
**Department of Education
Statistics and Research Team**

School Omnibus Survey
December 2015

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Introduction and Methodology

The School Omnibus Survey is an annual multi-purpose survey of all grant-aided schools covering a variety of topics. The purpose of the survey is to collect specific information from schools which is not available from another source, yet is essential to allow the Department to improve the support and guidance provided to schools, monitor the effectiveness of a range of policies, and to provide required information to its many stakeholders such as the Education Committee.

The questions produced both quantitative and qualitative data, generally using yes/no and multiple response questions as well as open-ended response types.

The 2015 survey was web-based, with the option to complete in either English or Irish, and each school received the link to the survey via email. The survey was issued on 19 May 2015, with a completion date of 12 June 2015. A reminder was sent on 4 June to all those schools which had not responded and the deadline extended slightly until 30 June 2015.

The 2015 survey comprised eight sections. In this report, each section corresponds to one chapter:

- Chapter 1 Shared Education
- Chapter 2 Pre-employment Vetting
- Chapter 3 Relationships and Sexuality Education (RSE)
- Chapter 4 School Transport
- Chapter 5 School Counselling
- Chapter 6 Gifted and Talented Children
- Chapter 7 Curricular Physical Education
- Chapter 8 School Uniforms

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Notes

For some questions, the sample size is less than 100. The reader is asked to treat the results to these questions with caution. Such cases are indicated by '***Caution small numbers'. Where the sample is less than 50 respondents, the percentages are not reported.

Each chapter provides information on respondent schools by management type. Definitions of the different management types are provided in an appendix at the end of the document. As the information relates to 2014/15 and is prior to the establishment of the regional Education Authority, information on respondent schools is available by former ELB area.

Chapter 1: Shared Education

Shared Education involves the provision of opportunities for children and young people from different community backgrounds to learn together.

Specifically, Shared Education means the organisation and delivery of education so that it:

- a) meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status;
- b) involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

Response rate

A total of 450 responses were received for the Shared Education section, giving an overall response rate of 41.6%. Table 1.1 shows the response rate by school type.

Table 1.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	325	836	38.9
Post-primary	102	208	49.0
Non-Grammar	63	140	45.0
Grammar	39	68	57.4
Special Schools	23	39	59.0
Total	450	1083	41.6

Respondent profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

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Table 1.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	325	72.2	77.2
Post-primary	102	22.7	19.2
Non-Grammar	63	14.0	12.9
Grammar	39	8.7	6.3
Special Schools	23	5.1	3.6
Total	450	100.0	100.0

Table 1.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	52	11.6	11.8
Western	92	20.5	20.4
North Eastern	108	24.1	24.1
South Eastern	83	18.5	18.1
Southern	114	25.4	25.6
Total	449*	100.0	100.0

* The former ELB area of one responding primary school is not known

Table 1.4: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	218	48.6	44.0
Voluntary	31	6.9	5.9
Catholic Maintained	158	35.2	41.6
Other Maintained	16	3.6	2.9
Controlled Integrated	6	1.3	2.2
GMI	20	4.5	3.5
Total	449*	100.0	100.0

* The management type of one responding primary school is not known

FINDINGS

Shared Education

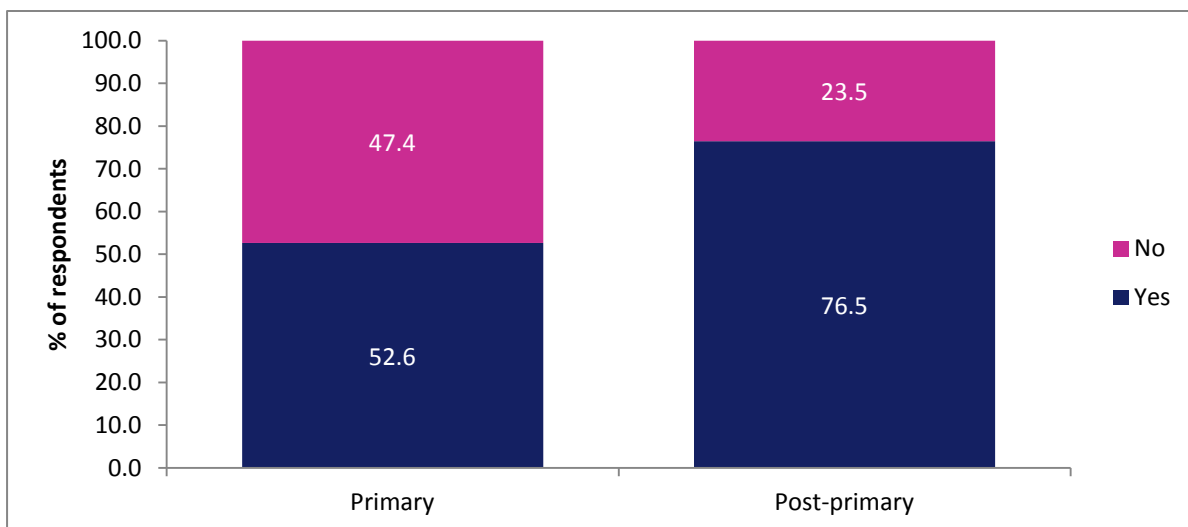
The Omnibus Survey included 11 questions in relation to Shared Education, the findings of which are outlined in the following section.

Table 1.5: In the last academic year, has your school partnered in shared education with other school(s)?

Response	Number of respondents	% of respondents
Yes	267	59.3
No	183	40.7
Total	450	100.0

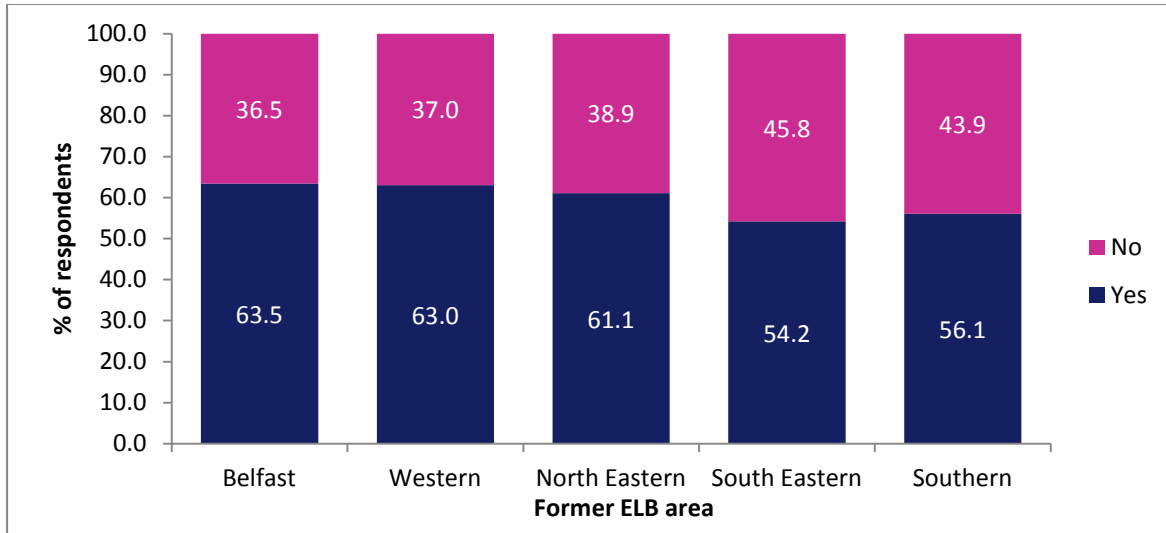
Almost three-fifths (59.3%) of respondents indicated that they have partnered in shared education with another school, while 40.7% of responding schools stated they have not partnered in shared education. See table 1.5 above. When looking at responses by school type, the proportion varies. Just over half (52.6% or 171 out of 325) of responding primary schools have partnered with another school in shared education, compared with 76.5% of responding post-primary schools (78 out of 102). See Chart 1.1 below. Due to the small sample size, Special schools cannot be included in the chart below. However, of the 23 schools that responded, 18 reported that they have partnered with a school in relation to shared education.

Chart 1.1: Proportion of schools which have partnered in shared education, by school type



School Omnibus Survey, 2015

Chart 1.2: Proportion of schools which have partnered in shared education, by former ELB area



At 63.5% and 63.0%, respectively, Belfast and Western regions appeared to have the highest levels of participation in shared education, while South Eastern region reported the lowest rate – 54.2% of responding schools. See Chart 1.2 above.¹

Table 1.6: Types of partnerships

Response	Number of respondents	% of respondents*
From a different sector	190	71.2
Between secondary and grammar	35	44.9 ²
From the same sector	97	36.3
Between post-primary and special	29	30.2 ³
Between primary and post-primary	64	25.7
Between primary and special	35	18.5
Between nursery and primary	18	10.5

*Each percentage has a different base. For example, the percentage quoted for 'From a different sector' is based on all responding schools, while the percentage quoted for 'Between secondary and grammar' is based only on the number of responding post-primary schools.

Note: Percentages do not add to 100% since a respondent could choose more than one option.

¹ As the information relates to 2014/15 and is prior to the establishment of the regional Education Authority, information on respondent schools is available by former ELB area.

² Caution, percentages based on small numbers (Post-primary)

³ Caution, percentages based on small numbers (Post-primary and Special)

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A total of 267 respondents stated that they partnered with another school in shared education. Of these, 71.2% stated they partnered with a school from a different sector, while 44.9% of post-primary schools stated their partnership was between secondary and grammar schools. Over one-third (36.3%) of responding schools stated they partnered with a school from the same sector, 30.2% between post-primary and special schools, 25.7% between primary and post-primary, 18.5% between primary and special schools and 10.5% between nursery and primary schools. See table 1.6 (pg.8).

Table 1.7: Type of activity the shared education partnership has involved

Response	Number of respondents	% of respondents
Shared classes (Entitlement Framework)	71	74.0*
Project(s)	149	55.8
Extra-curricular activities	97	36.3
Shared classes (non Entitlement Framework)	71	26.6
Shared resources (e.g. teaching plans, materials)	68	25.5
Other	42	15.7
Shared teachers	41	15.4
Shared equipment (e.g. school minibus, computers)	40	15.0
Development of Shared Policies	33	12.4
<i>Base</i>	<i>267</i>	

* Entitlement Framework funding applies only to those aged over 14. As such, it is only available to post-primary and special schools. The denominator for this percentage is 96, rather than 267.

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Just under three-quarters (74.0%)⁴ of responding post-primary and special schools that partner in shared education with another school, indicated that they shared classes under the Entitlement Framework. The remaining responses apply to all school types. Of the 267 respondents that stated they had partnered with another school, the majority (55.8%) collaborated on project(s). Over one-third (36.3%) of respondents stated that they partnered with another school on extra-curricular activities, and 26.6% stated it involved shared classes not under the Entitlement Framework. Over one-quarter (25.5%) stated that the shared education partnership involved shared resources, 15.4% stated 'Shared teachers', 15.0% of the partnerships involved shared equipment, and 12.4%

⁴ Caution, percentage based on small numbers (Post-primary and special schools). Entitlement framework is not applicable to primary schools.

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involved the development of Shared Policies. Responses did not vary by school type.

Those respondents that indicated their shared education involved 'Extra-curricular activities' or 'Other' were asked to write-in what they entailed. The full list can be found in Annex 1, however common responses include:

- CRED project
- Extended schools activities
- Sports (football, hockey games etc.)
- STEM

Table 1.8: Facilities used in shared education partnership(s)

Response	Number of respondents	% of respondents
Classrooms	167	62.5
Assembly or other halls	161	60.3
Sports grounds	107	40.1
Music or drama facilities	54	20.2
Other	50	18.7
Science laboratories	38	14.2
<i>Base</i>	<i>267</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

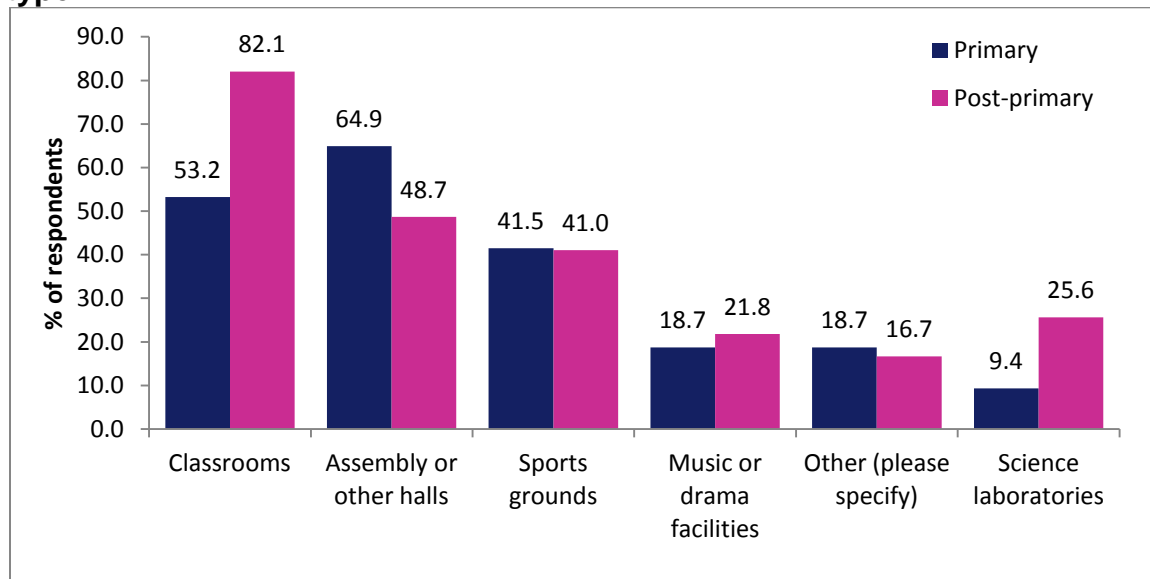
Of the 267 respondents that stated they had partnered with another school, 62.5% indicated the partnership involved sharing classrooms, while 60.3% stated that they shared 'Assembly or other halls'. Just over two-fifths (40.1%) stated that they shared sports grounds, with 20.2% indicating they shared music or drama facilities and 14.2% indicating they share science laboratories. See table 1.8 above.

Primary schools were more likely than post-primary schools to share assembly or other halls (64.9% compared to 48.7%, respectively), but less likely to share classrooms (53.2% compared to 82.1%, respectively)⁵. See chart 1.3 overleaf.

⁵ Caution, percentages based on small numbers (Post-primary)

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Chart 1.3: Facilities used in shared education partnership(s), by school type



***Caution, percentages based on small numbers (Post-primary)

Respondents that indicated they used 'Other' facilities were asked to write-in what they were. The full list of facilities can be found in Annex 2, however common responses include:

- Outdoor Education Centre
- Civic centre/community hall/council facilities
- Local church

Table 1.9: Frequency of shared education partnership(s)

Response	Number of respondents	% of respondents
Daily	28	11.6
Weekly	77	32.0
Monthly	33	13.7
Quarterly	58	24.1
Annually	45	18.7
Total	241*	100.0

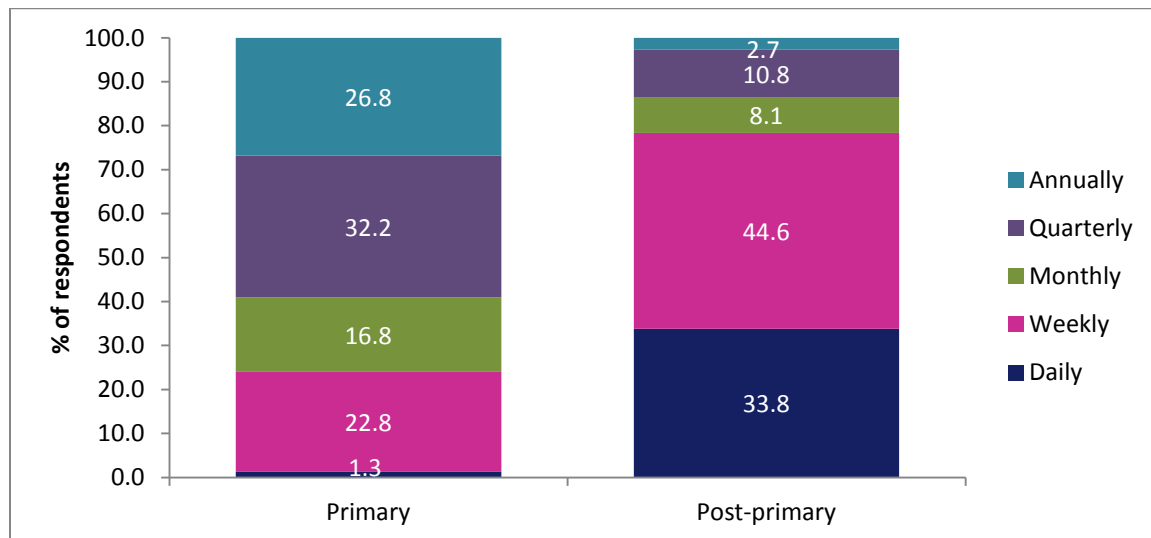
*A small number of schools answered the first few questions then did not continue with the survey.

Over one-tenth (11.6%) of respondents that participate in shared education do so on a daily basis. Just under one-third (32.0%) share on a weekly basis, with a further 13.7% sharing on a monthly basis, 24.1% on a quarterly basis and 18.7% on an annual basis. See table 1.9 above. Responses vary considerably by school

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type – see chart 1.4 below. Primary schools were much more likely to share on a quarterly or annual basis than post-primary schools (32.2% compared to 10.8% and 26.8% compared to 2.7%, respectively). Conversely, primary schools were much less likely to share on a daily or weekly basis than post-primary schools (1.3% compared to 33.8% and 22.8% compared to 44.6%, respectively). See chart 1.4 below.

Chart 1.4: Frequency of shared education partnership(s), by school type



***Caution, percentages based on small numbers (Post-primary)

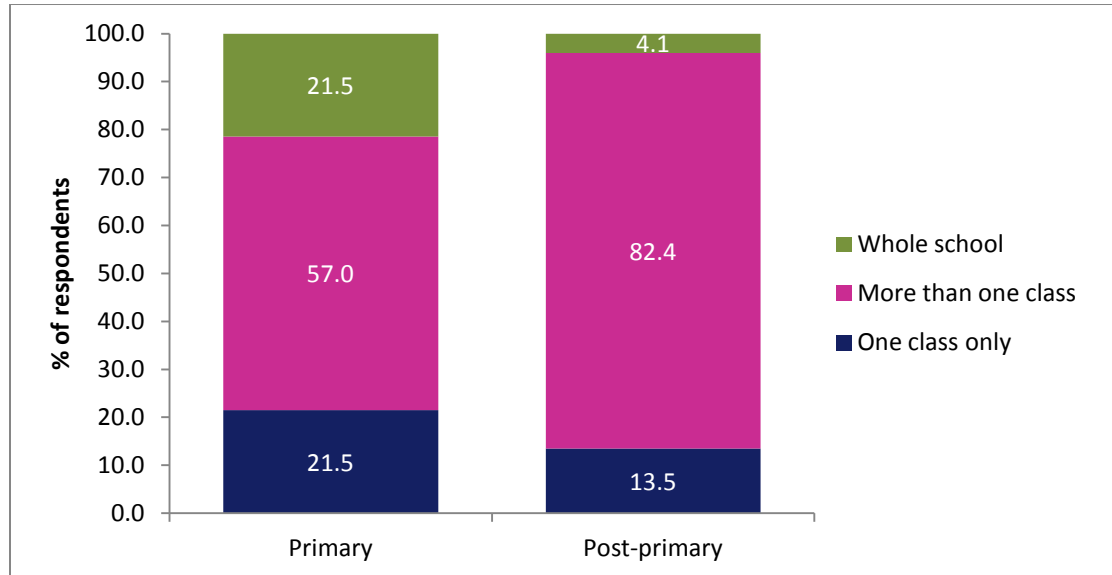
Table 1.10: Proportion of school involved in shared education partnership(s)

Response	Number of respondents	% of respondents
One class only	42	17.4
More than one class	163	67.6
Whole school	36	14.9
Total	241	100.0

Of those respondents which had partnered with another school, 17.4% stated the partnerships involved only one class, 67.6% reported that they involved more than one class, while 14.9% stated that it was at whole school level. See Table 1.10 above. Primary schools were more likely than post-primary schools to partner with another school at a whole school level (21.5% compared to 4.1%, respectively), but less likely than post-primary schools to partner on a more-than-one-class basis (57.0% compared to 82.4%, respectively). See chart 1.5 below.

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Chart 1.5: Proportion of school involved in shared education partnership, by school type



***Caution, percentages based on small numbers (Post-primary)

A follow-up question asked respondents to write-in how many pupils were involved in shared education in their school in the last academic year. The full breakdown can be found in Annex 3, however Table 1.11 below shows banded results. The most frequently reported response was 21-30 pupils, which presumably corresponds to one class.

Table 1.11: Approximate number of pupils involved in shared education

Response	Number of respondents
1-10	17
11-20	22
21-30	52
31-40	22
41-50	28
51-60	22
61-70	8
71-80	8
81-100	21
100-200	25
>200	14
Total	239*

*A further 2 schools did not answer this question

Table 1.12: Location of shared education activities

Response	Number of respondents	% of respondents
In own school	194	80.5
In partner school(s)	195	80.9
In location(s) other than schools	126	52.3
<i>Base</i>	<i>241</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of those respondents that were involved in a shared education partnership, 80.5% indicated that shared education activities had taken place in their own school. A similar proportion (80.9%) stated that activities had taken place in the partner school(s). Approximately half (52.3%) of respondents indicated that activities took place in locations other than schools. Primary schools were more likely than post-primary schools to engage in shared activities in locations other than school (61.1% compared to 36.5⁶%, respectively). See Annex 4 for a full list of other locations.

Table 1.13: How shared activities are funded

Response	Number of respondents	% of respondents
LMS Budget	127	52.7
Other	66	27.4
DE Earmarked funding	62	25.7
External funding	59	24.5
Funding from other Departments (eg: OFMDFM; DSD Neighbourhood Renewal Funding)	34	14.1
Shared Education Signature Project Funding	18	7.5
<i>Base</i>	<i>241</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Over half (52.7%) of respondents that were involved in shared education activities stated that they were funded from the LMS budget. Over a quarter of respondents stated that the activities were funded by 'Other' (27.4%) or 'DE

⁶Caution, percentages based on small numbers (Post-primary)

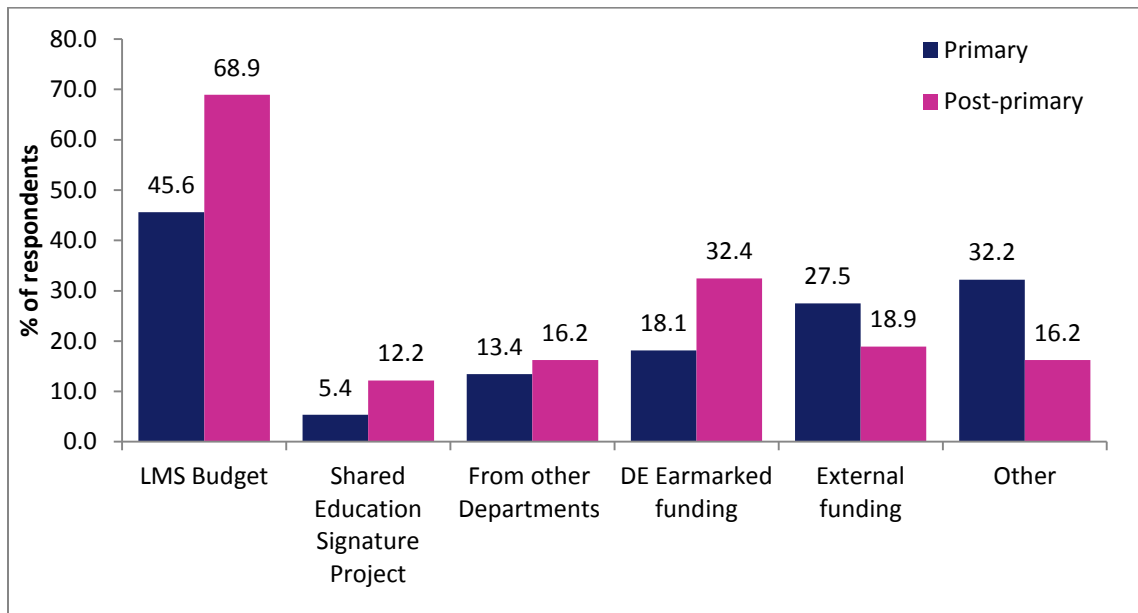
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Earmarked funding' (25.7%), while just under one-quarter (24.5%) of respondents stated that 'External funding' had been used. Approximately 14% of respondents stated that activities had been funded by other Departments, and 7.5% stated that Shared Education Signature Project funding had been used. Those respondents that selected 'Other', 'DE Earmarked funding' or 'External funding' were asked to specify further. The full list of responses can be found in Annex 5, however common responses include:

- CRED
- Entitlement framework
- Extended schools

Responses for some of the options varied by school type – see chart 1.6 below. Primary schools were less likely than post-primary schools to use the LMS budget or DE earmarked funding (45.6% compared to 68.9% and 18.1% compared to 32.4%, respectively), but were more likely to use external funding or other (27.5% compared to 18.9% and 32.2% compared to 16.2%, respectively).

Chart 1.6: How shared activities are funded, by school type



***Caution, percentages based on small numbers (Post-primary)

Table 1.14: Typical costs incurred in relation to shared education activities

Response	Number of respondents	% of respondents
Transport	193	80.1
Teacher sub-cover	118	49.0
Facilitators	99	41.1
Other	61	25.3
<i>Base</i>	<i>241</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Just over four-fifths (80.1%) of those respondents who participate in shared education stated that transport costs were incurred. Just under half (49.0%) of respondents stated that teacher sub-cover costs were incurred, while 41.1% stated that facilitator costs were incurred. Over one-quarter (25.3%) of respondents stated that other costs were incurred. The full list of these responses can be found in Annex 6, however common responses include:

- Equipment
- Resources

Responses varied slightly by school type. Primary schools were much more likely than post-primary schools to incur charges for facilitators (49.0% compared to 24.3%⁷, respectively).

⁷ Caution, percentages based on small numbers (Post-primary)

Table 1.15: Advantages of shared education work to school/ pupils/ teachers/ wider community

Response	Number of respondents	% of respondents
Improved cross community understanding and relationships	201	83.4
Improved social skills and working with wider range of children	185	76.8
Enhanced curriculum in terms of breadth and choice	172	71.4
Sharing Good Practice	154	63.9
Better Links to community/Enhanced community involvement	151	62.7
Increased access to resources including expertise	140	58.1
Up-skilling and staff development	113	46.9
Improved parenting skills/support	48	19.9
Other	8	3.3
<i>Base</i>	241	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 241 respondents that stated they partnered with another school, 83.4% stated that one of the advantages was 'Improved cross community understanding and relationships'. Over three-quarters (76.8%) stated that a benefit was 'Improved social skills and working with wider range of children', while just slightly fewer (71.4%) stated that 'Enhanced curriculum in terms of breadth and choice' was one of the benefits. 'Sharing good practise' and 'Better links to the community/Enhanced community involvement' were the next most frequently reported responses, at 63.9% and 62.7%, respectively. Under three-fifths (58.1%) stated that 'Increased access to resources including expertise' was a benefit, while 46.9% stated 'Up-skilling and staff development'. Just under one-fifth (19.9%) of respondents stated that 'Improved parenting skills/support' was a benefit. Approximately 3% of respondents indicated that there were 'Other' advantages to shared education - these responses can be found in Annex 7.

There was minimal variation in responses by school type.

Table 1.16: Disadvantages of shared education work to school/ pupils/ teachers/ wider community

Response	Number of respondents	% of respondents
Cost	144	59.8
Administration and organising overhead	88	36.5
Time spent travelling	87	36.1
Class disruption/time away from normal curriculum	74	30.7
Lost teaching time	54	22.4
Finding suitable partner school due to location/rural setting	28	11.6
Finding suitable partner school that meets cross community background	23	9.5
Teacher class continuity	15	6.2
Limited parental support/opposition	13	5.4
Other	13	5.4
<i>Base</i>	<i>241</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 241 respondents that stated they partnered with another school, 59.8% stated that one of the disadvantages was 'Cost'. Over one-third (36.5%) stated that a disadvantage was 'Administration and organising overhead', while just slightly fewer (36.1%) stated that 'Time spent travelling' was one of the disadvantages. 'Class disruption/time away from normal curriculum' and 'Lost teaching time' were the next most frequently reported responses, at 30.7% and 22.4%, respectively, while 11.6% stated that 'Finding suitable partner school due to location/rural setting' was a disadvantage. Under one-tenth (9.5%) stated 'Finding suitable partner school that meets cross community background' was a disadvantage, 6.2% of respondents stated 'Teacher class continuity', and 5.4% stated, 'Limited parental support/opposition'. 'Other' disadvantages to shared education were indicated by 5.4% of respondents - these responses can be found in Annex 8.

Some responses varied by school type. Primary schools were less likely than post-primary schools to state that time spent travelling and lost teaching time were disadvantages (27.5% compared to 55.4% and 18.1% compared to 35.1%, respectively).⁸

⁸ Caution, percentages based on small numbers (Post-primary)

Summary

Almost three-fifths (59.3%) of respondents indicated that they have partnered in shared education with another school. Primary schools were less likely than post-primary schools to have partnered in shared education (52.6% compared to 76.5%, respectively). Primary schools were much more likely to share on a quarterly or annual basis than post-primary schools (59.1% for primary schools, compared to 13.5% for post-primary). Conversely, primary schools were much less likely to share on a daily or weekly basis than post-primary schools (24.2% for primary schools compared to 78.4% for post-primary schools). Of those respondents which had partnered with another school, 17.4% stated the partnerships involved only one class, 67.6% reported that they involved more than one class, while 14.9% stated that it was at whole school level.⁹

At 80.1%, 'Transport' costs were the most frequently reported charges incurred in relation to shared education. The most frequently reported activity that schools partnered in shared education on was 'Projects' (55.8%), while the most frequently reported facilities used were classrooms (62.5%) or assembly/other halls (60.3%).

The most frequently reported advantage of shared education stated was 'Improved cross community understanding and relationships' (83.4%), while the most frequently reported disadvantage reported was 'Cost' (59.8%).

⁹ Caution, percentages based on small numbers (Post-primary)

Chapter 2: Pre-employment Vetting

Pre-employment Vetting checks through AccessNI are a key requirement of the recruitment process for new staff employed in schools, including unsupervised volunteers engaged in Regulated Activity.

The 2015 Omnibus Survey included two questions in relation to Pre-employment Vetting, the findings of which are outlined in the following chapter.

Response rate

A total of 424 responses were received for the Pre-employment Vetting section, giving an overall response rate of 39.2%. Table 2.1 shows the response rate by school type.

Table 2.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	303	836	36.2
Post-primary	98	208	47.1
Non-Grammar	60	140	42.9
Grammar	38	68	55.9
Special Schools	23	39	59.0
Total	424	1083	39.2

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

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Table 2.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	303	71.5	77.2
Post-primary	98	23.1	19.2
Non-Grammar	60	14.2	12.9
Grammar	38	9.0	6.3
Special Schools	23	5.4	3.6
Total	424	100.0	100.0

Table 2.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	49	11.6	11.8
Western	90	21.3	20.4
North Eastern	102	24.1	24.1
South Eastern	73	17.3	18.1
Southern	109	25.8	25.6
Total	423*	100.0	100.0

* The former ELB area of one responding primary school is not known

Table 2.4: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	207	48.9	44.0
Voluntary	30	7.1	5.9
Catholic Maintained	146	34.5	41.6
Other Maintained	16	3.8	2.9
Controlled Integrated	6	1.4	2.2
GMI	18	4.3	3.5
Total	423*	100.0	100.0

* The Management Type of one responding primary school is not known

Findings

All 424 responding schools stated that they could provide an assurance that they obtained appropriate Enhanced Disclosure Certificates from AccessNI for each new member of staff in line with the Department of Education's guidance. This is up from 2014, when 99.2% of respondents reported the same.

A follow-up question asked schools to indicate if they kept a record of applying for and receiving an Enhanced Disclosure Certificate for each new member of staff. Results are presented in Table 2.5 below.

Table 2.5: Can you confirm if you keep a record of applying for and receiving an Enhanced Disclosure Certificate for each new member of staff, which could be presented as evidence of complying with vetting requirements?

Response	Number of respondents	% of respondents
Yes	407	96.9
No	13	3.1
Total	420*	100.0

*4 respondents did not answer this question

Of the 420 respondents, 96.9% confirmed that they kept a record of applying for and receiving an Enhanced Disclosure Certificate for each new member of staff, which could be presented as evidence of complying with vetting requirements; while 3.1% did not.

Summary

Pre-employment Vetting is a key requirement of the recruitment process for new staff in schools. In 2015, all responding schools said that they obtain appropriate Enhanced Disclosure Certificates from Access NI for each new member of staff. This is compared to 2014, when approximately one percent of schools reported that they do not.

Chapter 3: Relationships and Sexual Education (RSE)

On 14 January 2014 the Department wrote to all schools to remind them about the Education and Training Inspectorate (ETI) report on the provision of RSE in Post-Primary schools dated January 2011.

The 2015 Omnibus Survey included five questions in relation to Relationships and Sexual Education (RSE), the findings of which are outlined in the following chapter. This section of the survey was asked only of post-primary schools.

Response rate

A total of 95 post-primary school responses were received for the RSE section, giving an overall response rate of 45.7%. Table 3.1 shows the response rate by school type.

Table 3.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all post-primary schools)
Secondary	59	140	42.1
Grammar	36	68	52.9
Post-Primary	95	208	45.7

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

Table 3.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all post-primary schools by school type
Secondary	59	62.1	67.3
Grammar	36	37.9	32.7
Post-Primary	95	100.0	100.0

Table 3.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all post-primary schools by former ELB area
Belfast	13	13.7	15.9
Western	18	18.9	19.2
North Eastern	23	24.2	22.6
South Eastern	17	17.9	17.3
Southern	24	25.3	25.0
Total	95	100.0	100.0

Table 3.4: Respondent schools by Management Type

Management Type	Number of responses by Management Type	% of responses by Management Type	% of all post-primary schools by Management Type
Controlled	35	36.8	33.2
Voluntary	24	25.3	24.0
Catholic Maintained	27	28.4	32.7
Other Maintained	1	1.1	0.5
Controlled Integrated	2	2.1	2.4
GMI	6	6.3	7.2
Total	95	100.0	100.0

Findings

Table 3.5: Has your school reviewed its RSE policy to take account of ETI's 2011 evaluation in relation to the provision of RSE?

Response	Number of respondents	% of respondents
Yes	69	72.6
No	26	27.4
Total	95	100.0

***Caution, percentages based on small numbers

Of the 95 responses, 69 (72.6%) schools indicated that they had reviewed their RSE policy to take account of the ETI evaluation. These schools were asked a follow up question as to when this review took place. Results are presented in Table 3.6 below.

Table 3.6: What year did the review take place?

Response	Number of respondents	% of respondents
2011	4	5.9
2012	9	13.2
2013	18	26.5
2014	37	54.4
2015	11	16.2
<i>Base</i>	<i>68*</i>	

* One respondent did not answer this question

***Caution, percentages based on small numbers

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Approximately 16% of schools that had reviewed their RSE policy to take account of the ETI's evaluation did so in 2015. Over half (54.4%) of schools reviewed their policy in 2014, just over one-quarter (26.5%) reviewed their policy in 2013, 13.2% in 2012 and 5.9% in 2011.

School Omnibus Survey, 2015

Those schools that indicated they had not reviewed their policy to take account of ETI's 2011 evaluation were asked when their last evaluation had taken place. Results are presented in Table 3.7 below.

Table 3.7: What year was the last review of your school's RSE policy?

Year	Number of respondents
2002	1
2006	1
2007	1
2009	2
2010	6
2011	3
2012	1
2013	6
2014	1
2015	1
Not known	1
Total	24*

*Two respondents did not answer this question

Thirteen schools out of 24 have reviewed their RSE policy since 2011, but presumably did so without considering the ETI evaluation. One school did not know when they had last reviewed their RSE policy, while the remaining 11 schools last reviewed their policy prior to 2011. Of these 11 schools, six reviewed their policy in 2010.

Table 3.8: Has your school consulted on its RSE policy with parents, pupils or board of governors?

Response	Number of respondents	% of respondents
Yes	54	59.3
No	37	40.7
Total	91*	100.0

*Four respondents did not answer this question

***Caution, percentages based on small numbers

Just under three-fifths (59.3%) of responding post-primary schools stated that they had consulted on their RSE policy with parents, pupils or board of governors. Those that had consulted were asked to write in the year of the last consultation with each of the three groups. See Tables 3.9 and 3.10 overleaf.

Table 3.9: Who was consulted for schools RSE policy

	Parents, pupils and Board of Governors	Board of governors only	Parents and Board of Governors	Pupils and Board of Governors	Total
Non-grammar	23	4	0	0	27
Grammar	15	1	2	2	20
Total	38	5	2	2	47*

*Seven schools did not complete this question

Table 3.10: Year last consultation on RSE policy took place with parents, pupils or board of governors.

	Parents	Pupils	Board of governors
2002	2	2	2
2003	1	1	1
2010	1	1	1
2011	2	2	3
2012	5	5	4
2013	10	11	9
2014	13	14	20
2015	6	4	7
Total	40	40	47*

*Seven schools did not complete this question

Thirty-eight schools indicated that they consulted with parents, pupils and board of governors, two consulted with parents and board of governors, two with pupils and board of governors, while five schools indicated that they consulted only with board of governors. See table 3.9. The most frequently reported year was 2014, with 13 schools indicating that they consulted with parents, 14 schools consulted with pupils and 20 schools consulted with board of governors. See table 3.10. Seven schools did not write in a year.

Summary

Of the 95 post-primary schools to respond, 69 (72.6%) of schools indicated that they had reviewed their RSE policy to take account of the ETI 2011 evaluation. Over half of these schools (54.4%) reviewed their policy in 2014. Those schools that had not reviewed their policy to take account of ETI's 2011 evaluation were asked when their last evaluation had taken place. Responses were varied, with a large proportion indicating they had reviewed their policy since 2011, presumably doing so without considering the ETI evaluation. One school had not reviewed their policy since 2002. Just under three-fifths (59.3%) of responding post-primary schools stated that they had consulted on their RSE policy with parents, pupils or board of governors. The most frequently reported year for when these consultations took place was 2014.¹⁰

¹⁰ Caution, percentages based on small numbers

Chapter 4: School Transport

This section relates to information about Home to School Transport. Provision of home to school transport should ensure eligible pupils are able to travel to and from school safely and sustainably, so they can participate fully and fulfil their educational potential.

The 2015 Omnibus Survey included nine questions in relation to School Transport, the findings of which are outlined in the following chapter.

Response rate

A total of 372 responses were received for the School Transport section, giving an overall response rate of 34.3%. Table 4.1 shows the response rate by school type.

Table 4.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	272	836	32.5
Post-primary	77	208	37.0
Non-Grammar	47	140	33.6
Grammar	30	68	44.1
Special Schools	23	39	59.0
Total	372	1083	34.3

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

Table 4.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	272	73.1	77.2
Post-primary	77	20.7	19.2
Non-Grammar	47	12.6	12.9
Grammar	30	8.1	6.3
Special Schools	23	6.2	3.6
Total	372	100.0	100.0

Table 4.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	41	11.1	11.8
Western	78	21.0	20.4
North Eastern	93	25.1	24.1
South Eastern	63	17.0	18.1
Southern	96	25.9	25.6
Total	371	100.0	100.0

* The former ELB area of one responding primary school is not known

Table 4.4: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	185	49.9	44.0
Voluntary	23	6.2	5.9
Catholic Maintained	131	35.3	41.6
Other Maintained	12	3.2	2.9
Controlled Integrated	5	1.3	2.2
GMI	15	4.0	3.5
Total	371	100.0	100.0

* The Management Type of one responding primary school is not known

Findings

Table 4.5: Method of travel to school, by school type

Method of Travel	Primary		Post-primary		Special	
	Number	%	Number	%	Number	%
Car	26778	57.4	9053	18.2	108	4.4
Bus	5532	11.9	27163	54.6	1933	78.0
Walk	12177	26.1	11352	22.8	22	0.9
Cycle/Scoot	1390	3.0	173	0.3	*	*
Taxi	697	1.5	561	1.1	396	16.0
Train	97	0.2	98	0.2	*	*
Drive	0	0.0	1351	2.7	#	#
<i>Base (number of schools)</i>	272		77		23	

* denotes figures less than 5.

denotes figures greater than 5 which have been suppressed to prevent disclosure of small figures elsewhere.

Method of travel to school varies widely depending on school type. Primary pupils are much more likely to travel by car to school (57.4%), with 26.1% walking and 11.9% travelling by bus. Conversely, the majority of post-primary pupils travel to school by bus (54.6%), with 22.8% walking and 18.2% travelling by car. The vast majority (78.0%) of special school pupils travel to school by bus, while 16.0% travel by taxi. See table 4.5 above and Chart 4.1 below.

Chart 4.1: Method of travel to school, by school type

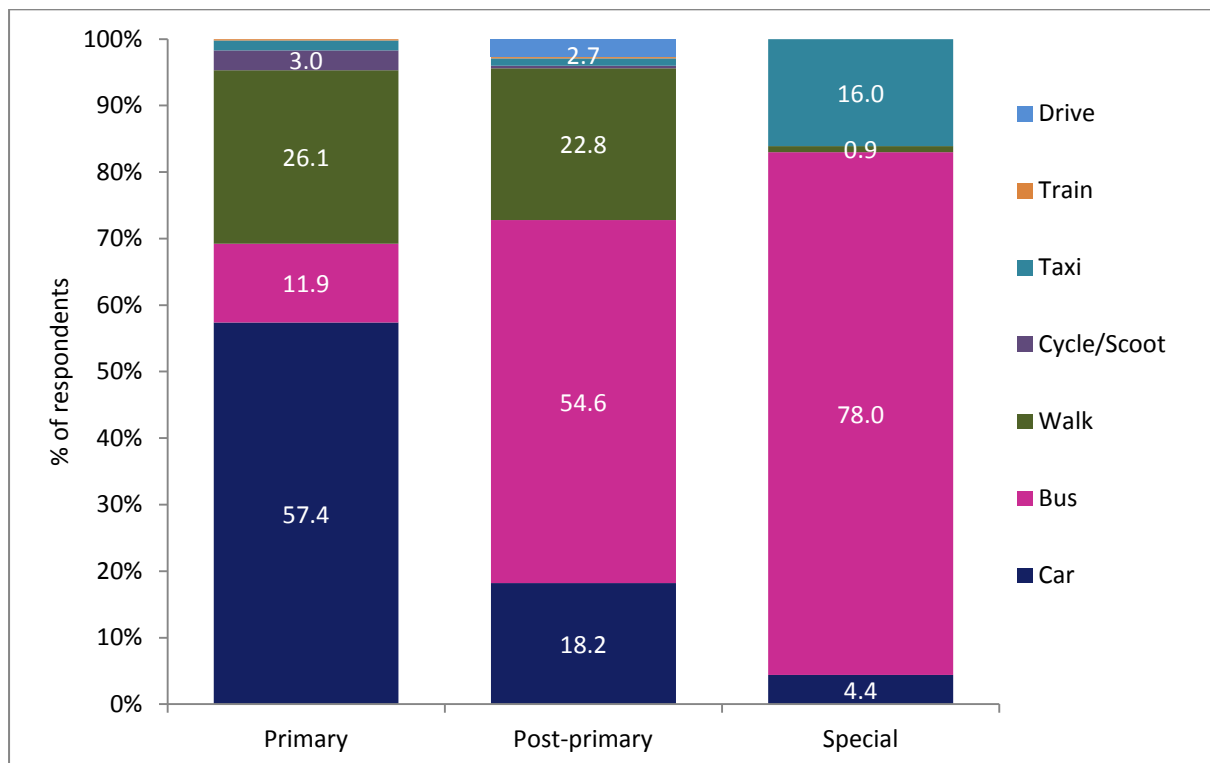


Table 4.6: Guidance/advice provided for parents about transport options on how to get to school

Response	Number of respondents	% of respondents
Handouts to parents	173	68.4
Parents Nights	122	48.2
School Website	70	27.7
Other	64	25.3
Travel to School guide/plan	32	12.6
<i>Base</i>	<i>253</i>	

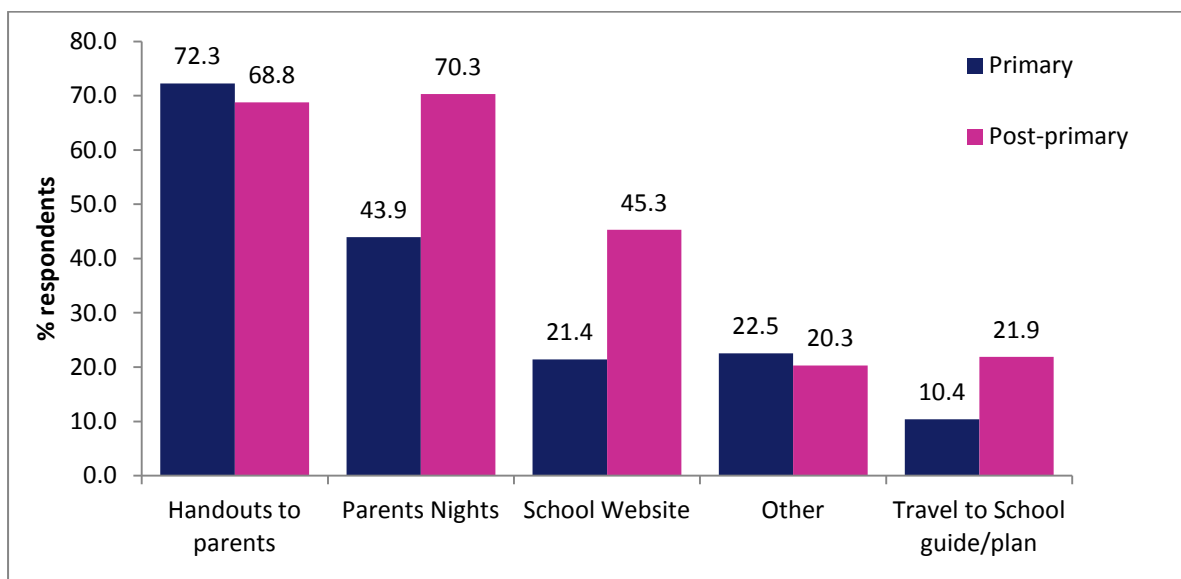
Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 372 responding schools, 253 (68.0%) indicated that they provide guidance or advice to pupils on school transport options. This figure is 63.6% for primary schools and 83.1%¹¹ for post-primary schools. Schools that provide guidance were asked to indicate what form it took, with 68.4% indicating that they provide handouts to parents. Just under half (48.2%) use parent nights to provide information on transport, 27.7% use the school website and 12.6% provide parents with a travel to school guide. See table 4.6 above. Just over one-quarter of schools (25.3%) indicated that they provide information by other means. A full list of the write-in responses can be found at Annex 9, however some common responses include:

- Induction days/meetings
- School newsheets/leaflets

Some responses varied by school type – see chart 4.2 below.

Chart 4.2: Guidance/advice provided for parents about transport options on how to get to school, by school type



***Caution, percentages based on small numbers (Post-primary)

¹¹ Caution, percentages based on small numbers

School Omnibus Survey, 2015

Primary schools were much less likely than post-primary schools to provide parents with information on transport to school via parent nights and the school website (43.9% compared to 70.3% and 21.4% compared to 45.3%, respectively).

Table 4.7: How schools encourage pupils to provide feedback on school transport issues

Response	Number of respondents	% of respondents
School council	174	69.3
Circle time	71	28.3
Suggestion boxes	66	26.3
Questionnaires/surveys	61	24.3
Other (please specify)	57	22.7
Pupil led class work	52	20.7
Interest groups	14	5.6
<i>Base</i>	<i>251</i>	

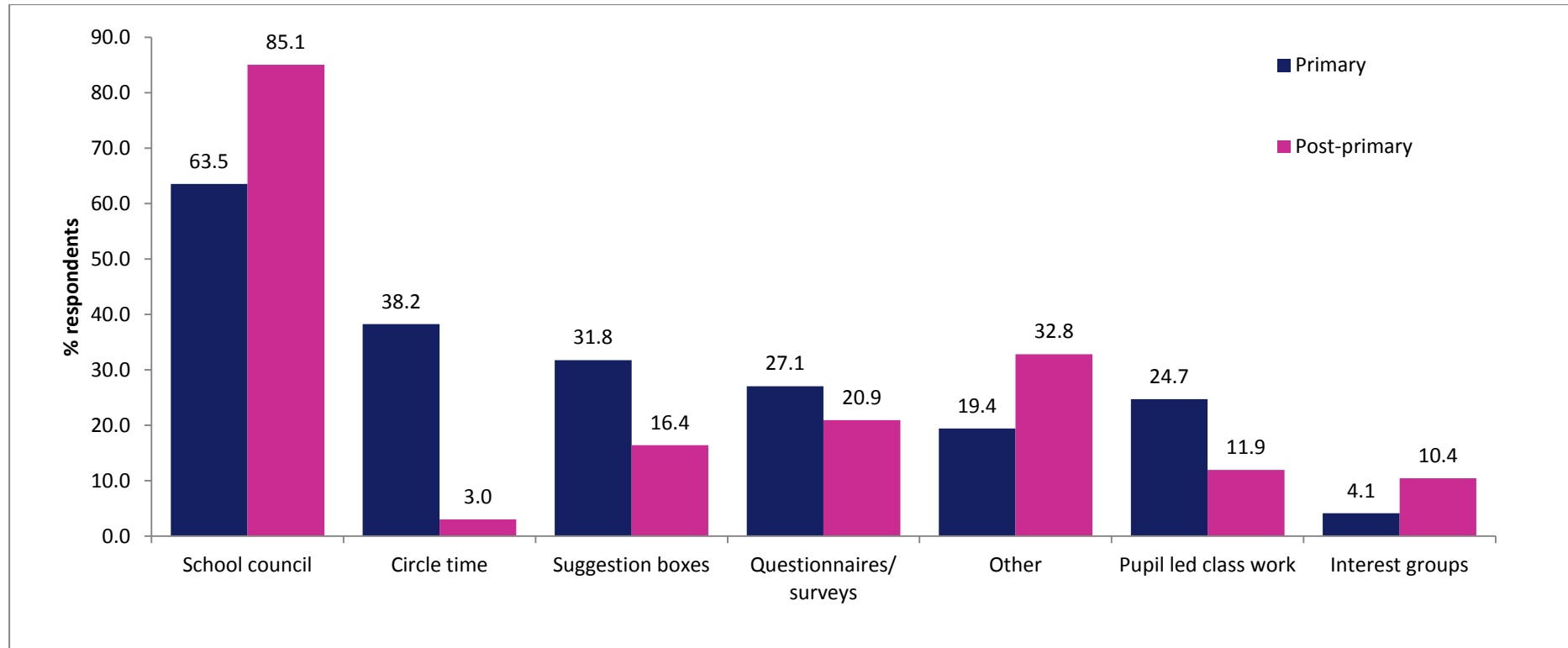
Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 372 responding schools, 251 (67.5%) indicated that they encourage pupils to provide feedback on school transport issues. Of these, 69.3% stated that pupils could use the school council to provide feedback, 28.3% said circle time, 26.3% indicated that pupils could use suggestion boxes, 24.3% stated that questionnaires or surveys were used, 20.7% stated pupil led class work and 5.6% said that interest groups were used. Under one-quarter (22.7%) of schools said that pupils could provide feedback by another method – full write-in responses are presented in Annex 10, however common responses include:

- Assemblies
- Open door policy/Open forum
- Sustrans questionnaire

Some responses varied by school type. See Chart 4.3 overleaf. ‘Circle time’ demonstrated the greatest difference with 38.2% of primary schools stating this compared to 3.0% of post-primary schools.

Chart 4.3: How schools encourage pupils to provide feedback on school transport issues, by school type



***Caution, percentages based on small numbers (Post-primary)

Table 4.8: Facilities available to pupils that would help encourage walking or cycling to school

Response	Number of respondents	% of respondents
Secure bike racks	120	62.5
Other (please specify)	77	40.1
Incentive system for walking/cycling to school	56	29.2
Lockers for outer wear/helmets	17	8.9
<i>Base</i>	192	

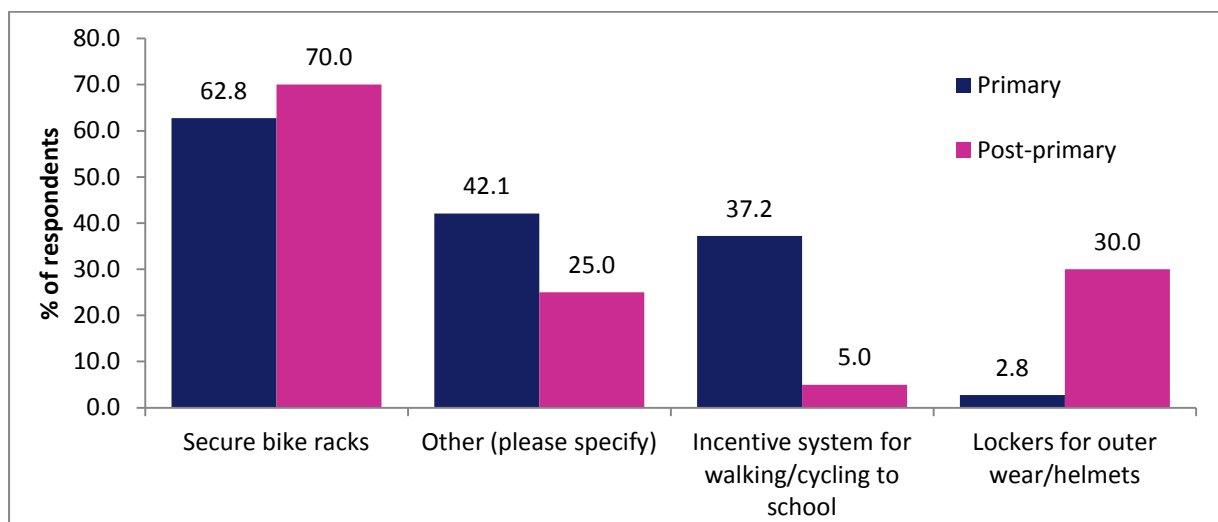
Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 372 responding schools, 192 (51.6%) stated that there were facilities available to pupils that would help encourage walking or cycling to school. Of these, 62.5% said that secure bike racks were available, 29.2% said there was an incentive system in place for walking/cycling to school and 8.9% said that lockers for outer wear and helmets were available. “Other” facilities were indicated by 40.1% of respondents – full write-in responses are included in Annex 11, however common responses include:

- Sustrans
- Walk to school week
- Cycling proficiency

Responses for some of the options varied by school type - See Chart 4.4 below.

Chart 4.4: Facilities available to pupils which would help encourage walking or cycling to school, by school type



***Caution, percentages based on small numbers (Post-primary)

Primary schools were much more likely than post-primary to offer incentives for walking/cycling to school (37.2% compared to 5.0%, respectively) but were less likely than post-primary to have lockers for outer wear/helmets (2.8% compared to 30.0% respectively).

Table 4.9: Personal safety advice provided to pupils for travelling to/from school

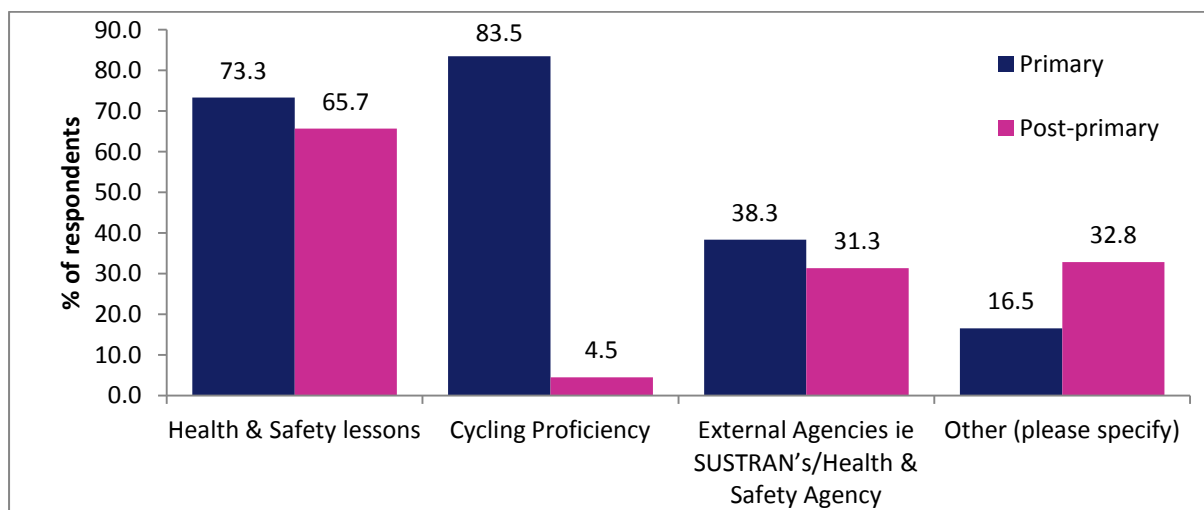
Response	Number of respondents	% of respondents
Health & Safety lessons	249	70.7
Cycling Proficiency	229	65.1
External Agencies ie Sustran's/ Health & Safety Agency	124	35.2
Other (please specify)	76	21.6
<i>Base</i>	<i>352</i>	

The vast majority (94.6%) of responding schools (352 out of 372) indicated that they provide personal safety advice to pupils for travelling to and from school. This proportion was higher for primary schools than post-primary (97.8% compared to 87.0%, respectively)¹². Of those schools that provide safety advice to pupils, 70.7% do so via health and safety lessons, 65.1% using cycling proficiency, and 35.2% stated external agencies provide advice. Over one-fifth (21.6%) stated that advice was provided by other means. The full list of write-in responses for 'Other' is available at Annex 12, however common responses include:

- Assemblies
- PSNI Visit

With the exception of Cycling Proficiency, there was minimal variation in responses by school type. See chart 4.5 below.

Chart 4.5: Personal safety advice provided to pupils for travelling to/from school, by school type



***Caution, percentages based on small numbers (Post-primary)

Primary schools were much more likely than post-primary to provide cycling proficiency for pupils (83.5% compared to 4.5%, respectively).

¹² Caution, percentages based on small numbers (Post-primary)

Table 4.10: Are procedures in place for dealing with pupils misbehaving on school buses?

Response	Number of respondents	% of respondents
Yes	265	71.2
No	107	28.8
Total	372	100.0

Overall, 71.2% of responding schools stated that there were procedures in place for dealing with pupils misbehaving on school buses. This figure was lower for primary schools than post-primary schools; 61.8% of primary schools indicated that there were procedures in place, compared to 97.4%¹³ or post-primary schools.

The remaining questions on school transport were asked only of post-primary schools.

Table 4.11: Does your school provide safety advice/guidance for pupils driving themselves to school?

Response	Non-grammar	Grammar	Total	
	Number	Number	Number	%
Yes	24	23	47	61.0
No	23	7	30	39.0
Total	47	30	77	100.0

***Caution, percentages based on small numbers. Percentages are not provided where the base is less than 50.

Just over three-fifths (61.0%) of responding post-primary schools stated that they provide safety guidance for pupils driving themselves to school. Looking at responses by school type, 24 out of 47 responding non-grammar schools provide safety advice, while 23 out of 30 grammar schools provide safety advice.

Table 4.12: Does your school have onsite parking facilities for pupils driving themselves to school?

Response	Non-grammar	Grammar	Total	
	Number	Number	Number	%
Yes	28	19	47	61.0
No	19	11	30	39.0
Total	47	30	77	100.0

***Caution, percentages based on small numbers. Percentages are not provided where the base is less than 50.

Just over three-fifths (61.0%) of responding post-primary schools stated that they have onsite parking facilities for pupils driving themselves to school. Looking at responses by school type, 28 out of 47 responding non-grammar schools have onsite parking, while 19 out of 30 grammar schools have onsite parking.

¹³ Caution, percentages based on small numbers (Post-primary)

Table 4.13: As a member of an Area Learning Community (ALC) how often does school transport feature as an agenda item?

Response	Secondary	Grammar	Total	
	Number	Number	Number	%
Always	4	4	8	10.4
Occasionally	29	20	49	63.6
Never	14	6	20	26.0
Total	47	30	77	100.0

***Caution, percentages based on small numbers. Percentages are not provided where the base is less than 50.

Just over one-tenth (10.4%) of responding post-primary schools stated that school transport always featured as an agenda item at ALC meetings. Approximately 64% stated that it occasionally featured on the agenda, while over one-quarter of responding post-primary schools (26.0%) said school transport was never on the agenda.

Summary

Method of travel to school varies widely depending on school type. Primary pupils are much more likely to travel by car to school (57.4%), with 26.1% walking and 11.9% travelling by bus. Conversely, the majority of post-primary pupils travel to school by bus (54.6%), with 22.8% walking and 18.2% travelling by car.¹⁴

Just over two-thirds (68.0%) of responding schools provide guidance to parents about transport options for their child, with “Handouts to parents” being the most frequently reported method of delivery. Over half (51.6%) of responding schools have facilities available that would encourage walking or cycling to school, with secure bike racks being most frequently reported. The vast majority (94.6%) of responding schools offer personal safety advice to pupils for travelling to and from school, which most often takes the form of health and safety lessons (and for primary school pupils, cycling proficiency). Overall, 71.2% of responding schools stated that there were procedures in place for dealing with pupils misbehaving on school buses.

Just over three-fifths (61.0%)¹⁵ of responding post-primary schools stated that they provide safety guidance for pupils driving themselves to school, with the same proportion stating that they have onsite parking facilities for pupils driving themselves to school.

¹⁴ Caution, percentages based on small numbers (Post-primary)

¹⁵ Caution, percentage based on small numbers (Post-primary)

Chapter 5: School Counselling

The purpose of this section was to gather information on the current provision of counselling services for primary age pupils. The information gathered will assist the Department in determining the demand for counselling in primary schools.

The 2015 Omnibus Survey included six questions in relation to School Counselling, the findings of which are outlined in the following chapter.

Response rate

A total of 271 primary school responses were received for the School Counselling section, giving an overall response rate of 32.4%. See Table 5.1 below.

Table 5.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	271	836	32.4

Respondent Profile

The following tables show the number of respondent primary schools by former ELB area and management type, compared with all primary schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of former ELB area or management type.

Table 5.2: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all primary schools by former ELB area
Belfast	24	8.9	10.2
Western	58	21.5	21.1
North Eastern	68	25.2	24.5
South Eastern	46	17.0	17.9
Southern	74	27.4	26.3
Total	270	100.0	100.0

Table 5.3: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all primary schools by Management type
Controlled	137	50.7	44.3
Voluntary	4	1.5	1.7
Catholic Maintained	104	38.5	45.6
Other Maintained	11	4.1	3.5
Controlled Integrated	4	1.5	2.3
GMI	10	3.7	2.8
Total	270	100.0	100.0

Findings

Table 5.4: Does your school currently provide a counselling service?

Response	Number of respondents	% of respondents
Yes	62	22.9
No	209	77.1
Total	271	100.0

Of the 271 responding primary schools, 22.9% stated that they provide a counselling service for their pupils.

Those schools that provide a counselling service were asked a series of follow-up questions. See Tables 5.5 and 5.6 and Charts 5.1 and 5.2.

Table 5.5: Regularity of counselling service

Response	Number of respondents	% of respondents
More than one full day a week	7	12.5
One full day a week	11	19.6
One half day a week	17	30.4
Less than one day a month	1	1.8
Ad hoc as required	20	35.7
Total	56*	100.0

*Six respondents that said they provide a counselling service did not complete the rest of the section

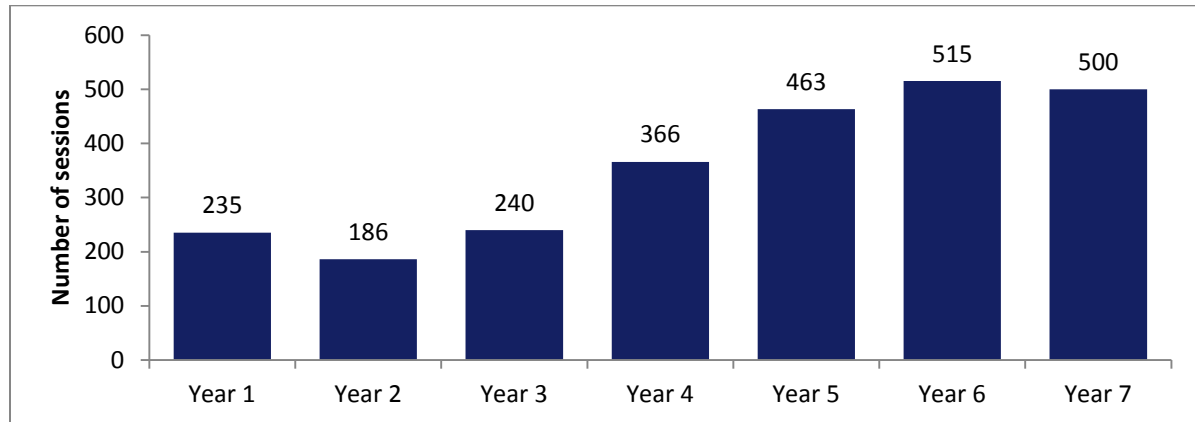
***Caution, percentages based on small numbers

Of the 56 responding schools that provide a counselling service for its pupils, 12.5% stated that more than one full day a week of counselling was provided. Just under one-fifth (19.6%) of schools stated that one full day was provided, while 30.4% said that they provided a half day a week of counselling. Only 1.8% of schools that provide counselling do so for less than one day a month. The most frequently reported response, at 35.7%, was 'Ad-hoc as required'.

Schools were then asked what the demand for counselling was for each year group. Results are shown overleaf in Chart 5.1.

School Omnibus Survey, 2015

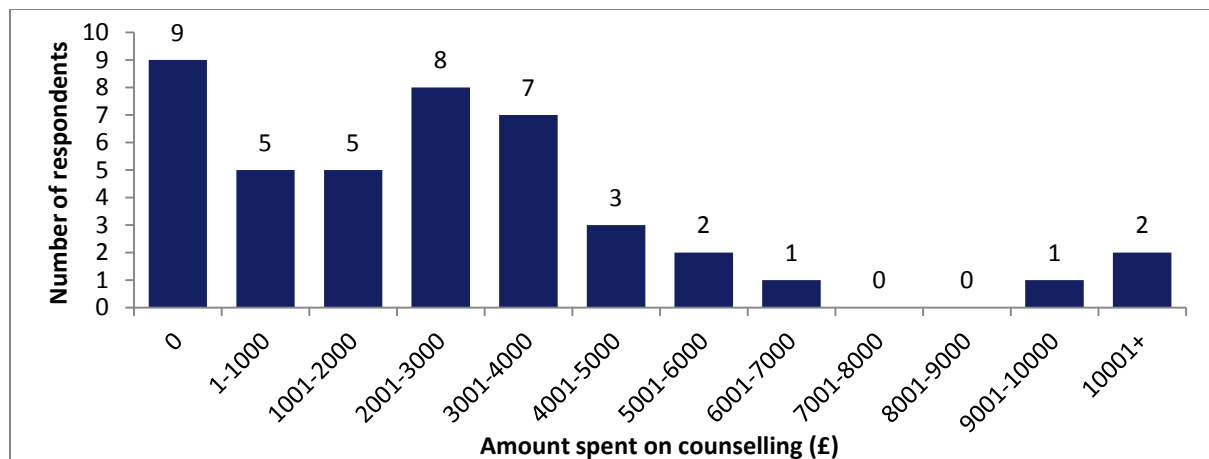
Chart 5.1: Number of counselling sessions for each year group in 2013/14 academic year



The demand for counselling tends to increase as school year increases, with a low of 186 sessions required for year 2 pupils for the 56 responding schools, and a high of 515 sessions for year 6 pupils.

Schools were also asked to indicate how much money they spent on counselling each year. Results are presented in chart 5.2 below.

Chart 5.2: Amount (£) spent on counselling in 2013/14 academic year



Only 43 of the 56 schools wrote in a monetary amount; 13 respondents entered comments which can be found in full at Annex 13. Nine respondents indicated that the counselling sessions did not cost them anything. The most frequently reported amounts were £2001-£3000 and £3001-£4000, with eight and seven respondents, respectively, stating that they spent in these ranges. Two respondents indicated that they spent more than £10,000 on counselling in the academic year 2013/14.

Table 5.6: Funding sources for counselling

Response	Number of respondents	% of respondents
Extended Schools Programme	28	50.0
Other	22	39.3
School budget	12	21.4
<i>Base</i>	56	

***Caution, percentages based on small numbers

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Half of those schools that offer counselling to their pupils get funding to do so from the Extended Schools Programme while just over one-fifth (21.4%) of respondents said that funding comes from the school budget. Just under two-fifths (39.3%) said that funding is provided by other means. Annex 14 shows the full list of write-in responses.

Table 5.7: Main reason school does not currently offer a counselling service

Response	Number of respondents	% of respondents
Lack of demand	68	32.5
Financial	57	27.3
Other type of intervention offered	49	23.4
Lack of awareness of service	26	12.4
Not a school responsibility	9	4.3
Total	209	100

Those schools that stated they did not offer a counselling service for their pupils were asked to indicate the main reason why they did not.

'Lack of demand' was the most frequently reported reason for not offering a counselling service (32.5%), with 'Financial' being next (27.3%). Over one-tenth (12.4%) of respondents stated that there was a lack of awareness of the service and 4.3% stated that it was not the responsibility of the school. Just under one-quarter (23.4%) of respondent schools that do not offer counselling stated that they offer a different type of intervention. A full list of these write-in answers can be found in Annex 15, however common responses include:

- PPDS (Primary Professional Development Service)
- External agencies (Barnardos etc.)

Summary

Approximately 23% of responding primary schools stated that they provide a counselling service for their pupils. Those that provide counselling were asked to provide basic details about the service they provide and how it is funded. Over one-third (35.7%) of respondents that provide counselling do so on an ad-hoc basis, with a further 30.4% stating that they provide one-half day a week of counselling. The demand for counselling tends to increase as school year increases, with a low of 186 sessions required for year 2 pupils for the 56 responding schools, and a high of 515 sessions for year 6 pupils. Only 43 of the 56 schools that provide counselling indicated how much it cost, with nine respondents stating that the sessions did not cost them anything. The most frequently reported amounts were £2001-£3000 and £3001-£4000, with eight and seven respondents, respectively, stating that they spent in these ranges. Two respondents indicated that they spent more than £10,000 in the academic year 2013/14. Half of those schools that offer counselling to their pupils get funding to do so from the Extended Schools Programme while just over one-fifth (21.4%) of respondents said that funding comes from the school budget.

Those schools that stated they did not offer a counselling service for their pupils were asked to indicate the main reason why they did not. 'Lack of demand' was the most frequently reported reason for not offering a counselling service (32.5%).

Chapter 6: Gifted and Talented Children

The purpose of this section is to gather information on school's support and policies for Gifted and Talented Children. 'Gifted and Talented' is understood to refer to those learners who are achieving, or who have the potential to achieve, a level substantially beyond the rest of their peer group.

The 2015 Omnibus Survey included three questions in relation to Gifted and Talented Children, the findings of which are outlined in the following chapter.

Response rate

A total of 365 responses were received for the Gifted and Talented Children section, giving an overall response rate of 33.7%. Table 6.1 shows the response rate by school type.

Table 6.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	265	836	31.7
Post-primary	77	208	37.0
Non-Grammar	47	140	33.6
Grammar	30	68	44.1
Special Schools	23	39	59.0
Total	365	1083	33.7

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

Table 6.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	265	72.6	77.2
Post-primary	77	21.1	19.2
Non-Grammar	47	12.9	12.9
Grammar	30	8.2	6.3
Special Schools	23	6.3	3.6
Total	365	100.0	100.0

Table 6.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	41	11.2	11.8
Western	76	20.8	20.4
North Eastern	92	25.2	24.1
South Eastern	62	17.0	18.1
Southern	94	25.8	25.6
Total	365	100.0	100.0

Table 6.4: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	184	50.4	44.0
Voluntary	23	6.3	5.9
Catholic Maintained	126	34.5	41.6
Other Maintained	12	3.3	2.9
Controlled Integrated	5	1.4	2.2
GMI	15	4.1	3.5
Total	365	100.0	100.0

Findings

Table 6.5: Does your school have a policy on gifted and talented children?

Response	Number of respondents	% of respondents
Yes - a stand-alone policy	40	11.0
Yes - as part of another policy	187	51.2
No	138	37.8
Total	365	100.0

Just over one-tenth (11.0%) of responding schools stated that they have a stand-alone policy on gifted and talented children, while 51.2% stated that their policy on gifted and talented children was part of another policy. Under two-fifths (37.8%) of responding schools stated that they do not have a policy on gifted and talented children.

Of the 365 respondents, 329 (90.1%) stated that they identify gifted and talented children. Responses varied by school type, with 95.1% of primary schools indicating they identify gifted and talented children, compared to 88.3%¹⁶ of post primary schools. Those schools that identify gifted and talented children were asked to indicate how they did so. See Table 6.6 below.

Table 6.6: How schools identify gifted and talented children

Response	Number of respondents	% of respondents
Teacher assessment	312	94.8
Identification by psychologist	55	16.7
Other	50	15.2
Parent/carer assessment	48	14.6
Peer nomination	3	0.9
<i>Base</i>	329	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

The vast majority of schools that identify gifted and talented children do so by teacher assessment (94.8%). Other means of identification were used much less frequently; only 16.7% of schools use identification by a psychologist, 14.6% of schools indicated they use parent/carer assessment, and 0.9% of schools stated that peer nomination is used to identify gifted and talented children.

¹⁶ Caution, percentage based on small numbers

School Omnibus Survey, 2015

Approximately 15% of schools stated that they use an 'Other' means of identifying gifted pupils. The full write-in responses can be found at Annex 16, however common responses include:

- Baseline testing
- Standardised testing
- Data

There was minimal variation in responses by school type.

Responding schools were also asked to state what support was provided to gifted and talented children. Of the 365 responding schools, 338 (92.6%) provide support to gifted and talented children, however this varies by school type. In primary schools, 97.0% (257 out of 265) stated that they provide support, compared to 90.9%¹⁷ (70 out of 77) of post-primary schools.

Those schools that provide support were asked to state what form it took. See Table 6.7 below.

Table 6.7: Support provided to gifted and talented children

Response	Number of respondents	% of respondents
Differentiated tasks	316	93.5
Accelerated or enriched curriculum	124	36.7
Working with older students for some subjects	64	18.9
Other	35	10.4
Moving student to an older year group	19	5.6
<i>Base</i>	338	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

The vast majority of responding schools (93.5%) stated that they provide differentiated tasks for gifted and talented children. Over one-third (36.7%) stated that they had an accelerated or enriched curriculum for gifted and talented children, while 18.9% stated that gifted pupils worked with older students for some subjects. Only 5.6% of responding schools stated that they moved gifted pupils to an older year group. Just over one-tenth (10.4%) stated that they provided other support to gifted and talented children. The full write-in responses can be found in Annex 17, however common responses include:

- Small group support
- Withdrawal groups

There was minimal variation in responses by school type.

¹⁷ Caution, percentage based on small numbers

Summary

Just over one-tenth (11.0%) of responding schools stated that they have a stand-alone policy on gifted and talented children, while 51.2% stated that their policy on gifted and talented children was part of another policy. Under two-fifths (37.8%) of responding schools stated that they do not have a policy on gifted and talented children.

Approximately 90% of responding schools stated that they identify gifted and talented children, and the vast majority of these (94.8%) indicate that they do so by teacher assessment. Approximately 93% of responding schools provide support to gifted and talented children, 93.5% of which do so by the use of differentiated tasks.

Twenty-seven out of the 365 responding schools (7.4%) do not provide any support to gifted and talented children, however this varies by school type. In primary schools, only 3.0% (8 out of 265) stated that they do not provide support, compared to 9.1% (7 out of 77) of post-primary schools.

Chapter 7: Physical education

Department of Education guidance recommends that pupils should be provided with a minimum of two hours Physical Education (PE) per week. The purpose of this section is therefore to provide the Department with a means of measuring observance to this guidance. It relates to 'curricular' PE.

The Department is also contributing to Sport Matters: "The Northern Ireland Strategy for Sport and Physical Recreation, 2009 - 2019" which has been developed by the Department of Culture, Arts and Leisure in partnership with Sport Northern Ireland. An aim of the strategy is to promote access to publicly owned land for sport and physical recreation. To assist in gathering information, a question was also included on the community use of school sports facilities.

Two questions on Physical Education and community use of school sports facilities were asked in the 2015 Omnibus Survey, the results of which are presented below.

Response rate

A total of 365 responses were received for the Physical Education section, giving an overall response rate of 33.7%. Table 6.1 shows the response rate by school type.

Table 7.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	265	836	31.7
Post-primary	77	208	37.0
Non-Grammar	47	140	33.6
Grammar	30	68	44.1
Special Schools	23	39	59.0
Total	365	1083	33.7

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures

School Omnibus Survey, 2015

show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

Table 7.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	265	72.6	77.2
Post-primary	77	21.1	19.2
Non-Grammar	47	12.9	12.9
Grammar	30	8.2	6.3
Special Schools	23	6.3	3.6
Total	365	100.0	100.0

Table 7.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	41	11.2	11.8
Western	76	20.8	20.4
North Eastern	92	25.2	24.1
South Eastern	62	17.0	18.1
Southern	94	25.8	25.6
Total	365	100.0	100.0

Table 7.4: Respondent schools by Management Type

Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	184	50.4	44.0
Voluntary	23	6.3	5.9
Catholic Maintained	126	34.5	41.6
Other Maintained	12	3.3	2.9
Controlled Integrated	5	1.4	2.2
GMI	15	4.1	3.5
Total	365	100.0	100.0

School Omnibus Survey, 2015

Findings

Table 7.5: Time spent engaging in curricular Physical Education (PE) each week by year group (%)

a) Year 1-7

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
30 mins or less	0.7	0.7	0.7	0.4	0	0	0
31 - 60 mins	41.4	41.1	40.3	31.0	22.0	20.8	18.9
61 - 90 mins	38.2	39.6	39.9	43.1	43.6	41.2	42.1
91 - 120 mins	16.5	15.8	17.0	23.1	30.1	31.9	32.1
121 mins or more	3.2	2.8	2.1	2.5	4.3	6.1	6.8
<i>Base</i>	<i>285</i>	<i>285</i>	<i>283</i>	<i>281</i>	<i>282</i>	<i>279</i>	<i>280</i>

Note: The percentages are based only on those primary and special schools which provided a response for that year group. A small number were missing, some of which did not have pupils in the year group, therefore they have not been included in the analysis.

b) Year 8-14

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
30 mins or less	0	0	0	0	0	20.8	23.4
31– 60 mins	13.3	14.4	15.5	29.9	29.9	29.9	29.9
61 - 90 mins	44.9	42.3	46.4	44.3	45.4	27.3	27.3
91 - 120 mins	31.6	34.0	28.9	20.6	20.6	16.9	14.3
121 mins or more	10.2	9.3	9.3	5.2	4.1	5.2	5.2
<i>Base</i>	<i>98</i>	<i>97</i>	<i>97</i>	<i>97</i>	<i>97</i>	<i>77</i>	<i>77</i>

Note: The percentages are based only on those post-primary and special schools which provided a response for that year group. A small number were missing, some of which did not have pupils in the year group (particularly Year 13 and 14), therefore they have not been included in the analysis.

Schools were asked to provide details of how many minutes per week their pupils in each year group engaged in curricular Physical Education. This included activities such as dance, gymnastics, games, swimming and athletics. Table 7.5a shows that for primary pupils the most frequently reported duration of PE was 31-60 minutes for those in Years 1 to 3, and 61 – 90 minutes for those in Years 4 to 7. Table 7.5b shows that for post-primary pupils, the most frequently reported duration of PE was 61-90 minutes for those in Years 8-12, and 31-60 minutes for Year 13 and Year 14 pupils.

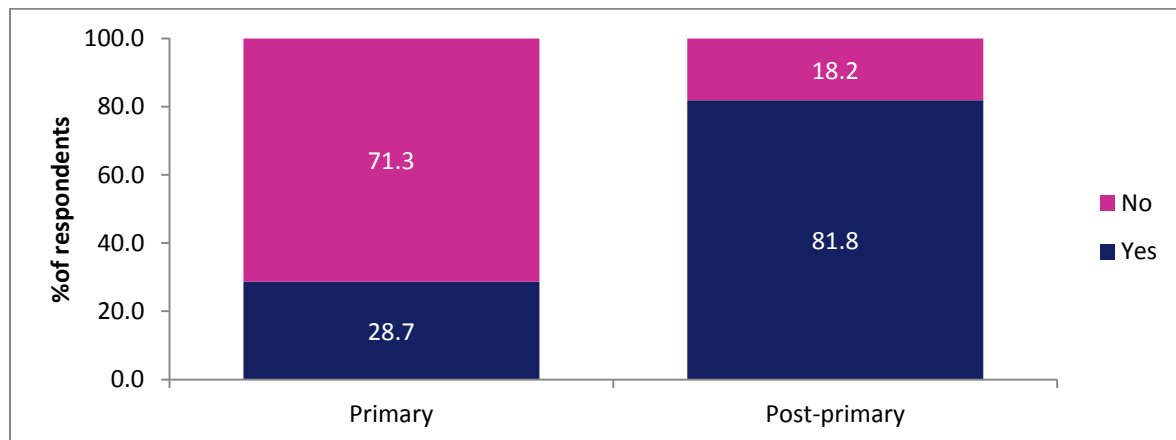
This compares with the 2014 survey, when results showed that, regardless of year group, the most frequently reported duration of curricular PE was 61 to 90 minutes.

Table 7.6: Average time spent engaging in curricular PE each week, by School Type

Time spent	Primary (%)	Post-primary (%)	Special (%)
30 mins or less	0.4	6.5	0.7
31 mins - 60mins	29.9	22.9	32.4
61 mins - 90 mins	42.0	41.9	32.4
91 mins - 120 mins	23.8	24.3	23.9
121 mins or more	3.9	4.5	10.6
<i>Base</i>	<i>1837</i>	<i>494</i>	<i>284</i>

Looking at time spent engaging in curricular PE by school type, the most frequently reported duration of PE, on average, was 61 – 90 minutes for both primary and post-primary year groups (42.0% and 41.9% of responses, respectively). For special school year groups, the most frequently reported times spent on duration of PE were 31 – 60 minutes and 61 – 90 minutes, both with 32.4%.

Chart 7.1: Are schools sports facilities used by the local community



***Caution, percentages based on small numbers (Post-primary)

Overall, 39.5% of the 365 responding schools indicated that their school's sports facilities were used by the local community. As shown in Chart 7.1 above, results varied widely by school type. Only 28.7% of responding primary schools stated that their sports facilities were used by the local community compared with 81.8%¹⁸ of responding post-primary schools.

¹⁸ Caution, percentages based on small numbers

Summary

For primary pupils, the most frequently reported duration of PE was 31-60 minutes for those in Years 1 to 3, and 61 – 90 minutes for those in Years 4 to 7. For post-primary pupils, the most frequently reported duration of PE was 61-90 minutes for those in Years 8-12, and 31-60 minutes for Year 13 and Year 14 pupils.

With regards to community use of school sports facilities, only 28.7% of responding primary schools stated that their sports facilities were used by the local community compared with 81.8% of responding post-primary schools.

Chapter 8: School Uniforms

The purpose of this section was to gather information on School Uniform policies and costs.

The wearing of a school uniform is not governed by legislation but falls to schools to determine. The day-to-day management of schools, including school uniform policy, is a matter for school Principals, subject to any directions that might be given by the Board of Governors.

DE Circular 2011/04 provides guidance to schools on school uniform policy. It advises that schools "... should ensure that their school uniform policy is fair and reasonable, in practical and financial terms, and should have regard to their duties under relevant equality and other legislation".

There were ten questions asked about school uniforms in the omnibus survey, the results of which are presented below.

Response rate

A total of 365 responses were received for the School Uniform section, giving an overall response rate of 33.7%. Table 8.1 shows the response rate by school type.

Table 8.1: Response rate by school type

School Type	Number of responses	Number of schools	Response rate (% of all schools)
Primary	265	836	31.7
Post-primary	77	208	37.0
Non-Grammar	47	140	33.6
Grammar	30	68	44.1
Special Schools	23	39	59.0
Total	365	1083	33.7

Respondent Profile

The following tables show the number of respondent schools by school type, former ELB area and management type, compared with all schools. The figures

School Omnibus Survey, 2015

show that the respondent profile is broadly representative of all schools, with no groups particularly over or under-represented in terms of school type, former ELB area or management type.

Table 8.2: Respondent schools by school type

School Type	Number of responses	% of responses by school type	% of all schools by school type
Primary	265	72.6	77.2
Post-primary	77	21.1	19.2
Non-Grammar	47	12.9	12.9
Grammar	30	8.2	6.3
Special Schools	23	6.3	3.6
Total	365	100.0	100.0

Table 8.3: Respondent schools by former ELB area

Former ELB area	Number of responses by former ELB area	% of responses by former ELB area	% of all schools by former ELB area
Belfast	41	11.2	11.8
Western	76	20.8	20.4
North Eastern	92	25.2	24.1
South Eastern	62	17.0	18.1
Southern	94	25.8	25.6
Total	365	100.0	100.0

Table 8.4: Respondent schools by Management Type

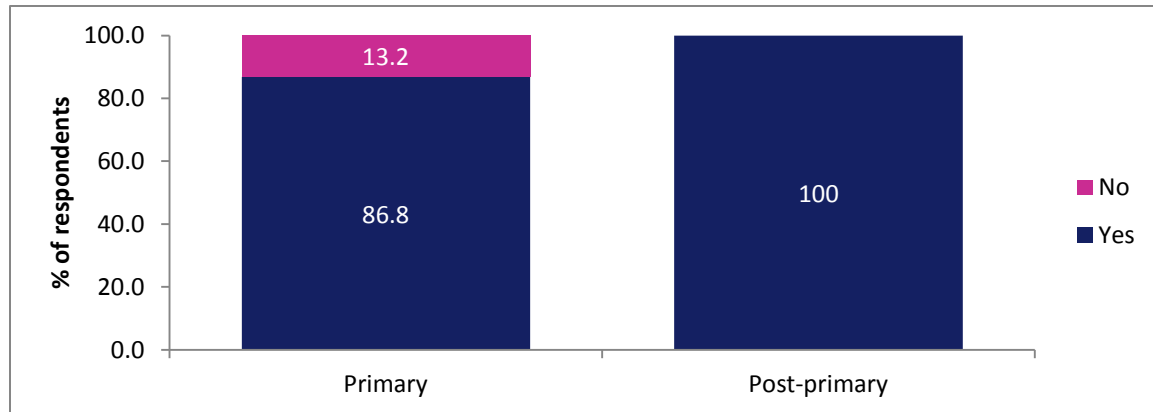
Management Type	Number of responses by Management type	% of responses by Management type	% of all schools by Management type
Controlled	184	50.4	44.0
Voluntary	23	6.3	5.9
Catholic Maintained	126	34.5	41.6
Other Maintained	12	3.3	2.9
Controlled Integrated	5	1.4	2.2
GMI	15	4.1	3.5
Total	365	100.0	100.0

School Omnibus Survey, 2015

Findings

Of the 365 responding schools, 325 (89.0%) indicated that they have a compulsory school uniform. In primary schools, this proportion was 86.8%, while in post-primary schools 100% reported the same. See Chart 8.1 below.

Chart 8.1: Does your school have a compulsory school uniform?



***Caution, percentages based on small numbers (Post-primary)

Table 8.5: How often is your school uniform policy reviewed?

Response	Number of respondents	% of respondents
Every 1-2 years	57	17.6
Every 3-4 years	41	12.7
Every 5 years	7	2.2
As required	218	67.5
Total	323*	100.0

*Two schools answered the first question but did not complete the rest of the section

Of those respondents that have a compulsory school uniform, the majority (67.5%) stated that they reviewed their school uniform policy as required. A further 17.6% of respondents stated that they reviewed their policy every 1-2 years, 12.7% reviewed every 3-4 years and 2.2% reviewed every 5 years. Responses for some of the options varied by school type; primary schools were less likely than post-primary schools to review their uniform policy every 1-2 years (13.6% compared to 27.3%, respectively), but were more likely than post-primary schools to review as required (71.1% compared to 57.1%, respectively).¹⁹

¹⁹ Caution, percentages based on small numbers
Chapter 8: School Uniform

Table 8.6: Who do you consult with when you carry out a review of your school uniform policy?

Response	Number of respondents	% of respondents
Prospective and current parents	259	80.2
Prospective and current pupils	241	74.6
Other	70	21.7
Groups representing pupils with special educational needs	10	3.1
Community groups	9	2.8
Road safety groups	6	1.9
Representatives of minority ethnic and religious groups	3	0.9
<i>Base</i>	323	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

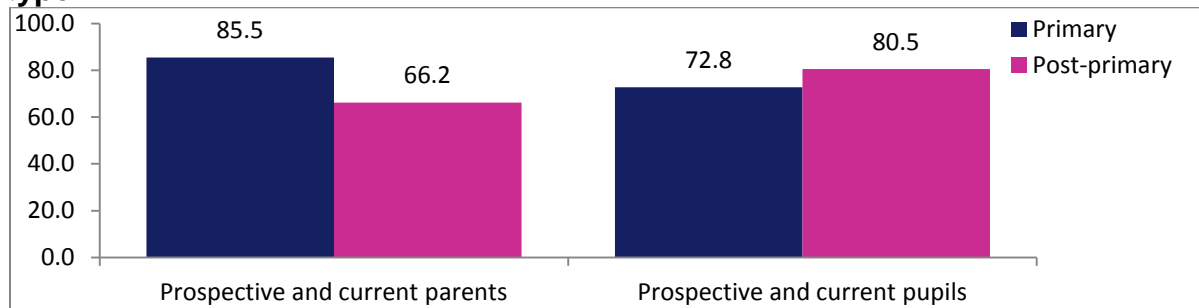
Over four-fifths (80.2%) of responding schools consult with prospective and current parents when they carry out a review of their school uniform policy, while just slightly fewer (74.6%) consult with prospective and current pupils. Only 3.1% of responding schools consult with groups that represent pupils with special educational needs, 2.8% consult with community groups, 1.9% consult with road safety groups and 0.9% consult with representatives of minority ethnic and religious groups. Over one-fifth (21.7%) of respondents indicated that they consult with 'Other' groups when reviewing their uniform policy. A full list of the write-in responses can be found at Annex 18, however common responses include:

- Staff
- Board of governors
- School council

Responses for some of the options varied slightly by school type. See Chart 8.2 overleaf.

School Omnibus Survey, 2015

Chart 8.2: Who do you consult with on school uniform policy, by school type



***Caution, percentages based on small numbers (Post-primary)

Primary schools were more likely than post-primary schools to consult on their school uniform policy with prospective and current parents (85.5% compared to 66.2%, respectively), but were less likely than post-primary schools to consult with prospective and current pupils (72.8% compared to 80.5%, respectively).

Table 8.7: Approximate cost of each item of compulsory school uniform

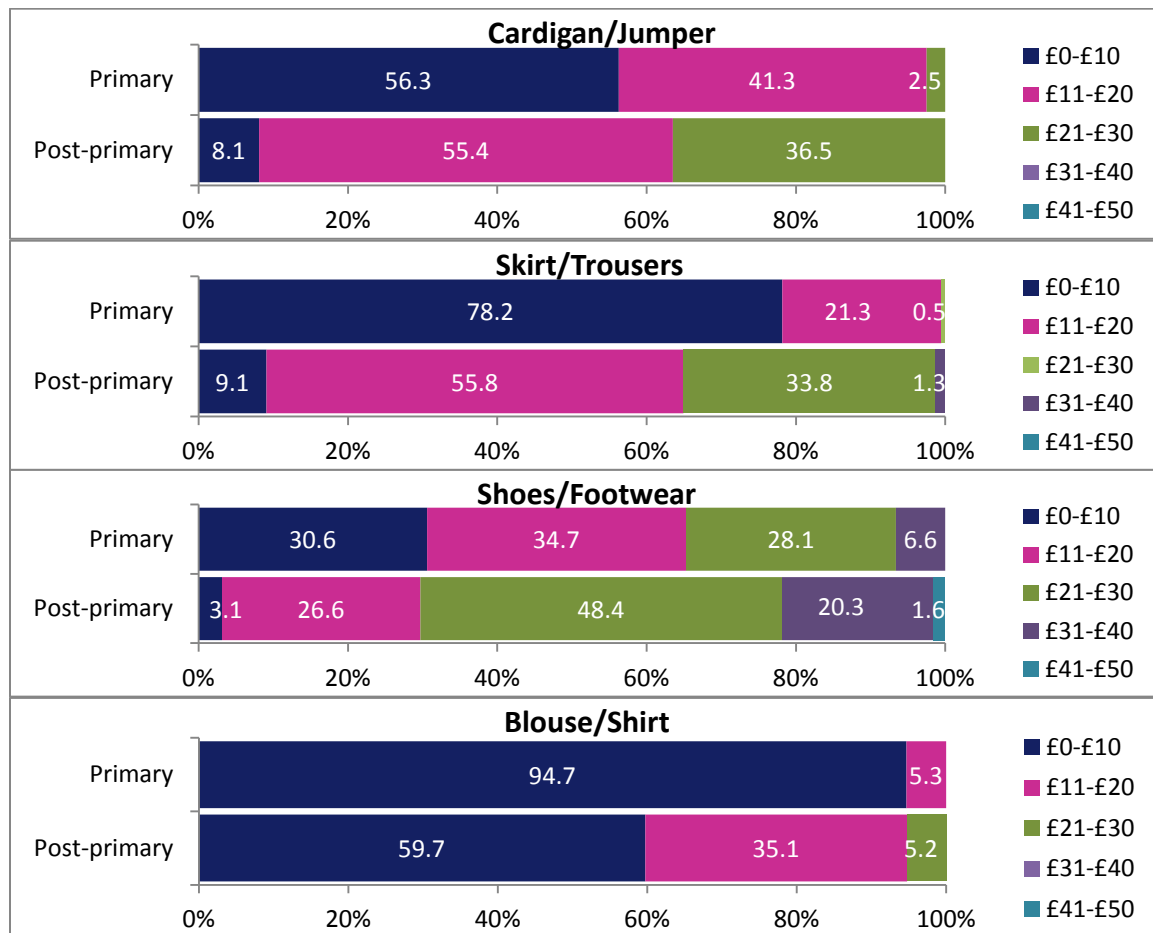
Uniform Item	% of responses							Number of responses
	£0-£10	£11-£20	£21-£30	£31-£40	£41-£50	£51-£75	£76-£100	
Blazer	4.0	7.1	24.2	26.3	21.2	16.2	1.0	99
Blouse/Shirt	85.1	13.5	1.4	0.0	0.0	0.0	0.0	281
Cardigan/Jumper	40.7	46.0	13.3	0.0	0.0	0.0	0.0	248
Skirt/Trousers	58.6	31.6	9.5	0.4	0.0	0.0	0.0	285
Socks/Tights	98.4	1.2	0.4	0.0	0.0	0.0	0.0	248
Sweatshirt	54.8	40.7	3.6	0.9	0.0	0.0	0.0	221
Tie	98.5	1.5	0.0	0.0	0.0	0.0	0.0	199
Shoes/Footwear	21.5	31.9	35.1	11.0	0.5	0.0	0.0	191
Other	N=<50	N=<50	N=<50	N=<50	0.0	0.0	0.0	21

***Caution, percentages for Blazer based on small numbers. Percentages not displayed where sample size is less than 50.

For five of the eight pre-coded uniform items, the majority of schools indicated that their cost was in the range £0-£10 (Blouse/Shirt; Skirt/Trousers; Socks/Tights; Sweatshirt; Tie). A notable exception was Blazer, which had a very wide range of costs: only 4.0% of schools indicated a cost of £0-£10, while the most frequently reported price range was £31-£40 with 26.3%. Approximately 1% of responding schools indicated a price range of £76-£100. The majority of schools (77.8%) that have a school blazer were post-primary schools. Responses were also varied for Shoes/Footwear, with 21.5% indicating a price range of £0-£10 and 31.9% stating £11-£20. The range £21-£30 was most frequently reported (35.1%).

School Omnibus Survey, 2015

Chart 8.3: Cost of selected school uniform items, by school type



***Caution, percentages based on small numbers (Post-primary)

Chart 8.3 above shows cost of selected²⁰ uniform items by school type. In all four items shown, the cost for primary schools is generally less than for post-primary schools. This is most evident for “Skirt/Trousers”, where 78.2% of responding primary schools stated that the cost was in the range £0-£10, compared to 9.1% of post-primary schools. “Cardigan/Jumper” showed the next highest variation, with 56.3% of primary compared to 8.1% of post-primary schools stating that the cost was in the range £0-£10. For “Blouse/Shirt”, while there was variation between primary and post-primary school responses, in both cases the majority stated the cost was £0-£10 (94.7% for primary schools, 59.7% for post-primary schools). For “Shoes/footwear”, the most frequently reported response for

²⁰ Due to small sample size, it is not possible to provide a break down by school type for “Blazer” and “Sweatshirt”. “Socks/tights” and “Tie” have not been included as the vast majority of respondents (over 95% for both primary and post-primary) indicated a cost of £0-£10 for these items.

School Omnibus Survey, 2015

primary schools was £11-£20 (34.7%), while for post-primary schools it was £21-£30 (48.4%). The price difference between primary and post-primary schools is not unexpected, as the uniform items will generally be of a larger size for post-primary pupils and therefore will cost more.

Schools were asked to state any other items of compulsory school uniform they have. The full list can be found in Annex 19, however common responses include:

- School coat
- Polo shirt

Table 8.8: Number of compulsory items of school uniform

Number of items	Number of respondents	% of respondents
1	6	1.9
2	22	6.8
3	26	8.0
4	25	7.7
5	54	16.7
6	64	19.8
7	92	28.5
8+	34	10.5
Total	323	100.0

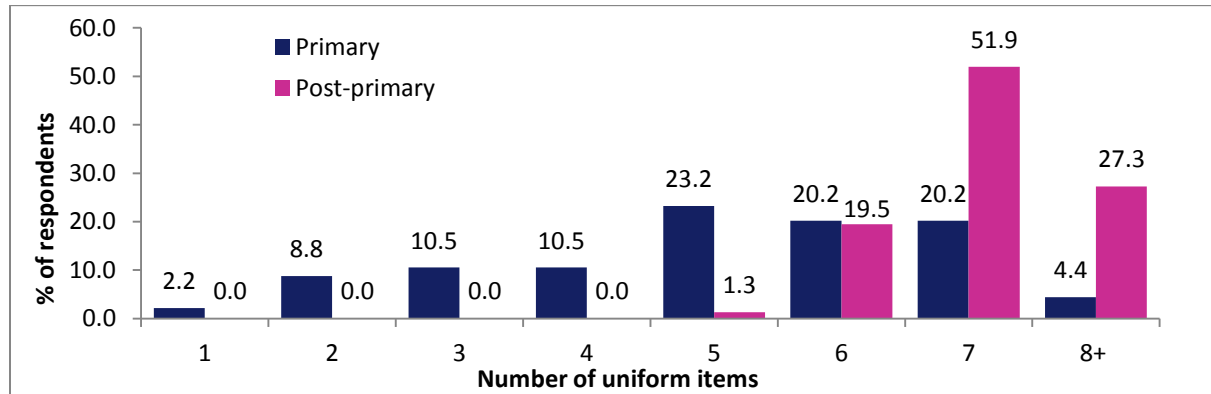
Based on the responses to the question that asked schools to indicate approximate cost of each item of their school uniform, it has been possible to derive the number of compulsory items of school uniform they have. See Table 8.8 above.

The majority of responding schools (65.0%)²¹ have between 5-7 compulsory items of school uniform. However, the proportions vary widely by school type – See Chart 8.4 overleaf.

²¹ Percentage calculated from unrounded figures
Chapter 8: School Uniform

School Omnibus Survey, 2015

Chart 8.4: Number of compulsory items of school uniform by school type



***Caution, percentages based on small numbers (Post-primary)

Primary schools have a wider variety in the number of compulsory school uniform items than post-primary schools. Just under one-third of responding primary schools (32.0%) have between 1-4 uniform items. In comparison, no responding post-primary schools indicated that they have 1-4 items of compulsory uniform. Rather, the majority of post-primary schools (51.9%) stated that they have seven items of uniform. For primary schools, the most frequently reported response (23.2%) was five uniform items.

Table 8.9: Availability of school uniform in shops/retail outlets

Response	Number of respondents	% of respondents
Widely available (available from three or more suppliers)	93	28.8
Some items are widely available, some are only available from a limited number of suppliers	159	49.2
Only available from two suppliers	36	11.1
Only available from one supplier	35	10.8
Total	323	100.0

Approximately 29% of responding schools indicated that their school uniform was widely available, while 49.2% of schools indicated that some uniform items were widely available and some only available from a limited number of suppliers. A similar proportion of respondents indicated that their uniform was only available from one or two suppliers (10.8% and 11.1%, respectively).

School Omnibus Survey, 2015

Responses for some of the options varied by school type. Primary schools were less likely than post-primary to have a uniform that was widely available to buy (25.0% compared to 40.3%²²), and more likely than post-primary schools to have a uniform that was only available from one supplier (12.3% compared to 2.6%²³).

Table 8.10: Does your school have a compulsory PE uniform?

Response	Number of respondents	% of respondents
Yes	168	52.0
No	155	48.0
Total	323	100.0

Over half (52.0%) of responding schools have a compulsory PE uniform. This figure is 41.2% for primary schools and 92.2%²⁴ for post-primary schools.

Table 8.11: Approximate cost of each item of compulsory PE uniform

PE Uniform Item	% of responses						Number of responses
	£0-£10	£11-£20	£21-£30	£31-£40	£41-£50	£51-£75	
Gym Shorts/Skirt	64.4	34.2	1.3	0.0	0.0	0.0	149
PE Blouse/Shirt	60.5	29.9	8.3	1.3	0.0	0.0	157
Singlet	n=<50	n=<50	0.0	0.0	0.0	0.0	19
Tracksuit	16.4	23.0	27.9	24.6	3.3	4.9	61
PE shoes/footwear	46.7	18.1	25.7	8.6	0.0	1.0	105
PE socks	98.7	1.3	0.0	0.0	0.0	0.0	77
Other	n=<50	n=<50	0.0	n=<50	0.0	0.0	7

***Caution, percentages for Tracksuit and PE socks are based on small numbers. Percentages not displayed where sample size is less than 50.

For three of the pre-coded PE uniform items, the majority of schools indicated that their cost was in the range £0-10 (gym shorts/skirt - 64.4%; PE blouse/shirt - 60.5%; PE socks - 98.7%). PE shoes/footwear showed a similar trend, with the most frequently reported price range being £0-£10 (46.7%). A notable exception

²² Caution, percentages based on small numbers (Post-primary)

²³ Caution, percentages based on small numbers (Post-primary)

²⁴ Caution, percentages based on small numbers (Post-primary)

School Omnibus Survey, 2015

was tracksuit, which had a wide price range. Only 16.4% of schools stated that its cost was £0-£10. The most frequently reported price range was £21-£30 with 27.9%.

Chart 8.5: Cost of selected PE uniform items, by school type

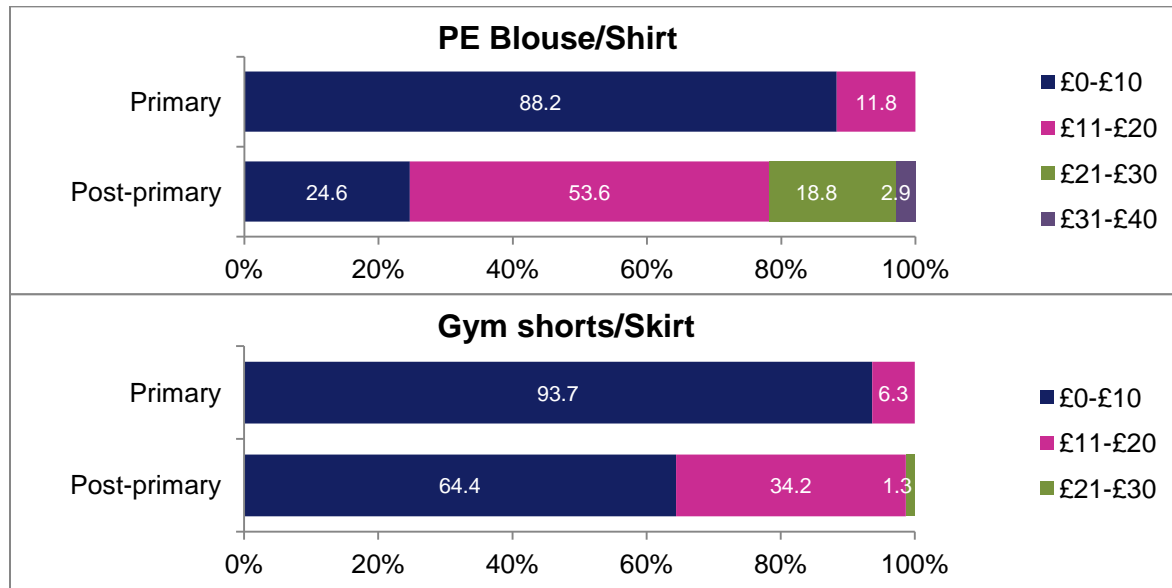


Chart 8.5 above shows cost of selected²⁵ PE items by school type. In both items shown, the cost for primary schools is generally less than for post-primary schools. This is most evident for “PE blouse/shirt”, where 88.2% of responding primary schools stated that the cost was in the range £0-£10, compared to 24.6% of post-primary schools. The majority of post-primary schools (53.6%) stated that their PE blouse/shirt cost £11-£20. For “gym shorts/skirt”, although there was variation between primary and post-primary schools, in both cases the majority of respondents stated a price range of £0-£10 (93.7% and 64.4%, respectively). The price difference between primary and post-primary schools is not unexpected, as the uniform items will generally be of a larger size for post-primary pupils and therefore will cost more.

Schools were asked to state any other items of compulsory PE uniform they have. The full list can be found in Annex 20, however common responses include:

- Hoodie
- Tracksuit bottoms

²⁵ Due to small sample size, it is not possible to provide a break down by school type for “Singlet”, “Tracksuit”, “PE socks” and “PE shoes/footwear”.

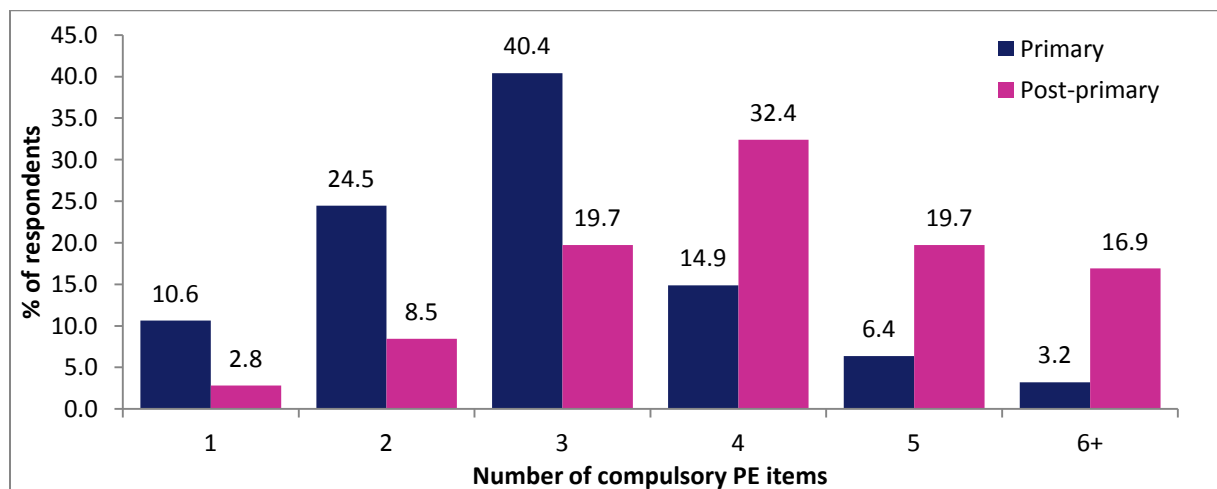
Table 8.12: Number of compulsory PE uniform items

Number of items	Number of respondents	% of respondents
1	12	7.1
2	29	17.3
3	54	32.1
4	38	22.6
5	20	11.9
6+	15	8.9
Total	168	100.0

Based on the responses to the question that asked schools to indicate approximate cost of each item of their PE uniform, it has been possible to derive the number of compulsory items of PE uniform they have. See Table 8.12 above.

The majority of responding schools (54.8%)²⁶ have either three or four items of compulsory PE uniform. However, the proportions vary widely by school type – See Chart 8.6 below.

Chart 8.6: Number of compulsory PE uniform items, by school type



***Caution, percentages based on small numbers

Primary schools tend to have fewer numbers of compulsory PE uniform items, with 64.9% of respondents indicating that they have either two or three items. In comparison, post-primary schools have more items of compulsory PE uniform, with 52.1% stating that they have either four or five items.

²⁶ Percentage calculated from unrounded figures
Chapter 8: School Uniform

Table 8.13: Availability of PE uniform in shops/retail outlets

Response	Number of respondents	% of respondents
Widely available (available from three or more suppliers)	64	38.1
Some items are widely available, some are only available from a limited number of suppliers	53	31.5
Only available from the school	14	8.3
Only available from two suppliers	10	6.0
Only available from one supplier	27	16.1
Total	168	100.0

Under two-fifths (38.1%) of responding schools indicated that their PE uniform was widely available, while 31.5% of schools indicated that some items were widely available and some only available from a limited number of suppliers. Under one-tenth (8.3%) of respondents stated that it was only available from the school, 6.0% stated that it was available from two suppliers while 16.1% stated that it was only available from one supplier.

Responses for some of the options varied by school type. Primary schools were more likely than post-primary to have a PE uniform that was widely available to buy (53.2% compared to 16.9%²⁷), and less likely than post-primary schools to have a uniform that was only available from the school or only available from one supplier (4.3% compared to 14.1%, and 9.6% compared to 25.4%, respectively²⁸).

²⁷ Caution, percentages based on small numbers (both primary and post-primary)

²⁸ Caution, percentages based on small numbers (both primary and post-primary)

School Omnibus Survey, 2015

Table 8.14 Actions taken in the last twelve months to reduce school uniform costs

Response	Number of respondents	% of respondents
Incorporated items that are readily available “off the peg”	80	48.8
Other	51	31.1
Made the uniform available in a wider number of shops	47	28.7
Reduced the number of compulsory items	25	15.2
<i>Base</i>	<i>164</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

Of the 323 respondents, just under half (49.2%) stated that they had taken no action in the last twelve months to reduce school uniform costs. This figure was 50.9% for primary schools and 45.5% for post-primary²⁹. A total of 164 schools (50.8%) stated that they had taken action to reduce school uniform costs, and were asked to indicate what action they had taken. Responses are shown in Table 8.14 above. Just under half (48.8%) said that they had incorporated more items that are readily available, 28.7% said that they had made the uniform available in a wider number of shops, and 15.2% stated that they had reduced the number of compulsory items. Just under one-third (31.1%) of respondents stated that they had implemented an ‘Other’ action to reduce school uniform costs. A full list of the write-in responses can be found in Annex 21, however common responses include:

- Negotiated with supplier to reduce cost
- Second hand items available

Table 8.15: Measures taken, with regards to school uniform, to assist pupils travelling to and from school

Response	Number of respondents	% of respondents
Encouraged the wearing of high visibility items	175	54.2
Incorporated reflective materials in school uniform	47	14.6
None of the above	123	38.1
<i>Base</i>	<i>323</i>	

Note: Percentages do not add to 100% since a respondent could choose more than one option.

²⁹ Caution, percentages based on small numbers (Post-primary)

Over half (54.2%) of all responding schools encourage the wearing of high visibility items to assist pupils travelling to and from school, while 14.6% have incorporated the use of reflective materials in the school uniform design. Responses did not vary by school type.

Summary

Of the 365 responding schools, 89.0% indicated that they have a compulsory school uniform. In primary schools, this proportion was 86.8%, while in post-primary schools 100% reported the same. Of those respondents that have a compulsory school uniform, the majority (67.5%) stated that they reviewed their school uniform policy as required. Most schools (65.0%) have between 5-7 compulsory items of school uniform, and for most items, the majority of schools indicated that their cost was in the range £0-£10. Blazer was a notable exception to this, where cost was wide ranging. In general, the cost for primary school uniform items is less than for post-primary schools. This is especially evident for blouse/shirt, skirt/trousers and cardigan/jumper. Just over one-fifth (22.0%) of responding schools stated that their uniform was only available from a limited number of suppliers (less than three).

Just over half (52.0%) of responding schools have a compulsory PE uniform. This figure is 41.2% for primary schools and 92.2%³⁰ for post-primary schools. Of those schools that have a PE uniform, the majority (54.8%) have either three or four PE uniform items. Primary schools tend to have fewer numbers of compulsory PE uniform items, with 64.9% of respondents indicating that they have either two or three items. In comparison, post-primary schools have more items of compulsory PE uniform, with 52.1% stating that they have either four or five items. As with school uniform, the cost of PE uniform items is generally less for primary schools than post-primary schools. Approximately 22% of responding schools indicated that their PE uniform was only available from a limited number of suppliers (less than three), while under one-tenth (8.3%) of schools stated that their PE uniform was only available from the school.

³⁰ Caution, percentages based on small numbers (Post-primary)

Appendix

Definition of management types

Definitions of school management types are as follows:

- **Controlled:** Schools are managed and funded by the Education Authority through Boards of Governors (BoG). Primary and post-primary school BoGs consist of representatives of transferors - mainly the Protestant churches - along with representatives of parents, teachers and the EA.
- **Voluntary:** Self-governing schools, generally of long standing, originally established to provide an academic education at post primary level on a fee paying basis. Now funded by the Department and managed by Boards of Governors. The BoGs are constituted in accordance with each school's scheme of management - usually representatives of foundation governors, parents, teachers and in most cases, DE or EA representatives. The BoGs is the employing authority and is responsible for the employment of all staff in its school.
- **Maintained** schools are managed by Boards of Governors which consist of members nominated by trustees, along with representatives of parents, teachers and the Education Authority. These schools are funded through the EA for their running costs and directly by the Department in relation to capital building works. For **Catholic Maintained** schools, the Employing Authority is the Council for Catholic Maintained Schools (CCMS). **Other maintained** schools are any schools that are not Catholic maintained. They are typically, but not exclusively, **Irish medium schools**.
- **Controlled integrated:** Controlled schools which have acquired integrated status.
- **Grant Maintained integrated:** Self-governing schools with integrated education status, funded directly by the Department of Education and managed by Boards of Governors. The BoG is the employing authority and responsible for employing staff.

Annex 1: 'Other' activity the shared education partnership has involved

A few students from X Special School have accessed GCSE lessons through X and X. Primary department have been involved in CRED projects with X primary. X nursery and X Nursery have done joint projects.

A range of sporting opportunities, 3 afternoons per week over a twelve week period

After School Clubs in zumba, drama and football

As there was no funding for Shared Education this year the principal's got together to cluster as did some of our teachers.

Basketball - Peace Players

Both attended a course on love for life

Careers events, French, Sports day

Collaboration with Rural Partners

Competitions football, netball hockey. Transition days for P7 pupils

Completion of OCN qualification

Counselling service and an induction classroom assistant for P1 children.

CRED PROGRAMME to develop cultural diversity through PDMU, PE and Art lessons in P4 and P7.

CRED project

CRED project and Extended Schools Cluster activities

Cred project p4 -p7 children

CRED: Game of Three Halves, Different Drums for learning Event PSNI Road Safety GreenPower Initiative

Cross community activities at Ulster Folk Museum, Cultra linked to English and Literacy Curriculum and PDMU

Cross community sports and football

Cross Cultural Music and Dance Love for Life Programme

Cuchullians Joint Amazing brains in Year 9 and 11 Joint Love for Life in Year 8,10,12 Joint trip to Stormont

Cuchullians GAA event

dance, art, music

Developing the shared education concept in a six school campus initiative

Dissolving Boundaries Project. Shared Maths Day. Ice-Breaking Staff meeting. Shared Mini-bus. Shared Arts and Crafts morning. Hosting students Creative Change Project. Taster Days. School Musicals. Exchanged Craft activities. Sports events.

Drama, dance, Sport

Duke of Edinburgh's Award

During a "Maths Week" teachers taught lessons in their partner school to classes comprised of pupils from both schools.

East meets West Art Project

EF/Faith Friends/Primary School Mentoring/REACH ACROSS/CLICK Safe

Entwined History Project

Events like the BEE SAFE Programme.

Events organised by Strabane District Council

Extended schools, Creating cluster groups to support post holders as there is no support available at all from the Board!

Extended Schools activities

School Omnibus Survey, 2015

Extended Schools Cluster
Extended Schools Cluster activities
Extended Schools Programme
Football; other trips
Football club and drama days.
Football games, shared fundraising visits and shared food event days
Football with X P.S. at X. Dromore residential at Gortatole with X. All Set Programme with X and X
French Tuition provided by X Pupils for Y6/7 class Teachers from X and X in shared inset day
Gardening club, Drumming Club and Outdoor play Club with X and X; Bushmills Residential with X and X
German A2 in conjunction with X Sixth Form symposium with X, X Sports events, drama performances etc. with a number of feeder primary schools Use of facilities by local schools / community
Habitat for Humanity projects
Hockey, netball football and badminton
Holy communion and Confirmation classes
Inter-school sports events; Inter-school end of year Formal
Involvement in Ballymena Learning Together events eg Women in Politics, year 11 youth fair
IPad club
Joint CPD amongst teaching staff, non-teaching staff and governors.
joint Parents evenings. Joint staff development
Joint residential to Corrymeela
Joint science project organised through Primary Science Teaching Trust, linking 17 primary school from controlled, maintained and integrated sectors with X
Joint staff development training sessions, joint residential trip
Joint staff training, quality assurance of teaching materials and pupil workbooks across departments in 2 schools. joint training for SLT teams from 2 schools
Joint training days for teachers
KS2 /3 Transition preparation, Primary Cluster
Learning to Live together Project
Love For Life Programme. Teachers working together on shared policies
Multi-Cultural Music & Dance workshop
Music, Dance & Celebrations
Musical activities at Christmas with the children and young adults of the X Community, sporting days and sporting activities with the 4 other X schools and a quiz with the 4 other X schools
Nursery classes joining for ART, trips. e-learning programme P6/7 Joint choir- Flax trust programme
Outdoor Pursuits Residential ICT Project
P1, P2 and P3 and P5 children have had shared lessons; P1,2 and 3 children have had joint trips; p6/7 pupils have been involved in sports coaching and tournaments, P7 pupils have read to and written books for the Nursery pupils; P7 Pupils have been involved in a joint PSNI project
P5, P6 and P7 sporting activities and taster sessions
Parent Paediatric First Aid Training was offered to parents
Parent Support Programmes Cross Community Choir Forest Schools
Peace players
Peace Players initiative - X Primary School School initiated one-off activities – X Primary School

School Omnibus Survey, 2015

Peace players Basketball, Football, Extended Schools Activities, Play Sessions
Planning" Orchard planting Extended School activities
PlayBoard Youth Lyric East Belfast Schools' Project. Moving Image Arts
Pond dipping, orienteering, map work
X School Boat Club is opened to all students through the county regardless of school
Primary schools' blitz
Quiz and football.
Residential and day trips
Residential trip
Residential trip
Rugby and Career/Employability Events Joint School Trips
Salmon project: Fly fishing Club; sharing of policies between Principal; shared preparation for First Holy Communion & Confirmation.
Salmon rearing project
Saturday School with X, Step Up Programme with Ulster University and X, X, X and X, Play in Millennium Forum,
School swimming programme
Shared Classes - "All Set" music & dance programme (P7); "Love For Life" PDMU programme
Other - monthly meetings between the 2 school principals; joint SLT programme focusing on "coaching" facilitated by RTU; termly meetings of foundation stage teachers from both schools Visits to each school by classes of pupils for concerts, etc.
Shared classes in STEM and Using Maths. Shared professional development.
Shared classes with X, X and shared teacher with X, Science days with Primary Schools
Shared eco committee and web site
Shared events such as St Patrick's Day and Chinese New Year activities
Shared outside games
Shared classroom assistants
Some limited Extended School activities
Speedwell Project, Love for Life project
Sport
Sport, music, drama
Sporting activities
Sporting and Technology events
Sports and science days
Sports events, Science investigations, STEM events and Home Economics practical classes.
Sports, Design Technology, HE, Music
Sports, Science, Transition Programme, Drama, Sacramental Celebrations, Language.
Sporting events
Staff Development
STEM
STEM, Counselling, transition
STEM, CRED, PTA EVENTS, TAST & SEE FOR P6, P7 VISITS
Supporting the teaching of ICT in Primary schools

School Omnibus Survey, 2015

Tag rugby and joint choir

Taster days. Teacher coaching hurling, netball matches, releasing Alevin in River Bann, Trip to Bushmills, traditional day, attending stem day

Teachers from the music department at X have worked in partnership with X teachers to develop a community choir. Information is disseminated between Y7 X teachers and Y8 teachers from X with regard to levelling and curriculum provision to facilitate smooth transition. X has this year 2014/15 been invited to work within the X Area Partnership to share good practice with Post Primary colleagues within the area. X Primary School is the lead school within the X Education Community Project which is funded by DSD to engage community/family involvement across 10 cross sectoral and cross phase schools within the area.

The children participated in shared sports activities

Through CECP and Extended Schools.

Through Extended Schools Cluster

Transition Policy with feeder primary schools and other post primary schools

Transition programmes, Peace Players, e-safety

Ulster Orchestra project across schools Literacy & Numeracy Matters workshops for parents

Use of sports grounds/halls

We had a joint Sports Day

We have run several curriculum courses at post 16 level with X and a girls rugby team. We have also been involved in a number of projects at Key stage three level, such as cinemagic

Whole Staff CRED Training

Young Enterprise Project. X PS and X PS CRED

School Omnibus Survey, 2015

Annex 2: 'Other' facilities used in shared education partnership(s)

Activity centre
Alley Theatre strabane
Amharclann áitiúil
Art rooms
Boat Club
Civic centre, youth centre
Community hall
Community Hub
Computer suites
Corrymeela Centre
Council facilities
External booked facilities
Forest park
Gortatole Outdoor Education Centre St John's H.S. Sports Hall
Happy Hearts W5 Healthy Hearts
Health & Beauty
Hire of the local sports arena
ICT facilities
Leisure Centre
Local Church: Salmon hatchery; Trout Lough
Local venue to present work.
Mid and East Antrim Borough Council facilities
NRC
Outdoor areas
Outdoor centre shared
Outdoor Education and local Sports Centre
Outdoor Education Centre
Outdoor Education Centre; Commercial activity centre
Parish Centre
Parkview Cafe and Beechlawn Horticulture Unit
Principal's Office
Project in development
Pupils joining classes in other schools
Race track at Nutts Corner and school dinner facilities as well as visiting other schools
School grounds
School trip to George Best Airport and W5, Alley Theatre
Sensory Rooms
Shared planning for club between staff, clubs conducted in own schools
Speedwell
Speedwell Parkanaur
Sports Day, French Day
STEM Centre at X
Technology & Design, external facilities
Technology and ICT Facilities
Took place in X
Trip - residential
Ulster University Coleraine and Magee, Millennium Forum, City Hotel
UUJ sports facilities; hotel
Youth Wing

School Omnibus Survey, 2015

Annex 3: Number of pupils involved in shared education

Number of pupils	Number of respondents
1	1
2	1
4	2
7	2
8	3
9	1
10	7
11	1
12	2
13	1
14	1
15	2
16	2
17	3
19	1
20	9
21	2
22	5
23	4
24	6
25	3
26	5
27	1
28	2
29	2
30	22
31	1
34	1
35	4
36	2
38	2
40	12
42	2
45	8
47	1
50	17
52	1
55	3
56	2

School Omnibus Survey, 2015

60	16
63	1
68	1
70	6
71	1
74	1
75	1
80	5
85	1
89	1
90	2
96	1
97	1
100	15
104	1
105	1
107	1
110	1
118	1
120	4
125	1
129	2
150	5
160	2
180	1
190	1
195	1
200	3
220	1
250	4
260	1
300	3
400	3
520	1
890	1

School Omnibus Survey, 2015

Annex 4: 'Other' locations where shared education activities took place

Activity centre
Alley Theatre, W5, Airport
Local theatre
An outdoor venue- Castleward
At other school for matches
Ballynahinch Rugby Club Croke Park Aviva Stadium, Dublin
Baronscourt, various locations
Belfast concert venues
Bushmills Education Centre
City Hotel, Millennium Forum , Ulster University Magee and Coleraine
Community centre
Community Hall
Concert in local hall
Corrymeela and Stormont
Corrymeela Centre
Council facilities
Different places
Duncairn resource centre, University of Ulster, Belfast City Hall
Educational visits
Expeditions eg Donegal, Mourne Mts
Ffield trips
Forest Park
GAA pitch
Gortatole/ X. Dromore
Hosted in other schools for cluster activities
In the three schools
India
Jim Watt Sports Complex, Garvagh and Pearses GAA facilities , Kilrea
Kilcronaghan Community Centre
Kirkistown Race Track Nutts Corner
Lakeland Forum, Enniskillen
Laurelhill Sportszone and Lisnagarvey hockey club Forthill Primary school
Leisure Centre, Sports Ground, Topic visits
Lesiure Centre
Lismore
Local adventure activity providers, trip to Manchester
Local College
Local Community Centre
Local Community Halls and pitches
Local Football Pitch. Belfast
Local forest, local venue, local churches
Local GAA Centre Outdoor Education Centre
Local High School
Local hotel
Local Library
Local Parish Centre
Local park
Local SRC
Local theatre

School Omnibus Survey, 2015

Locations in Omagh
Loughmacrory lake and sports complex
Meadowbank Sports Arena, Magherafelt
Melvin Sports Centre, Fir trees Hotel, Riversdale Centre Strabane, Belfast Airport
Moneymore Recreation Centre
Moneymore Recreational Centre
Mossley Mill
Mostly in our school but also shared residential trips at Bushmills Ed Centre and summer days out eg Jet Centre.
MUGGA Glebe Melvin Sports Complex Strabane
Nerve Centre
Neutral venue like Speedwell Trust Parkanaur
Northern Regional College
NRC
Nutts corner race track
Odyssey
Omagh Folk Park
Outdoor activities, sports events, residential, various other locations.
Outdoor education centre
Outdoor Pursuits
Parkanaur
Parkanaur Forest
Parkanaur Forest Park
Parkanaur Forest Park with the Speedwell Trust
Projects at QUB and sports visits to GB
Public amenities
Ranfurly House Dungannon
Residential
Roe Valley Arts and Culture Centre, Roe Valley Country Park
School trip to the local area
SERC
Seven Towers Leisure Centre - 1 morning x 8 weeks term 1 & term 2
Skainos Centre Newtonards Road Culturlann, Falls Road
Speedwell
Speedwell Centre, Parkanaur, Dungannon
Speedwell Parkanaur
Sporting /culture venues
Sporting Venues, Outdoor Education Centres
Sports centres and Youth Facility
Sports Facilities
Sports facilities, community facilities etc
Sports hall and Outdoor centre
sports halls
Sports Halls/grounds
Springvale college on Thursdays/Fridays. Grounds of Gleaveagh and Park school for Post 16 Horticulture classes
SRC
Stables - for GCSE Horse Care Farmyard facilities - for GCSE Agriculture Northern Regional College
STEM Centre at South West College Dungannon
Stormont

School Omnibus Survey, 2015

Swimming pool, school trips,
Tannaghmore Gardens Lurgan
Theatre
Theatre & Town Centre, Strabane
Titanic Building Victoria Square
Trip to Stormont for P6-P7
Trips to Business and Industry
Trips to river, Bushmills
Ulidia
Ulster Folk Museum, Cultra
UUJ; St Anne's Cathedral; Belfast City Hall
Verbal Arts Centre; Tower Hotel; Playhouse
Visits to churches of various traditions
W5, Avoniel Leisure Centre, Belfast Met-Tower Street
We Are Vertigo
Woodhall education Centre and UUC
YMCA building as a neutral venue
Youth service facilities
Youth Sport Omagh

School Omnibus Survey, 2015

Annex 5: 'Other' methods of funding shared education

ALC

Applying for Shared Education funding under the Signature project - cohort 2 to increase participation

Area Learning Partnership - collaboration money.

Atlantic Philanthropies/ Fermanagh Trust

Atlantic Philanthropies - though Fermanagh Trust

Awards for All

Awards for All CEIP

Banbridge District Council School funds

Barry McGuigan Boxing Academy

Been accepted for signature project. CRED. PACT. DSD projects.

CEIP

Cinemagic

Co-Operation Ireland

Community budget via Youth Service

CRED (14 responses)

CRED , Flax , Ulster University

CRED and Extended Schools funding

CRED budget

CRED Enhancement Scheme

CRED Finances

CRED Funding (9 responses)

CRED funding, extended Schools provision

CRED funding, Secondary School funding

CRED programme

Cred/community relations

Department of Social Development and Ballymena Policing and Community Safety Partnership - Total funding £30,100

Dissolving School Boundaries

e-partners University of Ulster and CRED

East Belfast Partnership

EF

EF Budget

EF funding (4 responses)

EF funding and parents paying for various events.

EF funding and Transition funding project

EF Funding for delivery only

EF funding topped up from LMS budget

EF funding, Extended Schools. UU widening Access for Step Up

EF funding, STEM funding, Shared Education Partnership QUB funding

EF Money

School Omnibus Survey, 2015

EF, additional DE funding

Entitlement Framework (3 responses)

Entitlement Framework Funding supplemented by 'Friends of Parkview'

Entitlement Framework - NDALC funding

Entitlement Framework Collaboration money

Entitlement Framework, School fundraising

Entitlement funding

Ext Schools Cluster & Arts Council NI. EF & Ext School Funding

Extended Schools Allocation

Extended School funding

Extended schools (6 responses)

Extended Schools School private Fund

Extended Schools Shared Education Programme- prior to introduction of New SEPNI.

Extended Schools and Shared Education Programme through Queen's University.

Extended Schools Cluster

Extended Schools cluster funding

Extended Schools Funding (6 responses)

Extended Schools Funding Used

Extended Schools funding. DENI Privately funded i.e. Atlantic Philanthropies.

Extended Schools Money

Extended Schools programme

Extended Schools, CRED Funding

Extended Schools, Entitlement Framework

Fermanagh Trust (3 responses)

Fermanagh Trust - Atlantic Philanthropies

Flax Trust

Free hire of facilities from the council

Funded by our own school

Funded by Speedwell Trust

fundraising by pupils

Integrated Education Fund (IEF)

Learning Community and EF funding

Local council

Local council community relations funding

Magherafelt District Council

Membership of the Boat Club incurs fees.

No funding - miscellaneous expenditure from school account

No funding used

No shared activities this year just principal collaboration, teacher clusters

On school grounds

Organise and funded through local Council

Own cost and Entitlement Framework

School Omnibus Survey, 2015

Own funding for purchase of 28 tee shirts and catering for 200 on one occasion
Own school funds
Pact and IEF Funding
Parent Training funded through Extended Schools
Parental contribution (5 responses)
Parental contributions and school fund
Peace Players (3 responses)
PEERS Project, CRED
People's millions
Primary Science Teaching Trust Parental Contribution
Primary Science Teaching Trust ALC collaborative funds from DE Social Development Fund for Literacy and Numeracy
Private school funds
PSNI funded project
PTA and some LMS
PTA, Extended Schools Funding
QUB In the case of shared residential trip with X and X, this was funded by parents.
QUB Shared Education
Queens University Belfast - continuation of PIEE Programme
Quiz was funded and organised by PSNI
School funds
School Funds
Science funding from Royal Society and LMS from X
SEformer ELB area Youth Service
Shared Education Pilot, QUB and Extended Schools
Shared Education Signature Project not yet available. Entitlement Framework money funds course at KS4 and KS5
Spaces to Be- Play Board, Happy Hearts- Barry McGuigan Boxing Academy. Youth Lyric and Lloyds Foundation. Healthy Hearts- East Belfast Community Development Association. Eastside Learning
Speedwell Cross Community Funding
Speedwell Project
Speedwell projects were funded by them
Staff members from each school teach joint classes which does not require funding
STEM Funding
Symposium : DE funding provided, EF funding
The Honourable Irish Society
There was little cost involved as the activities were based in school and children were able to walk the short distance between the two schools to engage in the joint lessons.
Through project organised by Chamber of Commerce funded through lottery
Tudor Trust, extended school funding
University of Ulster @ Coleraine funded Creative Change Project
UUJ

School Omnibus Survey, 2015

Annex 6: 'Other' costs incurred in relation to shared education activities

£1,000
Activity cost/Entrance cost for workshop
Assistants
Books and practice materials
Bus escorts / classroom assistants
Catering and tee shirts for a Holywood Schools P3 sporting day on our site
Catering costs for parent groups
Classroom assistant
Coaches
Community Centre
Cost of the trip
Counselling service
Day excursion
Delivery of planned programmes
EF funding did not cover total costs
Entrance fees
Equipment
Equipment. Staff Training. Materials.
Extended school leaders & assistants payments; other services were free.
External tutors and resources
Food for pupils
Food stuffs
Hire of neutral facility large enough to accommodate 60 pupils at one time.
HIRE OF EQUIPMENT AND STAFF IN RELATION TO PROJECT
Huge constraint on timetable effectiveness
Materials and resources
Medals
N/A
No additional cost to the school.
No cost (2 responses)
No cost to our school
No direct cost to school as funded through other funding...
None (3 responses)
None ~ funded through Peaceplayers (Charitable Organisation)
Parental contribution towards cost of facilitator and hire of local Parish Centre
Party food
Planning meetings between the 3 schools
Planning time for teachers. Time to monitor and evaluate. Time for SLT to meet etc.- This will be covered by SESP
Refreshments

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refreshments for break and lunch time for staff of 2 schools

rental of premises

Resources (5 responses)

Resources/art materials

Resources/photocopying/food

Resources, admin costs, presentation or celebration nights for parents

Rewards, hospitality

Self funded

Small costs were incurred for this project in the purchase of teaching materials.

Staffing an additional class in Business Studies to accommodate the number of pupils attending from X.

Teaching

Technical experience for computers, Ipads

The use of outside agencies & attendance at events outside school

Training and cover for planning and meeting time

Use of a Principal Release day

Annex 7: 'Other' advantages of shared education work to school/pupils/teachers/wider community

Aiding transition of SEN pupils from one to school to ours

An Ghaeilge agus ár scoil a chur chun cinn sa phobal.

Enhanced understanding of needs of those with sensory impairments

More explicit whole school focus on improving community cohesion, more inclusive and tolerant school community, more effective partnerships with local agencies including City Council, PSNI Samaritans, Childline etc

Our children actually get to know their neighbours

Pupils friendships

We have strong, long established links with our partner school. In the past when EMU, PACT and CRED funding was available this involved all staff and year groups, over the past two years we have tried to main these links, but as this has to be funded solely by our LMS budget this has been confined to just one year group and school choirs as a result of financial constraints

We hope to develop this to include enhancement of the curriculum and staff development

Annex 8: 'Other' disadvantages of shared education work to school/pupils/teachers/wider community

Carrickfergus is not culturally, ethnically, nor religiously eclectic. We enjoy a very functional and advantageous Learning Community arrangement, and have worked in partnership with X for a number of years now.

Funding continuation

I am a new principal to the school and trying my best to find a primary partner. This has proved difficult as many partnerships are well established in North Belfast.

I do not believe that such projects have any disadvantages, quality educational experiences will cost but are worth the expense

It is short term. We are an integrated primary school therefore the work we do is all year round, more meaningful and engages all our children

None

None; I believe there should be a ring fenced amount given to schools for this work instead of having to satisfy increasingly demanding criteria/ applications forms and general hoop jumping that some of the CRED funding requires. Our local council application is extremely accessible and easy to complete with absolutely no strings attached.

Special schools have partially delegated budgets and so rely on externally funding from whatever external source

There will be few disadvantages due to involvement in shared education but one of the biggest challenges is to ensure that staff sign up to the vision and rationale behind joint projects. They must be enthusiastic.

Time frame especially when the money/ funding stream becomes available

Too much emphasis on CRED type of work, would be better to focus on identified needs that would help pupils e.g. literacy and numeracy levels, TSPC etc

We try not to dwell on disadvantages as we are focused on making sharing work

We would love to be involved in group activities with post primary to allow our children social experiences, The other school can find it difficult to become involved due to Timetabling commitments

A major disadvantage has been the lack of access to funding through the Signature Project. The application has been submitted three times and to date it has not yet been accepted. Shared Education has been a major aspect of school life here and in the community for many years. Fermanagh Trust funded for the last 5 years without any problems. Since DE has taken over the project we have encountered many obstacles one of which has been the application. Many hours (more than 10) have been spend on putting together and amending the application. Children have been asking why they haven't had Shared Education all year. They are the ones suffering from paperwork and bureaucracy. In an age of sharing, it is time for DE to simplify aspects of the programme so that schools can actually get access to funding.

Annex 9: 'Other' guidance/advice provided for parents about transport options on how to get to school

Active Travel School
Advice in statement of special educational need.
All pupils are stated therefore are provided automatically with transport from EA
All pupils receive Board Transport
Appropriate items on monthly Information Sheet
At Primary One parents' induction event
At new parents welcome meeting. Prospectus, parents information booklet
At Open Day, in our prospectus and at individual family induction meetings.
Bformer ELB area provides transport for special school pupils
bíonn clár ama ann do bhus na scoile
Board Transport provided- Special school
Bus only
Cycling proficiency training, walk to school initiatives
DATA COLLECTION FORM
X is a special school and as such transport is organised through EA
EA school transport provided for our pupils
Encouragement to walk or ride bicycles. Safe parking advice.
Given on application.
Guidance about vehicles in the school grounds
Induction days
Induction for Year 8
Induction meeting and Annual Parent Meeting
induction meeting for new parents
Information at induction evening for parents of new P1 children
Information from transport dept. as we have children who travel home by bus although they come by car in the morning.
Involved with Sustrans Programme
Monthly newssheets
NEformer ELB area transport branch
New intake meetings, parent interviews
New parents are informed at meeting with Principal
New pupil induction meeting with parents
Newsletter, EA website
Newsletter
Open door communication. Ring and ask for help if there are issues.
Our School is situated within the Regional Secure Care Centre and as such the pupils reside in the building, negating any need for transport.
P1 induction meetings

School Omnibus Survey, 2015

Participation in sustrans project

Please see above comment -School is situated on a 60mph arterial route into Belfast with very little housing in the vicinity. Therefore too far to walk and too dangerous to cycle. in the past we did run a bus but it was too expensive for the parents

Policy for Road Safety Education implemented.

Promote walk to school and cycle to school

Prospectus

Prospectus, Parents' Meetings

School App, open days, information evenings

School news sheets & information sessions

School newsletter - walk to school week; park & stride;

School Planner

School prospectus

Series of active travel events held during the year e.g. walk to school Week, Scoot or Cycle to Santa

Special mention in school notes eg seatbelt wearing, travelling on school bus, parking in front of school

Specific pupil/parent info

Sustrans cycle training

Sustrans information

Sustrans project, walk to school initiatives, the big pedal

The parents are given guidance from the board after they have applied

Transport provided as we are a special school

Updates on news sheets

Via Board transport application form

We issue application forms for former ELB area transport

We outline on Parents evening and then have individual conversations - either by telephone or through face to face

We promote the use of Education Authority Transport for our children who live on the bus route.

We refer parent to the relevant EA as transport is provided through the Board.

We text parents & use school app (in a range of languages) and have Home/School Transport Coordinator.

Year 1 Induction Afternoon

Year 8 induction and open night

School Omnibus Survey, 2015

Annex 10: 'Other' ways schools encourage pupils to provide feedback on school transport issues

A Sustrans participating school
As an issue arises
Assemblies, Form Class, Bus prefects
Assembly (2 responses)
Assembly- use of bus prefects
At pastoral time
Board of Governors
Bus monitors
Bus Prefects
Children are encouraged to speak to class teachers about any issues of concern.
Directly to staff and transport coordinator
Eco Committee
Eco flag work - Sustrans project
Escorts travel with pupils who will feed back on any transport issues
Form Teacher
Fortnightly Newsletter asks parents to contact school with comments
Group meetings with head boy and girl
Have not asked for feedback (3 responses)
Home school transport - bus is not a school issue according to EA transport
If children had a problem with transport they would usually bring it to the attention of their teacher.
Individual pupil feedback
JUNIOR ROAD SAFETY OFFICERS
Open door - parents/ pupils tell teacher /principal as necessary
Open Door Policy
Open forum at assembly
Open Forums at information/parents' evenings
Our school has been involved this year with Sustrans and promoting Active Travel to school.
Our School is situated within the Regional Secure Care Centre and as such the pupils reside in the building, negating any need for transport.
Parental phone calls
Phone calls from parents on pupils behalf.
Principal asks them in assembly, mentors ask and form teachers ask.
PTA
Pupil Eco Committee
Pupils will inform a member of the SMT if there are transport issues.
Report to Form Tutor
Road safety Policy shared & implemented. Cycling Proficiency Scheme
School Council
Sixth Form Prefects

School Omnibus Survey, 2015

Speaking with principal

Students and parents report any issues to Pastoral Assistant and VP Pastoral

Sustrans (2 responses)

Sustrans cycle questionnaire

Sustrans project P5 - 7

Talk to staff

Talking to Form Tutor / Head of Year

Teacher i/c of school bus rotas' liaison.

Teacher in charge of transport

TO TEACHERS

Via phone call to school principal

Walk to School Week (2 responses)

We also have pupil feedback through our bus escorts

Worry box, class discussions, assembly

School Omnibus Survey, 2015

Annex 11: 'Other' facilities available to pupils that would help encourage walking or cycling to school

Active School Transport Programme - Silver Award, Winners of Big Pedal NI 2013 and 2014
As a listed building we cannot install bike racks. we run class competitions during walk to Sch week; we run cycling proficiency classes annually for P6/7.
Bicycle sheds (2 responses)
Bike and Scooter racks - not secure
But it would be far too dangerous as there is no public footway and only a country road
Children are allowed to park bicycles safely - although we don't have specific racks
Children are not living locally to the school
Cycling Proficiency
Cycling proficiency, promoting walk to school week
Cylce to school week each year/Strong link with local cycle club who use school grounds
Dangerous country road but regularly run cycling proficiency after school club for KS2 pupils.
Designated area for cycles and scooters.
Events held regularly throughout the year to encourage scooting, walking and cycling
gníomhaíochta/scéimeanna Translink srl, a thagann isteach i rith na bliana
Go háirithe le linn seachtain siúil chun na scoile
Improvements to roundabout happening June 2015 after which I expect significant increase in pupils walking/cycling as it will be safer
in process of fitting bike racks provided by Sustrans
In rural communities families rely on bus/car
international walk to school month
Involvement in Sustrans Project 2013-2015
Involvement in Walk to School week annually
Involvement with SUSTRANS
local area hilly and heavy traffic - cycling not a safe option
Main road that is VERY dangerous
Most of our pupils are not within walking distance but we encourage cycling with our cycling proficiency programme
No facilities available for cycling
No footpath so too dangerous
Not a local community school/ special school transport
Not allowed to walk or cycle due to nature of roads leading to school
Not appropriate due to pupil SEN and vast geographical area covered
On a dangerous road with no footpath and no funded crossing patrol
Our school is on a narrow hilly country road which is unsafe for children to walk or cycle on. We have approached various organisations to provide a footpath, but as yetno joy
Our School is situated within the Regional Secure Care Centre and as such the pupils reside in the building, negating any need for transport.
Our Staff supervise pupils crossing the street as we do not have a school crossing patrol

School Omnibus Survey, 2015

Parking area for bikes and scooters
Participate in annual Sustrans cycle to school week
Patrolman
Regular walk/cycle to school events
Road system is not safe for young children to walk to school ~ no footpath on part of the route
Secure bike area
Secure bike bay
Secure walkway from estate into school grounds
Space to park bicycle
Sustrans
Sustrans
SUSTRANS
Sustrans has worked with us this year which has been great!
Sustrans project, the big pedal
The children who bring their bikes can store them safely in school. We plan to buy secure bike racks
The majority of the pupils travel by bus as they live on a country road which is a distance from the school with no footpaths
This is a rural school with pupils living a distance away. Cycling/walking to school along country roads with no pavements is not promoted for safety reasons.
Very rural area - walking to school not always appropriate
Walk to school and cycle to school days
Walk To School Days
Walk to school week (7 responses)
Walk to School Week 18 to 22nd May 2015
Walk to school week Cycling proficiency course
Walk to School Week each term and Cycle Proficiency training
Walk to School Week, 'Bling My Bike' event
Walk to school week, Cycling proficiency
We are a rural school and the roads are very dangerous
We are a rural school on a main road and it is too dangerous to walk or cycle.
We are involved in SUSTRANS Active Travel programme and we also do regular walking buses.
We are working with Sustrans to provide parents and children with information
We cover safety issues in classes as part of curriculum
We did give pupils opportunities to cycle to school but they refused to follow school guidance protocols
We don't have any of the above facilities but we do teach/guide/explain about road safety; walking and cycling to school through Healthy Living etc. We do the cycling proficiency test bi-annually (due to numbers)
We have no children from the village, all our children come from the country or Enniskillen 5 miles away.
We need more bicycle/scooter racks but require finance to install them. Occasionally we have designated walk/ride weeks to school and we are also involved in the Sustrans Programme
We work alongside Sustrans to provide walk / cycle to school programmes

School Omnibus Survey, 2015

Annex 12: 'Other' personal safety advice provided to pupils for travelling to/from school

Ad hoc H&S advice
All pupils are supported by an escort on Education Board bus or Education Board funded taxi.
All pupils on transport with escorts
Assemblies (6 responses)
Assemblies used to remind about safety
Assemblies, Form classes
Assemblies, pastoral time
Assembly
Assembly -form class- curriculum- MVRUS
Attend Community and Policing Partnership 'Bee Safe' initiative.
BEE Safe
Bee Safe event for Year 7s
Bus safety rules. The pupils attend various in workshops relating to road safety and the teachers cover this area of learning in their PDMU. P7 pupils complete Cycling Proficiency
CASE Programme
Circle Time Assemblies
Circle time regarding wearing seat belts, appropriate behaviour and road safety
Clár fríd Road Safety a ghlacann rang amach ar an bhóthar.
Cycling proficiency training is now not funded due to cuts
DOE Road Service
FE Classes-driving theory classes 7 information
Guest Speakers on Road Safety
Guidance re safety during 'Walk to School Week.'
Illuminated badges provided by the former ELB area
Information and discussion around taxi behaviour
Information in Sch newsletter
Information in Year Assemblies
Information on bus safety distributed.
input from PSNI Stranger Danger- Road Safety for primary pupils leaflet to parents
Ongoing life and living skills curriculum for SLD pupils
Parents are informed re safety issues at home time.
Parents information booklet. Pedestrian walking scheme
pastoral care - through assemblies and tutorials
PD lessons and assembly
PD Programme
PDMU Lessons
Police visit to talk about wearing seat belts and car safety.
Provision of Reflective arm bands and talks from PSNI

School Omnibus Survey, 2015

PSNI (2)
PSNI COMMUNITY OFFICERS TALK IN SCHOOL
PSNI have supplied children with High Vis vests
PSNI occasionally
PSNI visit
Regular assemblies on how to keep safe and also expected behaviour whilst travelling to school
Road safety / Guidance about use of School crossing Patrol
Road Safety Assembles and lessons in P1-4/Green Cross Code
Road safety calendar
Road safety from appropriate personnel
Road Safety lessons, School assemblies
Road Safety Officer lessons
Road safety talks and demonstration DOE
Road Traffic. We took the lead on the Road to Zero Campaign
Roadshow when available
ROSPA
Safety through PDMU, assemblies not talking to strangers
School Assemblies
School PD classes and Year group assemblies on Health and Safety Topics. Newsletters to parents. Internal newsletters.
School will support the individual needs of pupils as required
School is situated within the Regional Secure Care Centre and as such the pupils reside in the building, negating any need for transport.
Talks by PSNI/Road Safety talks and competitions
Taught through PDMU and in topical work in the lower classes
TransLink
Translink and our school have linked to provide safety Assemblies and the promotion of wearing seat belts on buses. Resulted in a poster campaign which are now displayed in Translink bus stations and on buses.
Use of high vis vests
Use of school assemblies.
Walk to school week
We are getting Sustran's support in September 2015
We have bus safety lessons termly to remind pupils of acceptable behaviours/conduct on bus (i.e. seatbelt rules/safe exiting etc. Translated as required.
When we do walking buses we provide hi-vis vests for all pupils; we have also been provided with high-viz vests by Sustrans which we will be handing out to EVERY child in the new academic year (they're not really needed this time of year with the longer days and they'll no doubt get lost over the summer!
Year 8 Safety Bus; addressed through life skills & other curriculum areas

School Omnibus Survey, 2015

Annex 13: How much did you spend on counselling in the 2013/14 academic year?

10 Hours

Cluster funded

Extended school cluster paid

Nil - provided by Sformer ELB area

Nothing Sformer ELB area- PPDS service and own staff

Part of my SENCO's salary

Provided by extended schools clustering funds

Provided through Cluster Group

Provided through PPDS in Sformer ELB area

Refer to outside agencies

The school has been commended for its nurturing ethos and environment. We have a number of children who receive support from our Pastoral Care Co-ordinator and SMT as part of their roles and responsibilities.

Unknown

Annex 14: 'Other' funding for School Counselling

Big lottery

CAPS / EA personnel

Cluster Extended Schools

CNPB HSE

Colin Neighbourhood Partnership

Community Education Project - we are not eligible for Extended Schools

Cross community bid for counselling through Barnardos Time for Me

Lottery grant

Money raised for school funds

N/A (3 responses)

No recognised councillor is employed by the school, however I feel that funding should be allocated to this area.

Play therapy placement

Play Therapy provided free of charge

Private school funds

PTA

Pupil Personal Development Services - Referral for Individual Support (Sformer ELB area)

School Fund

Sformer ELB area

Sformer ELB area PPDS

Western Health Trust if needed

School Omnibus Survey, 2015

Annex 15: 'Other' reason school does not offer a counselling service

Access external provider when necessary although this is dependent on DE providing funding.
Access to counselling through extended schools provision when needed
Agus mar chuid de seo déanaimid referrals chuig Barnardos srl má shílimid go gcuideoidh siad.
All teachers are often the first point of contact for a primary school child who needs to talk or share a concern. In addition we have procedures in place for a child who requires a more considered approach. "Concern Boxes" are used to encourage children to "post" notes about worries. The concern box is checked on a daily basis by the teacher in charge of pastoral care who will then take appropriate actions if children's concerns have been posted.
Application for PPDS support from Education Authority is made for pupils who may require it.
Availability / awareness of who is available to provide the service in this area.
Circle time and teacher support given to children including learning support
Counsellor available via Senior School which Prep can avail of if needed
Designated teacher for Child Protection offers advice when necessary/asked for
Education Authority -Pupil and Personal Development Service
Education authority southern region Pupil Personal Development team provide counselling on request
EWO referrals if required or through the Educational Psychology Service
Family Works
Financial - no service available by right to primaries
Have offered counselling for a number of years through Extended Schools, but not current year.
If there is a severe case we may access X school as we are a department but it is over subscribed
In the event of an incident arising the school would follow Board /CCMS guidance in relation to counselling
Mentoring programme
Music therapy (and previously Play Therapy)
Myself and teachers are available to work alongside parents and children through for example circle time! For more serious issues I can contact EA North Eastern Region or the psychologist service
No counselling service available to Primary Schools
No man power or trained staff and can't afford
Only have infant aged pupils
Our small-school pastoral care ensures that we are always accessible to children/parents who need to mention concerns or require support.
Play therapy available by referral
PPDS and CAMHS
PPDS and other Education Authority provision
PPDS Service Used
Provided via Education Authority(Southern Region) & informally in school
Pupil and personal development services
Pupils are able to speak with the Designated/Deputy Designated teacher and this will then be referred.
Request made to former ELB area Pupil Personal Development Team as required
Sformer ELB area counselling available if required

School Omnibus Survey, 2015

Sformer ELB area provide counselling when needed
Sformer ELB area Pupil Personal Development Service
Should children be noted to have emotional problems we offer support from staff or seek professional support through SN department
Signposted to external agencies. Counselling in form of chats available when required with identified member of staff.
The school has availed of outside agency support from Banardos, etc. as and when the need arises.
The school works closely with CALMS & social services in support of children's mental health needs
There is low level counselling in school but more specialised counselling should be provided centrally.
Trialling "Nurture" support this year
waiting on reactivation of site licence
We are a primary school and provide a very high standard of pastoral care as reflected by ETI and school self-evaluation. ALL of our staff are counsellors and involved at some level with supporting the children.
We avail of the Pupil Personal Development Services in the Education Authority (Southern Region) and refer pupils if necessary
We facilitate counselling through external agencies i.e. Barnardoes
We have an informal pastoral session offered by one of the teachers. We do not have the funding to buy into a professional funding service. We feel strongly that this is an inequality between the primary and post primary sectors
We have on occasions, at our own expense, used LINKS counselling service and would value more input from this service
We have sourced services in the past
We use the EA PPDS Service if required. If counselling is required we access the necessary personnel

School Omnibus Survey, 2015

Annex 16: 'Other' method of identifying gifted and talented children

All pupils have SEN but through various assessments pupils with particular strengths are identified and offered other learning experiences
Analysis of standardised test results
ASSESSMENT
Baseline CAT Tests
Baseline testing (2 responses)
Baseline testing: MENSA
CAT test PIE PIM
CAT4, PTE and PTM assessments
CATs AQE scores
Comparing data on achievement and attainment
Currently no gifted and talented pupils (2 responses)
Data (2 responses)
Data analysis/examination results/competitions
Diagnostic tests
X is a special school for pupils with SLD
End of year assessments
External data used to assess
GL Assessments
Identification of learners - analysis on Standardised Data and CAT scores
Info from outside agencies/parents
Information from Primary School,
MiDYIS / INSIGHT data
N/A
Needs work in this area
NFER Scores
PIE PIM
Self nomination eg for early entry
Special school but we encourage and promote talents eg music/art
Sports/Clubs
Standardised assessments (6 responses)
Standardised test results
Standardised test scores
Teacher observation and professional knowledge.
Testing
Through PIE/PIM data
Through standardised testing and educational psychology support
Use of Standardised tests over a sustained period of time
Use of standardised tests scores
We are a school for children with Moderate learning difficulties
We believe all children are gifted and talented in their own way
We cater for the individual needs of every child regardless of their disability
We identify pupils who have particular talents

School Omnibus Survey, 2015

Annex 17: 'Other' support provided to gifted and talented children

Able to complete GCSE at earlier age
Access to other schools within the Learning Community to gain accreditation we do not offer
Additional support by specific teacher
All pupils on Individual Education Programmes
As a special school the above is not applicable
As confirmed by principle
Clubanna
Extension classes as part of the afternoon timetable
Extension tasks
External Courses (e.g. Villiers)
Extra tuition & access to specialists
Gifted and Talented programme
Have not had any so far
KS3 Cuban pupil studying AS Spanish in collaboration with other school
Mentoring
Music Service participation on Talented programme
N/A
níl páisté mar sin againn sa scoil ach dá mbeadh bheadh difrealú ann
None identified
Opportunities to engage with outside agencies,
Small classes, challenge groups
Small group support
Small group withdrawal support
Some pupils are requested to act as mentors or models in younger classrooms.
Staff training; Oxbridge
Support teacher programme
Teacher led
This does not apply to special schools
Use of specialist tutors to build up their talents
Vice Principal support for these groups
We do not currently have any G&T Pupils
We have no gifted and talented children
Withdrawal by specialist teacher to challenge and develop skills
Withdrawal Intervention
Withdrawal groups
Would provide this support but no gifted children at present.

School Omnibus Survey, 2015

Annex 18: 'Other' groups consulted when a review of school uniform policy is carried out

All Staff

As required

Board of Governors (4 responses)

Board of Governors, Staff

BoG

BOG members, school staff

current parents & pupils

Current parents and pupils. School council

Current parents and staff

Current pupils (2 responses)

Current pupils and parents

Current pupils and parents and governors and staff

Current pupils and their parents\carers

Current pupils, parents, staff, PTA

Current pupils, parents and teachers

Governors (3 responses)

Governors and parents

Governors and staff (2 responses)

Haven't engaged in a consultation re uniform

Internally

N/A

N/A as school amalgamating in Sep 15. Consultation happened for new school

Parents and School Council

Parents' Council Committee

Parents' Group

Pupils, governors, teachers

Pupils, staff parents governors

Questionnaire

Reviewed with current pupils and parents

School Council

School council / staff / Board of Governors

School Council Members

School council, PTA

School Councils

School does not have a school uniform policy at present.

School Governors

School open 8 years and no review necessary yet

School Omnibus Survey, 2015

School staff (4 responses)

Sports governing bodies

Staff (9 responses)

Staff and BOG

Staff and governors would also be consulted

Staff and PTA

Staff, Governors and PTA

Staff; Governors; special needs Assistants & foundation stage assistants

Stockists

Student Council (2 responses)

Students, Parents & Governors

Suppliers, DE information

Teaching staff

Uniform suppliers

School Omnibus Survey, 2015

Annex 19: 'Other' uniform items

Coat fleece

Fleece

Fleece jacket and shower proof fleece-lined jacket

Gym shoes

Hoodie with logo

Jacket

Jumper optional

Outside Shell jacket with hood

PE jersey

PE Kit

PE polo shirt

PE polo shirt & navy jogging bottoms/pull-ups (primaries 4 to 7 only)

PE uniform

Pinafore

Please note we do not have regulation shoes so cost is dependent on parental choice

Polo shirt (5 responses)

Raincoat

School bag

School coat (4 responses)

School Hooded Top

Shoes are black - we don't specify how much they should cost

Skirts; trousers; polo shirts; shoes; tights & socks can be bought from local supermarkets. We sell school coats & fleeces but there is NO obligation to buy these items. We are the sole suppliers of sweatshirts, PE & school bags. This was requested by parents. We sell reading book & PE bags to P1/2/3 as they are easily stored in our classrooms which lack space

Sky blue polo shirt

Summer dress

T-shirt (2 responses)

Track suits

Trousers, skirt, polo shirt - can all be purchased at any retail outlet. Bookbag available for P1-P4 children.

We do not sell shoes cost estimated

School Omnibus Survey, 2015

Annex 20: 'Other' PE uniform items

All of these can be purchased from local supermarkets, Navy shorts or tracksuit bottoms & white polo shirt. We do PE on our local Astroturf pitch & for Health & Safety reasons children must wear PE uniform. Trainers or plimsolls.

Hoodie

Hoody and rain jacket

Jogging bottoms

PE kit - shorts, shirt and socks

School Hooded Top

Shorts and t-shirt

Sold as a complete kit

Tshirt and shorts

Tracksuit bottoms (2 responses)

tracksuit pants

School Omnibus Survey, 2015

Annex 21: 'Other' action to reduce school uniform costs

Added an online uniform supplier
Alternative material used for bespoke shirt
Available from Tesco
Bought from a supplier direct and kept costs reduced.
Changed supplier
Changed to a cheaper supplier for certain items
Changed to a web-based provider of sports gear
Cheaper items made available
Clip on ties available in school at a significantly reduced cost from retailers price
Cost is always reviewed
Costs annually reviewed with principal supplier
Give a wide range of acceptable colour alternatives ie Black/grey/white /red
Introduced cheaper options for each item
Kept cost as it was. Encourage 'off the peg' t-shirts.
Negotiated 10% discount
Negotiated no rise in costs with supplier
Negotiated with suppliers to secure price
Not deemed necessary
Online availability
Online orders - reduction 20%
Only the school sweatshirt has the school logo on it - all other items can be bought anywhere. They are navy or white so they are common colours, widely available.
Our costs have always been kept to a minimum
Our uniform can be purchased in a variety of supermarkets for an average cost of £5. We 'lend' uniforms to those (i.e. newcomer or Socially/Economically disadvantaged)
PE kit from new supplier to reduce cost
PE uniform
PE uniform will be purchased as a 'package' for incoming Year 8 pupils at fixed cost.
Provide a second hand service
PTA have organised a 'shop' for parents to purchase second hand uniform which has either been left at school or has been collected from parents who have finished with the uniform! It is too small for their child or their child is leaving Y7
Recently reduced cost of summer dress using a more ""off the peg"" design
Recycled old new uniforms for sale
Registered with Tesco uniform for even more affordable items off the peg
Reviewed the make of sweatshirt available
School buys in and sells school jumper at minimal profit, cheaper than any other outlet for same.
School uniform is available locally for under £10
Shopped around for competitive quotes for uniform supply
Sought tenders from three different manufacturers to deliver value for money and ease of availability for parents
Swap Shop selling recycled uniforms

School Omnibus Survey, 2015

The only compulsory item is a school sweatshirt which is made available in a local shop. All other items are available

Uniform has not changed in last twelve months

Use of Parents' Association and internet

Used uniform sales and swap shops

We feel our uniform is reasonably priced

We have a good relationship with local supplier and prices are always kept and are as low as possible

We have a return of uniform procedure for school leavers and these are laundered and available to parents/pupils

we have carried out a survey with parents re quality of clothing for an appropriate cost from the two suppliers

We have costed the uniform to make it come in at a very acceptable cost to families

We only have one item that can only be purchased from an official supplier - Sweatshirt with school logo. The rest of the uniform items can be purchased in a number of high street stores.

We run an annual second hand shop for uniform items

Worked with suppliers to minimise costs

Worked with the supplier to reduce costs

Yes we had a new school uniform designed and we took opportunity to get bigger order of bespoke polo shirts at a greatly reduced cost
