

Street Heat 2

Final Evaluation Report

**Establishing a long-term
partnership between School Fire
Liaison Officers and English
Teachers**



Preamble

Ariel Trust was commissioned to carry out research to test the feasibility of using Fire Officers to delivery preventative education within the context of the mainstream school curriculum. This work is already being picked up by other Fires Services in the North West. We have recently been commissioned by Cumbria Fire Service to redevelop their Road Awareness Training Session (RATS) as a science resource.

This curriculum based approach has received strategic support from Liverpool Association of Secondary Heads (LASH) and is delivering important educational results in terms of improved academic results.

This work, commissioned and begun by Merseyside Fire and Rescue Service continues to be seen as a beacon of good practice. The ongoing development of this work may well be most cost effectively achieved on a regional basis.



Project Aims & Objectives

Aim

To establish a long-term partnership between School Fire Liaison Officers and English Teachers

Objectives

- This project will test the feasibility of developing the work of School Fire Liaison Officers in the context of mainstream English curriculum.
- This will be implemented by developing the 'Street Heat Learning Resource' for use within the mainstream curriculum.
- This project will explore new ways in which the SFLO's can work within the core curriculum and develop stronger strategic partnerships between safer schools partnerships that incorporates key stakeholders.

The Communications Gap

The introduction of School Fire Liaison Officers (SFLO) was begun in 2005 and rolled out to school across Merseyside in subsequent years. The aim of the initiative was to link Fire Officers to specific schools where they would work to raise awareness of fire safety and be involved in preventative education. After a successful initial phase Merseyside Fire and Rescue Service are currently working to raise external funding to support the ongoing work of the SFLOs. They are confident that this can be secured.

Although schools love to have Fire Officers around they sometimes underestimate the benefits of the SFLO programme. One reason for this is that they do not share the Fire Services targets in relation to reducing incidents of fire and anti-social behaviour. Although schools will share in these as aims they are not the hard targets by which their performance is measured and are therefore not areas where they will easily invest resources. A key to changing the relationship between schools and the Fire Service is for Fire Officers to focus more tightly on schools performance targets and to demonstrate how their involvement can support schools to achieve their targets. MFRS need to understand school targets and map role of their officers against joint targets.

Key targets for the Fire Service and for Schools

The following are the key National Indicators that underpin the work of the Fire Service and of school. You will notice there is no direct overlap. The challenge for this project was to develop a learning resource that would enable Fire Officers to work with schools in ways that contributed to both sets of targets.

Fire Service Objectives

- NI 33 Arson incidents
- NI 49 Number of primary fires and related fatalities and non fatal casualties
- NI 21 Dealing with local concerns about anti-social behaviour and crime issues
- NI 17 Perceptions of anti-social behaviour

Schools objectives

- NI 73 Achievement at level 4 or above in English at Key Stage 2
- NI 74 Achievement at level 5 or above in English at Key Stage 3
- NI 75 Achievement of 5 or more A*-C grades at GCSE English
- NI 76 Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in English
- NI 77 Reduction in number of schools where fewer than 50% of pupils achieve level 5 or above in English at KS3

Proof that Fire Officers can improve grades in GCSE English Speaking & Listening

“I’ve never seen a group achieve so many A and A stars”.

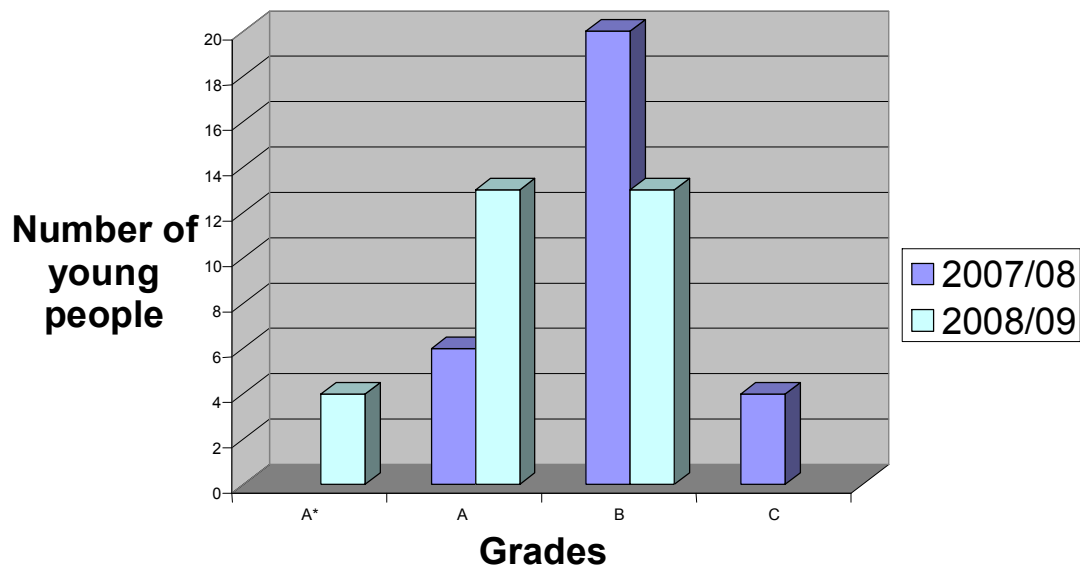
Jaelyn Molyneux - English Teacher, St John Bosco

“The work that Merseyside Fire Service did to support this project represents an important contribution to the work of our school.”

Anne Pontifex – Head Teacher, St John Bosco

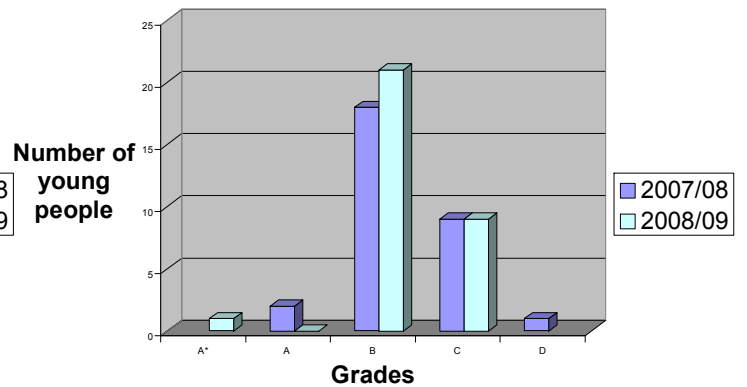
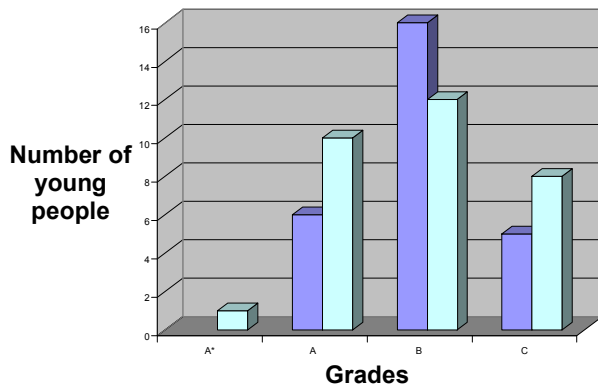
Ariel Trust has delivered a pilot project in St John Bosco School. This pilot developed additional resources for the Street Heat pack and mapped them against the GCSE English Curriculum. The new exercises produced pieces of graded coursework. These exercises have been used with a class at the school and the teacher has provided us with comparative coursework grades. The information provides a comparison between the grades achieved for five pieces of coursework this year with comparable exercises completed by last year’s cohort. The exercises cover the three elements of the English curriculum; Speaking & Listening, Original Writing and Media.

Speaking & Listening



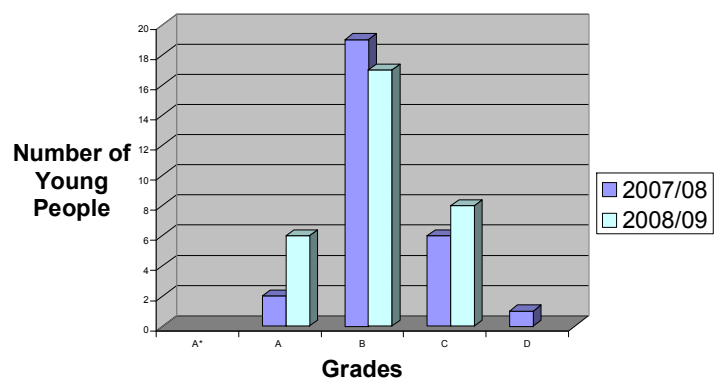
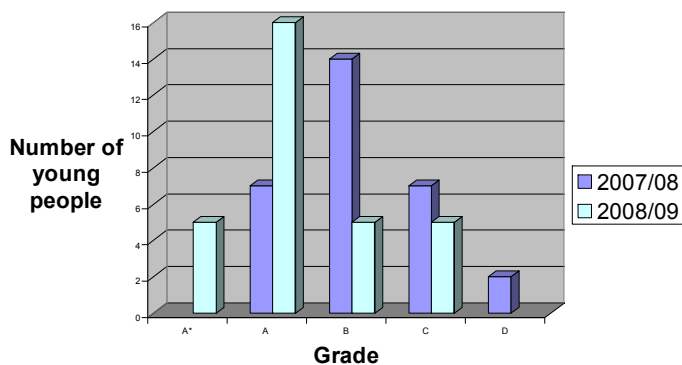
The results for Speaking & Listening show the most marked improvements. In 2007/08 only 6 pupils achieved an A grade; in 2008/09 this rose to 13 with an additional 4 achieving an A*. In fact in 2008/09 all pupils achieved at least a B grade.

Original writing



The pupils completed two original writing exercises as part of the pilot. Again the results showed pupils achieving A*s in 2008/09 and all pupils achieved the minimum pass grade of C.

Media

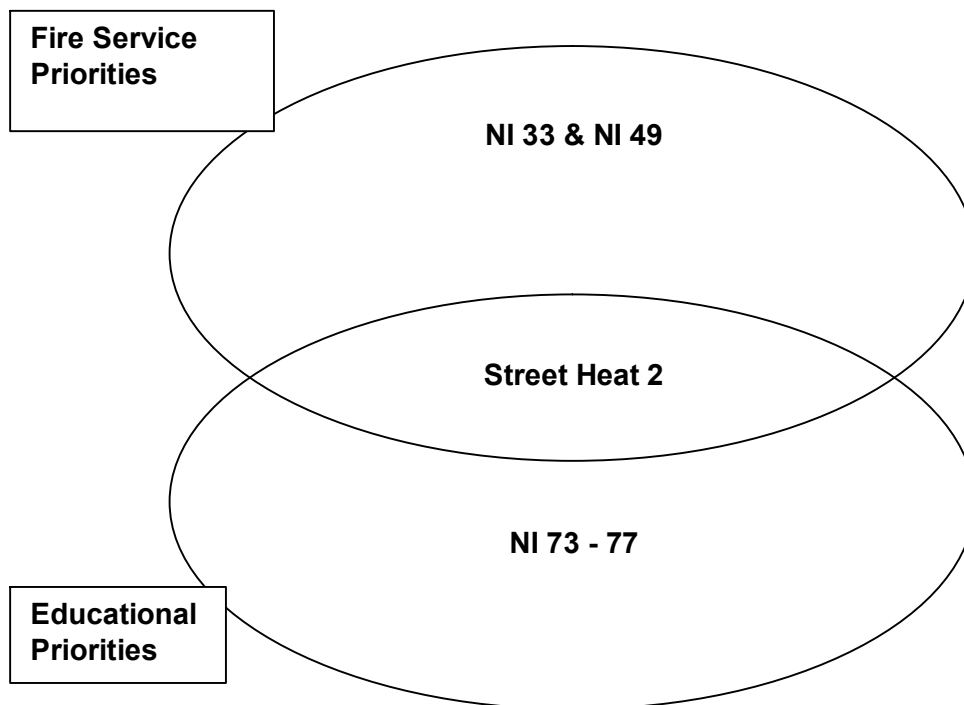


There were again two media exercises. Both showed improved results in the second year. The results were particularly striking for the first exercise with the number of A rising from 7 to 16, with a further 5 pupils achieving an A*. As with the previous exercises all pupils achieved the minimum pass grade of C on both exercises.

A joined up approach

The above results demonstrate that the Street Heat 2 resource can deliver the academic indicators that are important to teachers. However, for the education programme to continue to have value to the Fire Service it is essential that it also deliver outcomes in terms of reducing incidents of deliberate fire-setting and fire-related anti-social behaviour. i.e. the Street Heat resource needs to support both organisations and deliver an overlap in priorities as illustrated below.

Overlapping Priorities



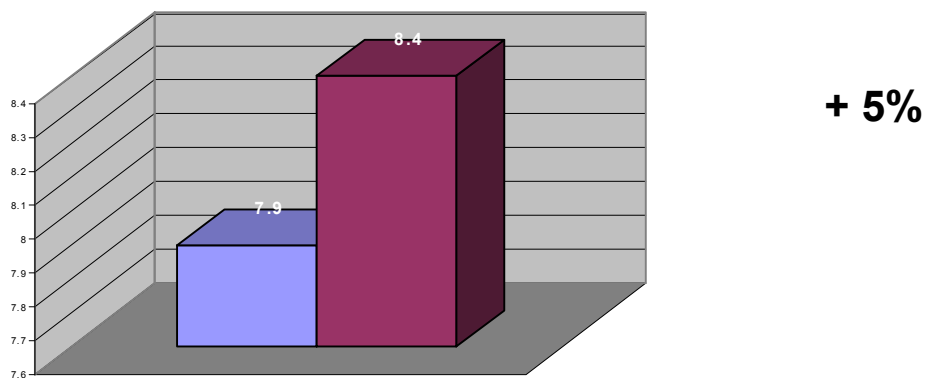
The initial evaluation of the Street Heat resource provided substantial evidence of the effectiveness of the programme in changing the attitudes of young people. Further evaluation of the St John Bosco pilot indicates that these changes in attitude are still seen with the curriculum-based programme.

Evidence that the programmes change attitudes of young people, NI 33 and NI 49

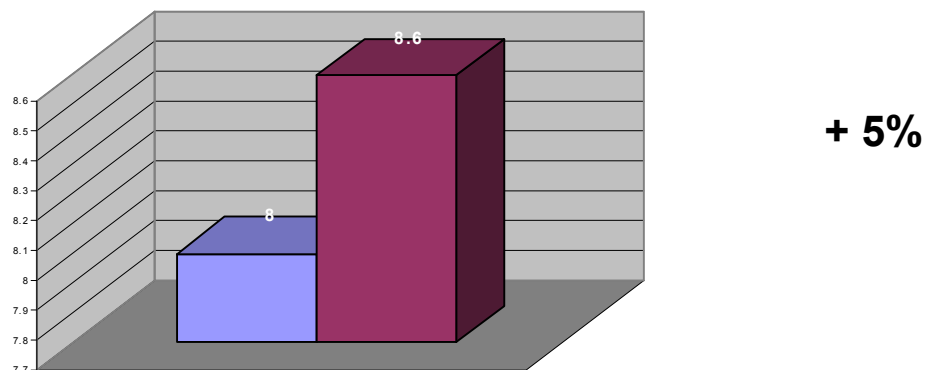
The following results were obtained from the original evaluation of Street Heat using questionnaire that measured young people's views before and after using the Street Heat resource.

When reading the graphs below it is important to remember that the column on the left (blue) reflects young people's attitude before taking part in the project, while the column on the right (purple) reflects their opinion after. A positive percentage change indicates increased agreement with the statement, a negative change a decrease in agreement.

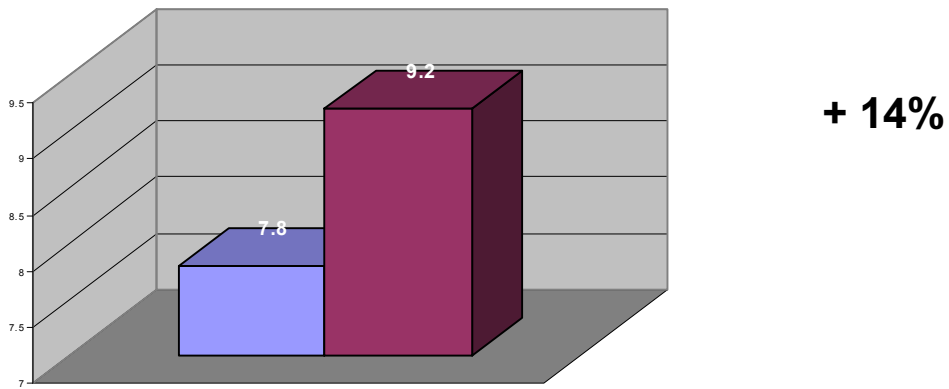
1.1.1 I feel confident challenging one of my mates if they are doing something wrong



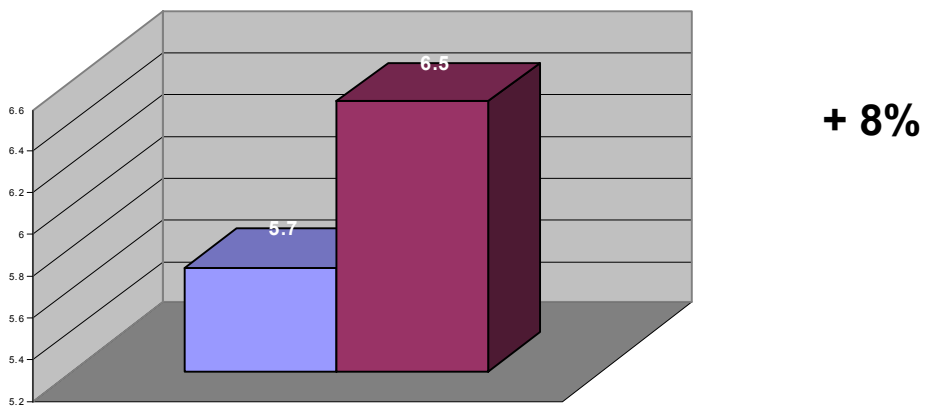
1.1.2 I would challenge a mate if I knew there was support available



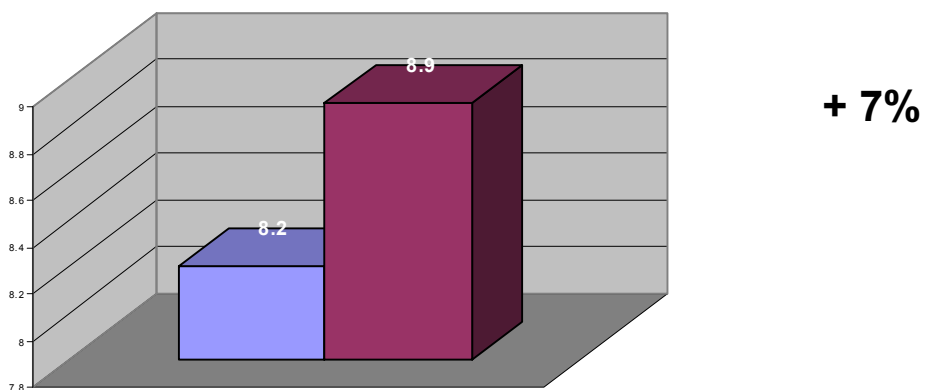
1.1.3 I understand the possible consequences of lighting a wheelie bin fire



1.1.4 Anti-social behaviour has a negative affect on where I live



1.1.5 Fire Officers play an important role in challenging anti-social behaviour



The following quotes from young people indicate that similar impacts are still achieved when using the new curriculum resources:-

“It has made me think more about how dangerous fire is”

“I am more aware of the consequences”

“I understand what dangers fire and anti-social behaviour can result in”

“I have extremely enjoyed ‘Street Heat’ and would recommend it to other schools”

“I am more aware of the consequences of what could happen”

The role of Fire Officers in delivery

The role of the Fire Officers in the delivery of the Street Heat education programme is very important however it should be emphasised that it is not a teaching role.

The role of the Fire Officers is to engage, motivate and encourage young people. What they bring to the project is their real-world experience of life and death situations that teachers do not have. Sharing these experiences with a group helps bring the issue to life and our research shows that this motivates young people to actively participate in the project.

We have spent a lot of time talking to Fire Officers since the development of the original Street Heat resource about the role they feel comfortable playing within the project. Fire Officers feel confident talking about their own experiences and have proved they can motivate and engage young people in this way. What we have developed with Street Heat 2 is a way of using these strengths within a structured educational context.

During the pilot the Fire Officer took part in the following activities:-

- 1 Showing the film and discussing their own experiences as part of the first session, kicking off the project
- 2 Organising for a Fire Appliance to visit the school during the project
- 3 Organising trips to the Fire Station

The process

These are the actions that were undertaken as part of the project

- Presentation to Liverpool association of secondary Heads (LASH) to recruit an appropriate school
- Engaging the Head Teacher at Saint John Bosco, a series of meetings to secure the commitment from the school, including investing the time of an English teacher to support the development of the resource
- Consulting teachers, a series of meetings to develop new resources and lesson plans
- Meeting Fire Officers, ongoing series of meetings since the launch of the first resource in order to collect feedback and understand needs
- Brokering a joined up approach, facilitating a meeting between the English teachers and Fire Officers to develop a joined up delivery plan
- Designing lesson plans
- Delivering lessons, observing pilot sessions in order to refine and develop resources
- Producing video, this was a new resource developed as part of the pilot
- Designing interactive CD ROM
- Testing interactive CD ROM
- Collecting academic data, collecting and analysing the results for five pieces off GCSE coursework
- Writing reports, producing the interim and final reports
- Presenting results to LASH, INOK, English co-ordinators and others, winning strategic support for this curriculum based approach to social education and signing up schools to deliver the programme in 2009/10.

Partnership Development

The development of stronger strategic partnerships.

Liverpool Association of Secondary Heads

We have made two presentations to LASH. As a consequence and based on the results of the pilot LASH have passed a resolution to actively support this curriculum based approach.

Paul Dagnall, who is Inclusion Support Co-ordinator for Children's Services in Liverpool, has shared this with the 'It's not OK' steering group and the committee have accepted this as the dominant approach for their work.

English Co-ordinators and Teachers

We have made two presentations to Liverpool schools and 10 schools have formerly committed to delivering the resource during the academic year 2009/10. They are:-

- Childwall Sport College
- New Heyes
- Holly Lodge
- Kirkby Sports Learning Centre
- Halewood Centre for Learning
- Shorefields Technology College
- Clifford Holroyd Special School
- Broadgreen Technology College
- St John Bosco Arts College
- St Helens School

Liverpool Safer Schools Partnership

This partnership is intended to co-ordinate the work of schools, police officers, fire officers and others. However this body wasn't meeting regularly prior to this project. Paul Dagnall has now organised this group and the Fire Service have been invited to take a full part.

Other Fire Services who have ordered copies of Street Heat

Kent

Nottinghamshire

West Midlands

Greater Manchester

Derbyshire

Flintshire

Cheshire

Tyne & Wear

Hants

London

Shropshire.

Recommendations for further action

- Create a new name for School Fire Liaison Officers, call them something like 'Curriculum Support Fire Officers'
- Write proposals for schools that offer results in relation to NI 73 -77
- Sign schools up in support of these proposals
- Organise a PR campaign aiming at Times Ed or Education Guardian to highlight Fire Officers work within the curriculum
- Deliver presentations to Head Teachers in Knowsley, Sefton, Wirral and St Helens
- Deliver training for Fire Officers in:
 - Understanding the curriculum
 - Developing curriculum projects
 - Measuring academic success
 - Promoting academic success
- Map 'Drive to Arrive' to Science curriculum
- Map other existing resources to Maths curriculum
- Develop a suite of curriculum based resource that fire officers could offer to every school in Merseyside.
- Explore the possibility of a regional approach to the development of a suite of resources as a cost effective option. Cumbria Fire Service are already adopting the approach in relation to their RATs programme.