- the multiplicity of initiatives and the lack of clarity about how they link together coherently;
- problems with the timing of the Extended Schools initiative and with the funding arrangements;
- the increase in workload, especially for principals, caused by the introduction of the Extended Schools initiative;
- the potentially divisive effects of paying some staff for their work in relation to the work associated with Extended Schools;
- in a small number of schools, the lack of available space to extend their provision; and
- the extent of support from the ELBs and the Regional Training Unit (RTU).

## 4. THE MAIN FINDINGS

### 4.1 EXISTING EXTENDED PROVISION

4.1.1 Of the schools that have existing extended provision, the most common services include Breakfast Clubs, Homework/Study Support Clubs (both after school and on Saturdays), counselling services, classes for parents to help them support their children's learning, healthy eating initiatives, year 8 induction programmes, support programmes for children and parents with English as an additional language (EAL), sporting activities often with the support of Youth Sport, information and communication technology (ICT) classes, and activities associated with the creative and expressive area of study. In most cases, teachers from the schools staff the provision. Several of these schools have established links with neighbouring schools, community or other groups such as Barnardos, Sure Start and the local college of further and higher education. In a small minority of schools, community groups already make use of the school premises in the evenings. The schools with existing programmes were keen to use the funding from the Extended Schools initiative to sustain, deepen and extend their programmes. These schools favour continuing with their current activities stating that they have existing experience and suitably qualified or experienced support personnel.

### 4.2 SCHOOLS' AUDITING OF EXISTING PROVISION AND PLANNING FOR THE INITIATIVE

4.2.1 The schools with forward looking management are most likely to have well conceived plans and are able to articulate the perceived educational and social benefits across the range of the chosen experiences and activities. These and other schools see the benefits of taking a local area approach to provision, where clustering together and working co-operatively can result in more effective use of the available resources. There were some examples of schools addressing the needs of their specific area, in particular, where there is a growing number of pupils and parents with EAL. Some of the special schools were taking a more adventurous and creative approach to the initiative due, in some instances, to their experience of securing funding and in forming external partnerships.

4.2.2 There was a wide variation in the schools' approaches to auditing their own provision and consulting with their staff, pupils, parents, prospective cluster schools and the local community. A minority of schools had carried out, or were in the process of carrying out, consultations with their staff, pupils and parents. In the best practice, a small number of schools were engaged in extensive consultations with these stakeholders, and with neighbouring schools and the local community, on their needs and interests and what activities the school and others could provide to meet them. In a few instances, the schools consulted as a cluster group and canvassed views on this basis. The methods of consultation included face-to-face meetings and questionnaires. A few schools were utilising their Schools Councils to gather the views of the pupils. In other schools, the Principals had carried out internal consultations with members of staff, but had yet to involve the parents or the wider community. A significant minority of schools, while recognising the need for and importance of consulting with their stakeholders, had yet to do so.

4.2.3 At the time of the Inspectorate's visits, only a small number of schools had devised action plans and forwarded them to the relevant ELB. In the best practice, the action plans resulted from an extensive consultation with staff, parents, community groups and the pupils, were costed carefully and were integrated into the schools' development plans. In a few instances, an action plan had been devised for a cluster of schools. In most schools, the action planning process had just got underway, and schools reported that no firm proposals had emerged or decisions taken. Some schools were consciously taking their time to think about the initiative. While the majority of schools had ideas about how they would like to develop their provision, the thinking of a minority of these schools was sketchy and speculative and was not founded on a systematic analysis of need within the school or the wider community. In a minority of schools, the action planning process had not yet begun.

#### 4.3 THE RANGE OF ACTIVITIES PLANNED AND PROVIDED

4.3.1 Most of the schools have embraced the philosophy of the Extended Schools initiative. While only a minority of schools have a good variety of activities and initiatives in place, nearly all of the schools have demonstrated, to varying degrees, a commitment to extend their provision in line with the Department of Education's (DE) Extended Schools guidance. Most of the schools' proposals seek a balance between support for the children's learning and exploiting the less formal aspects of Extended Schools to provide recreation and creativity, with the intention of making school more enjoyable.

4.3.2 The schools' ideas and plans for their extended provision divide into a number of interlinked categories. A significant majority of schools are operating, or intend to develop, Breakfast Clubs and Homework Clubs. In the case of the former, a minority of schools are targeting the provision particularly on children with poor punctuality and/or attendance and in the high free school meals category.

4.3.3 The desire to raise children's self-esteem and self-confidence through participation in a wide range of activities underpins most of the schools' plans. These schools stress the importance of children experiencing positive relationships and improving their social interactions. The majority of schools are seeking ways to encourage and motivate the children to participate in activities, in order to build positive attitudes and, hopefully, improve behaviour and academic performance. Schools also seek to improve the children's emotional and mental health through the provision of counselling services, mentoring and personal development programmes, both in-school and through youth clubs and organisations.

4.3.4 A further common strand running through the majority of the schools' plans is the focus on improving links with parents and the wider community in order to boost the children's social, emotional and academic outcomes. These schools emphasise the need to engage the parents in the life and work of the school, to help them to value links with the school and to harness their support in assisting with their children's learning, encouraging them to behave well and to achieve. A minority of schools place a particular emphasis on engaging with disaffected pupils and their families to help them see school in a more favourable light. The strategies being proposed include providing "drop in" opportunities, a family "home room" for parents and pupils, employing home/school liaison officers, bringing professional services onsite to support families, providing parenting courses with outside speakers and trainers and providing access to advice from organisations such as Barnardos.

4.3.5 The promotion of improvements in children's learning constitutes a common strand in the schools' considerations. A minority of schools are considering ways of supporting the children's numeracy and addressing underperformance in public examinations. A significant minority of schools place a particular emphasis on improving the children's language and communication skills through the involvement of parents, paired reading classes, play activities, improved library facilities and, in a few instances, through the employment of speech therapists. A minority of schools also intend to enrich the children's experiences through the provision of opportunities in the creative and expressive arts, including drama, music, dance, photography, and art and design. Some schools intend to draw on expertise in these areas in the local community to assist with the provision.

4.3.6 A majority of schools plan to place a greater emphasis on health and healthy eating, including offering advice on general health and fitness and addressing poor eating and nutrition habits in the school and the community. Many of these schools seek to link this strand with an enhanced programme of sport and physical activity. A significant minority of schools already make use of Youth Sport and coaches from local sports clubs, and a few schools are developing their grounds to encourage the pupils to exercise and to participate in sport.

4.3.7 Other suggested activities include provision for adult learning, including increased community use of the school premises and facilities. The provision of ICT classes for both adults and children is a popular choice among a minority of schools. Some schools see ICT as a way of attracting fathers into the school and of developing the parents' self-confidence and competence with the hope that this will have a positive impact on their children's learning. Other schools are planning to provide language classes for adults. With the increase in the numbers of children and adults with EAL, a minority of schools are planning to reach out to the parents of EAL children, to involve them more actively in the life and work of the school, and to provide translation and other language support services.

#### 4.4 PARTNERSHIPS AND COLLABORATIVE WORKING

4.4.1 The development of partnerships and collaborative working is a key strand in the Extended Schools initiative. A significant minority of the schools already have established partnerships with other local schools, community and other organisations. In some instances, this dimension of the schools' provision is extensive and successful. However, in general, the level of partnership and collaboration with outside agencies and organisations is modest. A minority of schools that do not have a tradition of forming partnerships with outside organisations are finding it difficult to access appropriate support agencies and form collaborative networks. As an example of good practice, one school, feeling that it did not know enough about the demographics of its area, has systematically met with community groups and invited the Children's Commissioner to the meeting. At the time of the Inspectorate's visit, the school was planning to hold a consultative meeting with representatives of the borough council, the political parties, youth groups, the Youth Justice Agency and other interested principals.

4.4.2 Where schools have existing links or intend to establish links, the external organisations include the National Society for the Prevention of Cruelty to Children, Barnardos, Sure Start, medical professionals, speech therapists and local community groups. A minority of schools have links or intend to form links with local sports clubs and youth organisations. Others have partnerships, including cross-community links, with organisations

such as the Creative Youth Partnerships, Contact Youth, Youth Sport and district council renewal organisations. A few schools are seeking to develop links with their local institute of further and higher education. A small number of schools consider that they can deliver improved services from their own resources and do not intend to seek help from or contact with outside agencies or organisations.

4.4.3 A significant minority of the schools have existing partnerships with other schools. A minority of the other schools are actively forming clusters, and thus benefiting from the additional 15% funding made available through the Extended Schools initiative. Others have held preliminary exploratory meetings but have yet to come to firm decisions. Some principals referred to transport problems constituting a constraint on the development of active partnerships. The clusters contain a wide mix of school types: nursery schools with primary schools; primary schools with each other and with special schools; and primary and post-primary schools. The size of the clusters ranges from two to nine schools. One primary school has links with the local grammar school and further education college and is developing links with a nursery school. Clusters of some schools have been facilitated through links with external organisations such as Youth Sport or Sure Start. In other instances, the schools have clustered around a shared interest in common topics such as the creative and performing arts, sport, health promotion, ICT and the meeting of the needs of EAL children and adults. Several schools are sharing their resources to employ staff, such as a local artist or a French teacher, to work in each of the cluster schools. In one area, the schools highlighted the tradition of competition rather than co-operation between schools, pointing out that the development of partnerships and collaborative practice will consequently take a longer time to develop.

#### 4.5 THE PROVISION OF SUPPORT FOR THE SCHOOLS

4.5.1 At the time of the Inspectorate's visits, most of the schools had received limited support and would welcome more support to help motivate their staff and guide their thinking. A minority of schools reported that they had received little or no support and commented that they felt very much on their own in addressing the Extended Schools initiative. A significant majority had received support from their ELB in the form of an information session or visits to the school by the ELB Extended Schools' co-ordinator. While the schools found the ELB information sessions of some help, many commented that the ELB officers were only able to provide a limited amount of information; others stated that there were variations in the ELBs' understanding of the Extended Schools initiative. Schools commented on the absence of case studies of extended schools in action and other practical advice. Several schools stated that DE should have prepared a Frequently Asked Questions resource to address the schools' requests for information. A small number of schools reported they had received good support from the ELBs on specific issues, such as the library service offering support for story-telling services, the catering services advising on healthy eating, and human resources assisting in drawing up an advertisement for a co-ordinator. In one instance, the ELB provided support for the initial cluster group meeting. Most of the schools expressed disappointment at the level of support provided by RTU, especially the fact that the website was non-operational and the Extended Schools' Toolkit was unavailable. Some schools commented on the amount of literature coming into the schools from a variety of sources offering childcare services and courses.

#### 4.6 THE SCHOOLS' MANAGEMENT OF THE EXTENDED SCHOOLS INITIATIVE

4.6.1 The majority of the schools are managing the Extended Schools initiative through a mix of their own staff and outside assistance. In a minority of schools, the Principals are taking the lead role in organising and developing the schools' provision, however, most schools are delegating the management role to a co-ordinator, usually drawn from within the existing school staff. In schools that already have well established extended programmes, the co-ordinators are experienced, skilled networkers with extensive contacts with external organisations and the wider community. Several schools are planning to pay their co-ordinator an additional allowance drawn from the Extended Schools funding. A few schools have already drawn up job descriptions for their co-ordinators. While in most schools, the co-ordinator is a teacher, some schools intend to make use of classroom assistants, substitute teachers and ancillary staff to take on a co-ordinating role. In larger post-primary schools, management of the initiative has been delegated to a vice-principal working with a committee made up of staff from all areas and experience within the school. The majority of schools intend to seek the assistance of outside personnel when they consider it appropriate. A few schools are planning to involve parents actively in the organisation of their provision or to employ an external co-ordinator. The local Community Forum's Education Co-ordinator, with the support of the Principal, will oversee one school's involvement in the initiative. Some of the schools working in clusters are considering the appointment of an area co-ordinator to oversee the implementation and development of the initiative across the schools. A small number of schools have existing service level agreements with outside organisations, such as Barnardos, to work with their children and families. One school is planning to employ a parenting officer to access current parenting initiatives in the community, in order to enhance this provision and tailor it to meet the parents' needs.

4.6.2 A minority of schools are still at an early stage of the Extended Schools initiative and have not worked out their organisation and management arrangements. Other principals are deliberately taking their time to consider the initiative and discuss it fully with the staff before deciding on their approach. In a small number of schools, the leadership lacked vision: the Principals had not discussed the initiative with the staff and there was a lack of creative thinking and motivation to extend provision into the community or beyond what is familiar.

#### 4.7 THE SCHOOLS' ARRANGEMENTS FOR MONITORING AND EVALUATING THEIR PROVISION

4.7.1 Half of the schools visited did not have any plans and procedures in place for monitoring and evaluating the effectiveness of the Extended Schools initiative. In most instances, this was because they had not completed their action planning process. A minority of schools had well-developed strategies for monitoring and evaluating the impact of the Extended Schools initiative. In the best practice, the schools had drawn up clear action plans containing specific targets and success criteria. However, all schools were finding it difficult to strike an appropriate balance between quantitative and qualitative measures of outcomes and a few schools commented on the problems of measuring added value on a year-on-year basis.

4.7.2 There was a considerable degree of agreement among the schools about what they intended to monitor and evaluate. Most made reference to monitoring the level of attendance and participation in activities, the views and attitudes of the children and parents, and their achievements. Only a minority of schools spoke of monitoring the impact of their provision on the children's motivation and behaviour in class and the outcomes of their curricular work. Several schools commented on the difficulties involved in measuring improvements in the children's self-esteem. The schools in which healthy eating is a particular priority intend to monitor changes in the children's attitudes towards a healthy lifestyle, including healthy eating.

4.7.3 There was also considerable agreement among the schools on the methods to be used to carry out the monitoring and evaluation. Most schools made mention of a combination of the following approaches: collecting spoken feedback from children, parents, coaches, tutors and other providers; using questionnaires to gather more formal feedback; direct observation of activities; and collecting photographic evidence. Frequency of monitoring and evaluation varied from weekly feedback to termly reports by co-ordinators and annual feedback from parents. Several principals involved in cluster or collaborative arrangements, commented on the potential difficulties associated with monitoring and evaluating the initiative across a range of different institutions and organisations. Some emphasised the need for regular meetings of the Principals of the schools in cluster groups to ensure consistency of approach to monitoring and evaluation.

#### 4.8 ISSUES RAISED BY THE SCHOOLS

4.8.1 A majority of the schools raised concerns about aspects of the introduction of the Extended Schools initiative. The timing of the initiative was a particular concern for a significant minority of schools. They commented that, as they had had no advance notice of the initiative, they had already completed their School Development Plans when the Extended Schools initiative was launched. In several schools, the subsequent rewriting of the School Development Plan resulted in additional work for the Principal and staff. In other schools, the Extended Schools initiative sits outside Professional Review and Staff Development (PRSD) and the School Development Plan, as the schools considered it was not feasible to renegotiate their agreed arrangements. Schools commented that the short lead in period, and the perceived tight deadlines for the Extended School initiative, had given them inadequate time to develop fully their thoughts and put together a comprehensive plan. Several schools expressed concerns about the multiplicity of initiatives and the lack of clarity about how they link together coherently.

4.8.2 A minority of principals commented on the additional workload brought on by the Extended Schools initiative. They cited the amount of preparatory work required to organise and implement the initiative, including the need to liaise with others and to make and build up contacts with other schools and outside agencies. Some principals commented there was a lack of clarity about aspects of the Extended Schools initiative, including making payments to staff and others, insurance, vetting and transport arrangements. A few principals stated that the Extended Schools initiative was an addition to the bureaucratic burden on schools.

4.8.3 Just under half of the schools raised concerns about aspects of the funding for the initiative. There was a concern among a minority of schools that the funding for the initiative would only be for the short-term and that it would be withdrawn within a few years. Others commented on the need for greater clarity about the arrangements for the payment of funds; a

few schools reported that they had not received any funding. The schools also asked for greater clarity about the use of the funding, one school reporting that it had experienced bureaucratic difficulties utilising the funds to pay for existing provision.

4.8.4 Other issues raised by the schools included a concern that paying some staff to organise Extended Schools activities while others were offering their services free-of-charge, could be divisive. A small minority of schools drew attention to the lack of available space to extend their provision and to perceived problems extended hours could cause with cleaning and caretaking staff.

## **5. CONCLUSION**

5.1 The vast majority of the schools welcomed the Extended Schools initiative and are committed to its aims and objectives. Despite the tight timescale, a significant minority of the schools have made good progress in engaging with their key stakeholders, both within and outside school, to plan their extended provision. In the best practice, improving the children's self-esteem and well-being have been linked explicitly to improvement in their learning and achievement.

5.2 However, at the time of the Inspectorate's visits, many schools had still to engage systematically with the requirements and implications of the Extended Schools initiative. The majority of schools had still to produce coherent action plans and arrangements for monitoring and evaluating their extended provision. It will take time and confidence for schools to get used to thinking and working in a more creative and collaborative way. Given that school improvement is at the heart of the Extended Schools initiative, a significant minority of schools need to articulate more specifically how their extended provision will lead to improvements in the children's learning and achievement.

## APPENDIX 1

The Inspectorate used the following questions to gather evidence:

1. How is the school proposing to use the additional funding? (Staffing, resources, additional activity or activities, or to supplement an established activity.)
2. Why has the school chosen to offer a particular or range of activities and what is the perceived or anticipated impact on the children's learning experiences, and their emotional, physical and social development?
3. How is the school organising or intending to organise its Extended Schools provision?
4. To what extent is the school collaborating with other agencies, schools and organisations as part of the Extended Schools initiative? (Neighbourhood renewal groups, parents, local community groups, other schools, counselling services, Creative Learning Centres.)
5. What support has been provided by the RTU, the ELBs and/or the Council for Catholic Maintained Schools?
6. What procedures are to be put in place for monitoring and evaluating the impact of the Extended Schools provision?
7. What are the emerging issues or problems, if any?

The Inspectorate visited the following schools:

**Belfast Education and Library Board**

Sandbrook Nursery School  
Ravenscroft Nursery School  
St. Bernadette's Nursery School  
Elmgrove Primary School  
St. John the Baptist Primary School  
St. Oliver Plunkett Primary School  
Sydenham Primary School  
Taughmonagh Primary School  
Ashfield Boys' High School  
Balmoral High School  
La Salle Boys' School  
St. Dominic's High School  
St. Joseph's College  
St. Mary's Christian Brothers' Grammar School

**North-Eastern Education and Library Board**

Dunclug Nursery School, Ballymena  
Magherafelt Nursery School  
Ballycraig Primary School, Antrim  
Holy Family Primary School, Magherafelt  
King's Park Primary School, Newtownabbey  
Magherafelt Primary School  
Mossley Primary School, Newtownabbey  
St. John's Primary School, Carnlough  
St. Joseph's Primary School, Stiles, Antrim  
Ballee Community High School  
Ballycastle High School  
Edmund Rice College, Glengormley  
Maghera High School  
Newtownabbey Community High School  
Dunfane Special School, Ballymena  
Sandelford Special School, Coleraine

**South-Eastern Education and Library Board**

King's Road Nursery School, Belfast  
Convent of Mercy Primary School, Downpatrick  
St. Colmcille's Primary School, Downpatrick  
St. Mary's Primary School, Killyleagh  
De La Salle High School, Downpatrick  
Beechlawn Special School, Hillsborough  
Killard Special School, Newtownards  
Longstone Special School, Dundonald

## **Southern Education and Library Board**

Kilkeel Primary School  
St. Anthony's Primary School, Craigavon  
St. Clare's Convent Primary School, Newry  
St. Mary's Primary School, Aughnacloy  
St. Michael's Primary School, Clady  
St. Patrick's Primary School, Crossmaglen  
Drumcree College, Portadown  
Holy Trinity College, Cookstown  
St. Joseph's College, Coalisland  
Ceara Special School, Lurgan  
Lisanally Special School, Armagh

## **Western Education and Library Board**

Limavady Nursery School  
Christ the King Primary School, Omagh  
Denamona Primary School, Fintona  
Drumahoe Primary School, Londonderry  
Lisnagelvin Primary School, Londonderry  
Moat Primary School, Lisnaskea  
St. Brigid's Primary School  
St. Eithne's Primary School, Londonderry  
St. Lawrence's Primary School, Fintona  
St. Patrick's Primary School, Castlederg  
St. Ronan's Primary School, Lisnaskea  
Sion Mills Primary School, Strabane  
Immaculate Conception College, Londonderry  
Thornhill College, Londonderry  
Arvalee School and Resource Centre, Omagh  
Foyleview School, Londonderry

© CROWN COPYRIGHT 2006

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk) or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.