



Performance Report Card

Updated 5 November 2019

1. Action 4.1 & 4.3:	<p>“Develop and Deliver projects which ensure that children and young people are supported to develop to their full potential”</p> <p><i>Alignment of 2 original actions from 2018 Action Plan</i></p> <p>4.1 Promote and expand co-ordinated early intervention/ support for under achievers not reaching their potential - including pupils with special educational needs, new-comer pupils, looked after pupils, and pupils entitled to free school meals</p> <p>4.3 Promote partnerships between early years, schools, parents, communities and other relevant agencies to:</p> <ul style="list-style-type: none"> - deliver community- based education and learning support initiatives, - support physical and mental wellbeing of children and young people, - consider opportunities to make school facilities available for community use 															
1a. Customer:	<p>Customer is children with FSME particularly from Neighbourhood Renewal Areas with particular emphasis on those with behavioural issues, attendance and personal/social issues, caring responsibilities and those lacking self esteem and with poor confidence.</p>															
1b. Timeframe:	<p>Short-Medium Term (2 – 6 years & Medium-Long Term (6+ years)</p>															
1c. Action Lead:	<p>Education Authority – Michael Burns & John Donnelly</p>															
2. Outcome(s) & Indicator(s) contribution:	<p style="text-align: center;">Outcome(s)</p> <p>Our people have the best start in life with lifelong opportunities to fulfil their potential</p>	<p style="text-align: center;">Indicator(s)</p> <p>4a % of school leavers achieving 5 GCSEs (A*-C including English and Maths) 4b % of children achieving expected levels at KS2</p>														
3. Performance Measures & Performance Data:	<table border="1"> <thead> <tr> <th>Measure Number</th> <th>Measure Description</th> <th>Data for period 1st October 2018 until 31st March 2019)</th> <th>Data for period 1st April 2019 until 30th September 2019</th> </tr> </thead> <tbody> <tr> <td>1</td> <td># pupils benefiting from Learning Mentor support (25 Omagh / 30 Enniskillen)</td> <td>Data being collated by LM</td> <td>55</td> </tr> <tr> <td>2</td> <td>% students showed improvement in school attendance, behaviour, achievement and reduced negative attitudes towards literacy as a result of the LM programme</td> <td>Data being collated by LM</td> <td>Data not collated across the district – work ongoing to aggregate data</td> </tr> </tbody> </table>	Measure Number	Measure Description	Data for period 1 st October 2018 until 31 st March 2019)	Data for period 1 st April 2019 until 30 th September 2019	1	# pupils benefiting from Learning Mentor support (25 Omagh / 30 Enniskillen)	Data being collated by LM	55	2	% students showed improvement in school attendance, behaviour, achievement and reduced negative attitudes towards literacy as a result of the LM programme	Data being collated by LM	Data not collated across the district – work ongoing to aggregate data			
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3a: Progress: (Self-Assessment)	<p>Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input checked="" type="checkbox"/></p> <p>Justification: Both Learning Mentors have provided support to young people who have been referred for a number of reasons and progress reports indicate that interventions have been beneficial. Learning Mentors have also provided staff training on Study Skills.</p>															

4. The Story behind the Baselines:

DFC funded Learning Mentor programmes in Omagh and Enniskillen are progressing as planned.

Initial data from the Learning Mentor programmes in Enniskillen shows that 11 out of 14 students supported at GCSE level showed significant success in their examinations. 2 post students were supported with one student achieving 2A's and a C; the second student sat AS level and achieved an A and an E – further support will be provided.

It is worth noting that early indications from the majority of schools in the area is that their results at GCSE and A level have improved.

Learning Mentor was appointed for the Omagh area – this person is focussed on Post Primary and will be operating more strategically from September 2018

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FODC has two Learning Mentors. The Learning Mentor provides one-to-one mentoring to pupils referred to them for a range of different issues, including attainment, attendance and behaviour.

Monitoring the pupil's behaviour in school helps tackle the barriers to learning as this also has an impact in the children's attendance and attainment at school along with addressing their social skills for life in school and at home.

Their barriers included behaviour outside of school and becoming involved in crime, being withdrawn, lacking in self-confidence, being disruptive in class, doesn't do any work in school or homework and not being able to build relationships.

Due to the complexities of referrals it must be recognised that not all pupils will automatically sit or obtain the DE standard of A*-C in GCSE English and Maths or that they will all achieve academically.

Reasons for referral include: (some pupils have multiple reasons for referral)

- Learning Difficulties –which covers dyslexia, numeracy and literacy difficulties, poor organisational skills and time management skills,
- Underachievement –which includes pupils not meeting their CATS and needing a challenge,
- Attendance – includes pupils experiencing difficulties at home, pupils with caring responsibilities and illness including mental illnesses,
- Pastoral – which covers social and emotional issues,
- Behaviour - which includes negative attitudes to learning
- English as a second language –

An expected outcome for each pupil referred is that they will have benefitted in some way from the one to one mentoring support they receive from the LM.

A child's attendance can be improved through the interventions which the Learning Mentor can provide by helping to reduce anxieties, stress leading up to exams and learning to cope with factors outside of school which impacts on their emotional health and wellbeing.

Tackling the barriers of a child's emotional health and wellbeing through the various interventions provided by the Learning Mentor will help the pupils' anxiety and stress levels and this intervention has already shown that in addition to improving a child's behaviour and attainment, it also has an impact in improving a child's attendance at school.

It is recognised that there can be other contributing factors to poor attendance including personal illness, caring responsibilities, parental illness, breakdown of family life and even homelessness.

To measure this objective a baseline of each child's attendance needs to be set using the attendance figures for each child up to the date before referral and how this then progresses either until the end of the academic year or until they finish engaging with the Learning Mentor and return to main stream education.

The Education Authority target is that an attendance of 85% is the trigger point for intervention (on a child's attendance) by a SENCO.

	This action has direct correlation with Action 1.2 (Adverse Childhood Experiences and work will be ongoing to bring partners of both actions together to jointly deliver projects.	
5. Data Development Agenda:		
6. Partners	Early Years, Schools, Council for Catholic Maintained Schools, NICIE, Department of Education, Fermanagh and Omagh District Council, Western Health and Social Care Trust, Public Health Agency, Northern Ireland Housing Executive, Department of Communities, Department of Agriculture, Environment and Rural Affairs, Community and Voluntary Sector, Sport NI, South West College, Libraries NI, Young Enterprise	
7. Best Ideas to Improve Performance		Key support Partner
	Further Develop Neighbour Renewal Learning Mentor Programmes for Enniskillen and Omagh (within post primary schools with students from the Neighbourhood Renewal Areas – through Community Planning, reach out for community involvement, WHSCT signposting etc.	



Performance Report Card

Updated 4 November 2019

1. Action 4.2:	4.2 Establish a Focus Group to consider the potential to deliver a pilot programme, involving a target group of school children, to increase physical activity and promote better nutrition with a view to expansion of the programme, if successful														
1a. Customer:	1. Baseline Data (Scoping Exercise) – customers are primary schools/principals 2. Communications (Encourage Uptake) – customers are Primary School children & Post Primary School Children / board of governors / parents														
1b. Timeframe:	Short-Medium Term (2 – 6 years) & Medium-Long Term (6+ years)														
1c. Action Lead:	Fermanagh and Omagh District Council to lead initial Focus Group - Programme Lead for pilot programme and wider roll out to be identified – Kim McLaughlin														
2. Outcome(s) & Indicator(s) contribution:	Outcome(s) Our people have the best start in life with lifelong opportunities to fulfil their potential	Indicator(s) 4d % children (P1 and Y8) who are obese													
3. Performance Measures & Performance Data:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Measure Number</th> <th style="width: 55%;">Measure Description</th> <th style="width: 20%;">Data for period 1st October 2018 until 31st March 2019)</th> <th style="width: 15%;">Data for period 1st April 2019 until 30th September 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>#/% Primary schools registered with www.thedailymile.com</td> <td style="text-align: center;">24/29%</td> <td style="text-align: center;">30/37%</td> </tr> <tr> <td style="text-align: center;">2</td> <td>(Measure of) how 'well' registered schools are delivering 'The Daily Mile' programmes</td> <td>Data being collated</td> <td>Data being collated</td> </tr> </tbody> </table>			Measure Number	Measure Description	Data for period 1 st October 2018 until 31 st March 2019)	Data for period 1 st April 2019 until 30 th September 2019	1	#/% Primary schools registered with www.thedailymile.com	24/29%	30/37%	2	(Measure of) how 'well' registered schools are delivering 'The Daily Mile' programmes	Data being collated	Data being collated
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3a: Progress: (Self-Assessment)	<p>Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input checked="" type="checkbox"/></p> <p>Justification: An additional 6 schools have registered to do the Daily Mile in Fermanagh and Omagh. Concentrated work being done by WHSCT and PHA to promote the scheme and encourage schools to register. Research into 'how well' schools are adhering to The Daily Mile Principles is ongoing.</p>														
4. The Story behind the Baselines:	<p>Childhood obesity is one of the pressing issues of our generation, additionally children are less active. It is recognised that the messages reaching children need to consistently reinforce the importance of choices that lead to better health. Without this, the attractions of sugar, fat and inactivity will more often win the day over. (Source: Ofsted. Obesity, healthy eating and physical activity in primary schools. July 2018, No: 180017)</p> <p>The Daily mile is a simple and free way to target the problem. The aim is to get children fit for life and fit for learning by encouraging them to run or jog for 15</p>														

minutes every day in their schools or nurseries. It is a physical activity which promotes social, emotional and mental health and wellbeing, as well as fitness. It takes place outside in the fresh air during the school day at a time of the teacher's choosing. Children run in their school clothes and no special kit or equipment is required.

Core principles: Quick – Fun – 100% fully inclusive – all weathers – existing route – risk assess – happen during class time, teacher decides when to go – no need to change clothing – run at own pace, not a competition – simple

Impact: Happier children – stress and anxiety reduced – fitness and energy levels improved – better focus and concentration – benefits to muscle bone density, joints and cardiovascular health – pleasure of being outdoors and engage with weather and seasons – help children achieve a healthy weight – build confidence and self-esteem, non-competitive and fully inclusive – children with SEN or ASM feel the benefits of regular participation – improves existing relationships and reduces isolation – children bring home benefits of eating and sleeping better and encouraging active family life – develops greater resilience and determination and promotes self-care.

Community Planning Project: For all above reasons, it has been decided that Community Planning will concentrate efforts in both promoting 'The Daily Mile' to all schools in the district (starting with primary schools) and also, encourage all schools to deliver the project in its truest form, aligning with the core principles.

This project/intervention has been identified as; "Increase awareness amongst schools, parents and children of the benefits of The Daily Mile programme and encourage schools to deliver the programme in line with the 10 core principles"

This project will be delivered as follows;

- Baseline Development – see 'research project' below
- Select several 'pilot' schools
- Conduct evaluation forms with students, teachers and parents to gauge opinions
- Provide support to 'pilot' schools to increase 'quality' of delivery in Term 3
- Promote 'The Daily Mile' to all un-registered schools
- At the end of Term 3, conduct evaluation forms with students, teachers and parents again to identify benefits
- Collate all data into a case study and present to Strategic Partnership Board to include EA, CCMS, FODC, WHSCT, PHA and HSCT
- Garner support for further roll-out of 'The Daily Mile' project to all schools in the district

As of March 2019, 29.27% (24/82) of primary schools in the Fermanagh and Omagh district have registered to participate in The Daily Mile programme. There is no current data of 'how well' those whom have registered are implementing the programme.

Research Project Methodology

There are 82 primary schools in Fermanagh and Omagh district area and at present, 24 schools (30%) are registered with www.thedailymile.co.uk.

This data is useful, but more importantly, a measurement of 'how well' The Daily Mile is being delivered in schools is required.

In order to do so, the following 9 questions and scoring matrix has been developed. Questions have been divided into two categories, 'delivery' and 'engagement and promotion'. The 'delivery' category has been doubly weighted.

	<p>All currently registered schools will be contacted and asked the 10 questions. Once given their 'score' of 'how well' the programme is being delivered, the baseline has been established.</p> <p>The intervention/project is to then select a number of schools (in both Fermanagh and Omagh) and encourage them to improve the level to which they are delivering the programme and to also encourage more schools to 'register online.'</p> <p><i>This action has direct alignment with action 1.1.1 is to "increase uptake of physical and leisure activity programmes across all age groups and amongst under-represented groups to improve physical, mental and emotional health and well-being"</i></p> <p><u>Update 4 November 2019</u></p> <p>Progress to date:</p> <ul style="list-style-type: none"> • All schools in Fermanagh and Omagh (82) contacted by letter to promote the Daily Mile programme • Promotional article in Fermanagh and Omagh's resident's newsletter to promote the Daily Mile programme to all parents and board of governors • Promotional posts on Social Media to promote the Daily Mile programme • Promotional items were delivered to all registered schools • Research with registered schools to identify 'how well' they are delivering the programme is ongoing 										
<p>5. Data Development Agenda:</p>	<p>Research with currently registered schools to 'how well' schools are adhering to The Daily Mile Principles is ongoing.</p>										
<p>6. Partners</p>	<p>Education Authority, Schools, Council for Catholic Maintained Schools, Schools, Department of Education, Fermanagh and Omagh District Council, Sport NI, South West College, Public Health Agency, Western Health and Social Care Trust, Community and Voluntary Sector, Eco-Schools, Northern Ireland Fire and Rescue Service, National Trust, The Conservation Volunteers</p>										
<p>7. Best Ideas to Improve Performance</p>	<table border="1"> <thead> <tr> <th data-bbox="518 1249 1093 1317"></th> <th data-bbox="1093 1249 1525 1317">Key support Partner</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 1317 1093 1413">1. Conduct research into the current delivery of 'The Daily Mile' in primary schools in FODC.</td> <td data-bbox="1093 1317 1525 1413">FODC – Community Planning Team with support from WHSCT Health Promotion</td> </tr> <tr> <td data-bbox="518 1413 1093 1509">2. Support a number of schools in the Fermanagh and Omagh District to increase 'how well' The Daily Mile is being delivered.</td> <td data-bbox="1093 1413 1525 1509">FODC, WHSCT, PHA</td> </tr> <tr> <td data-bbox="518 1509 1093 1568">3. Encourage primary schools to register and delivery The Daily Mile programme effectively</td> <td data-bbox="1093 1509 1525 1568">WHSCT & PHA</td> </tr> <tr> <td data-bbox="518 1568 1093 1695">3. Collect data and develop a case study which will be used to promote the uptake of both programmes in schools across the district</td> <td data-bbox="1093 1568 1525 1695">FODC – Community Planning Team with support from WHSCT Health Promotion</td> </tr> </tbody> </table>		Key support Partner	1. Conduct research into the current delivery of 'The Daily Mile' in primary schools in FODC.	FODC – Community Planning Team with support from WHSCT Health Promotion	2. Support a number of schools in the Fermanagh and Omagh District to increase 'how well' The Daily Mile is being delivered.	FODC, WHSCT, PHA	3. Encourage primary schools to register and delivery The Daily Mile programme effectively	WHSCT & PHA	3. Collect data and develop a case study which will be used to promote the uptake of both programmes in schools across the district	FODC – Community Planning Team with support from WHSCT Health Promotion
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Performance Report Card

Updated 01.11.2019

1. Action 4.4:	4.4 Facilitate community involvement in area planning for schools to ensure we have the right number of schools in the district and that they are of the right size, type and in the right place, to ensure pupils receive the best education possible			
1a. Customer:	All citizens of Fermanagh and Omagh District School principals and teachers Parents Pupils			
1b. Timeframe:	Short-Medium Term (2 – 6 years)			
1c. Action Lead:	Education Authority – Michael Burns			
2. Outcome(s) & Indicator(s) contribution:	<p style="text-align: center;">Outcome(s)</p> Our people have the best start in life with lifelong opportunities to fulfil their potential		<p style="text-align: center;">Indicator(s)</p> 4a % of school leavers achieving 5 GCSEs (A*-C including English and Maths) 4b % of children achieving expected levels at KS2	
3. Performance Measures & Performance Data:	Measure Number	Measure Description	Data for period 1 st October 2018 until 31 st March 2019	Data for period 1 st April 2019 until 30 th September 2019
	1	No of schools/projects in Fermanagh & Omagh District Council area brought forward in the EA Annual Action Plan	8	11
	2	No of consultations held with Fermanagh & Omagh District Council school/project stakeholders	1	Data being Collated
	3	No of project consultations held with Fermanagh & Omagh District Council affected schools	1	Data being Collated
	4	No of statutory objection consultations held by Department of Education for Fermanagh & Omagh District Council school/project proposals	1	1
3b: Progress: (Self-Assessment)	<p>Red <input type="checkbox"/> Amber <input type="checkbox"/> Green <input checked="" type="checkbox"/></p> <p>Justification: All schools' area planning proposals progress through an agreed statutory process which facilitates community involvement at all stages of the process and which requires community consultation as part of any planned Development Proposal being submitted to the Department of Education for any significant change to a school (as specified in DE Development Proposal Guidance). All area planning consultations are carried out by the appropriate education authorities and the Department of Education.</p>			
4. The Story behind the Baselines:	The EA Annual Action Plan is published annually on their website. It outlines the themes and priorities for action across educational managing authorities and			

	sector bodies and is set with the context of the Department of Education's Sustainable Schools Policy.	
5. Data Development Agenda:	Continued review of area population trends and enrolment trends in schools within the Fermanagh and Omagh District Council Area	
6. Partners	Council for Catholic Maintained Schools, Schools, Department of Education, Community and Voluntary Sector, Fermanagh and Omagh District Council, Northern Ireland Housing Executive, Sport NI	
7. Best Ideas to Improve Performance		Key support Partner
	Providing Pathways Strategic Area Plan for School Provision 2017-2020 Annual Action Plan for Primary, Post-Primary and Special Schools published April 2018 – March 2019	