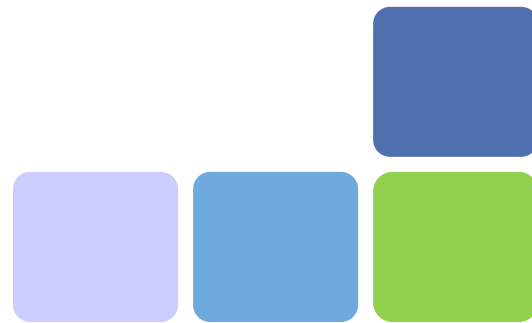




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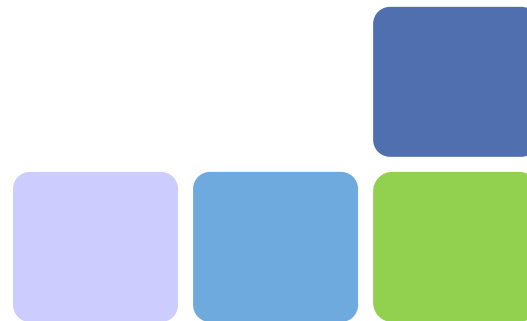
Investing in Community Engagement ICE Mark





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Ensure your school's community engagement is
measured, validated and recognised
A nationally recognised achievement mark ,
developed by the SSAT. Validated online,





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What is the ICE Mark

- An On-line process
- A quality mark based on a model of self assessment coupled with light touch external validation
- An assessor will read the on-line documents and make a 3-hour visit to the school
- It has been developed as a process that can be carried out over a period of months





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ICE Mark aims

- Promote improved outcomes for all learners
- Recognise and celebrate the role schools have in the heart of their community
- Support schools in critically reviewing the quality of the community dimensions of their specialism
- Increase the breadth and depth of school's community engagement
- Support effective models of collaboration and regeneration
- Add value to school's self evaluation process





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What is covered in the ICE Mark?

- The extent and quality of partnerships
- Inclusiveness, range and responsiveness of community opportunities – **Auditing , joint planning, clear priorities**
- Enhancement of teaching and learning for all – **All learners achieve more**
- Effectiveness and efficiency of Leadership and management – **Clear aims and purposes for the schools community role**
- Capacity for future impact – **what are you able to do in the future?**





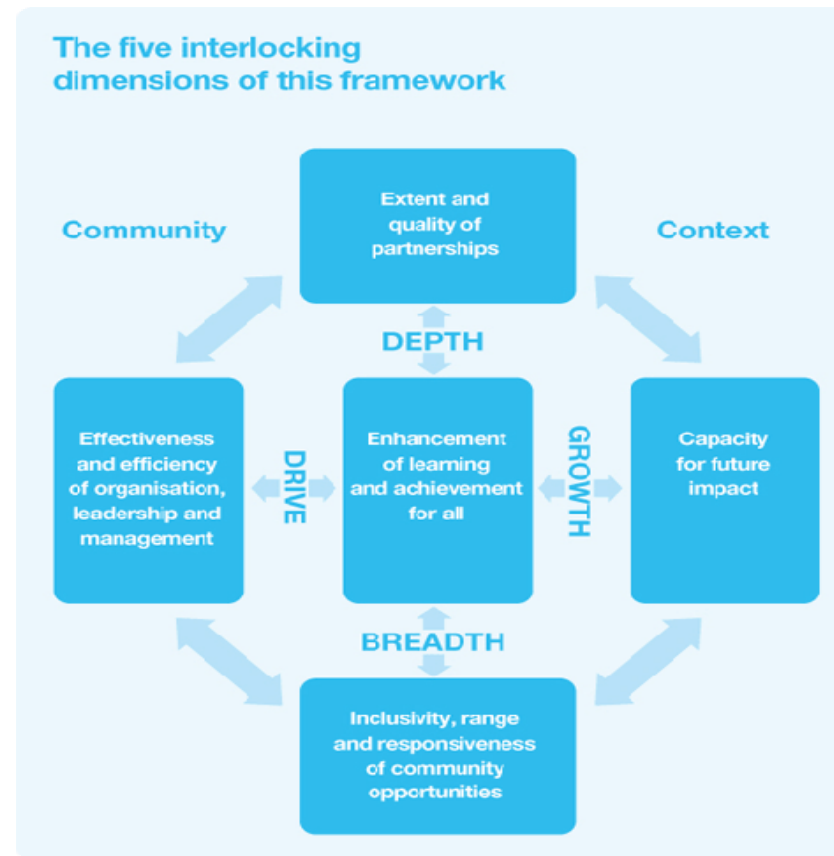
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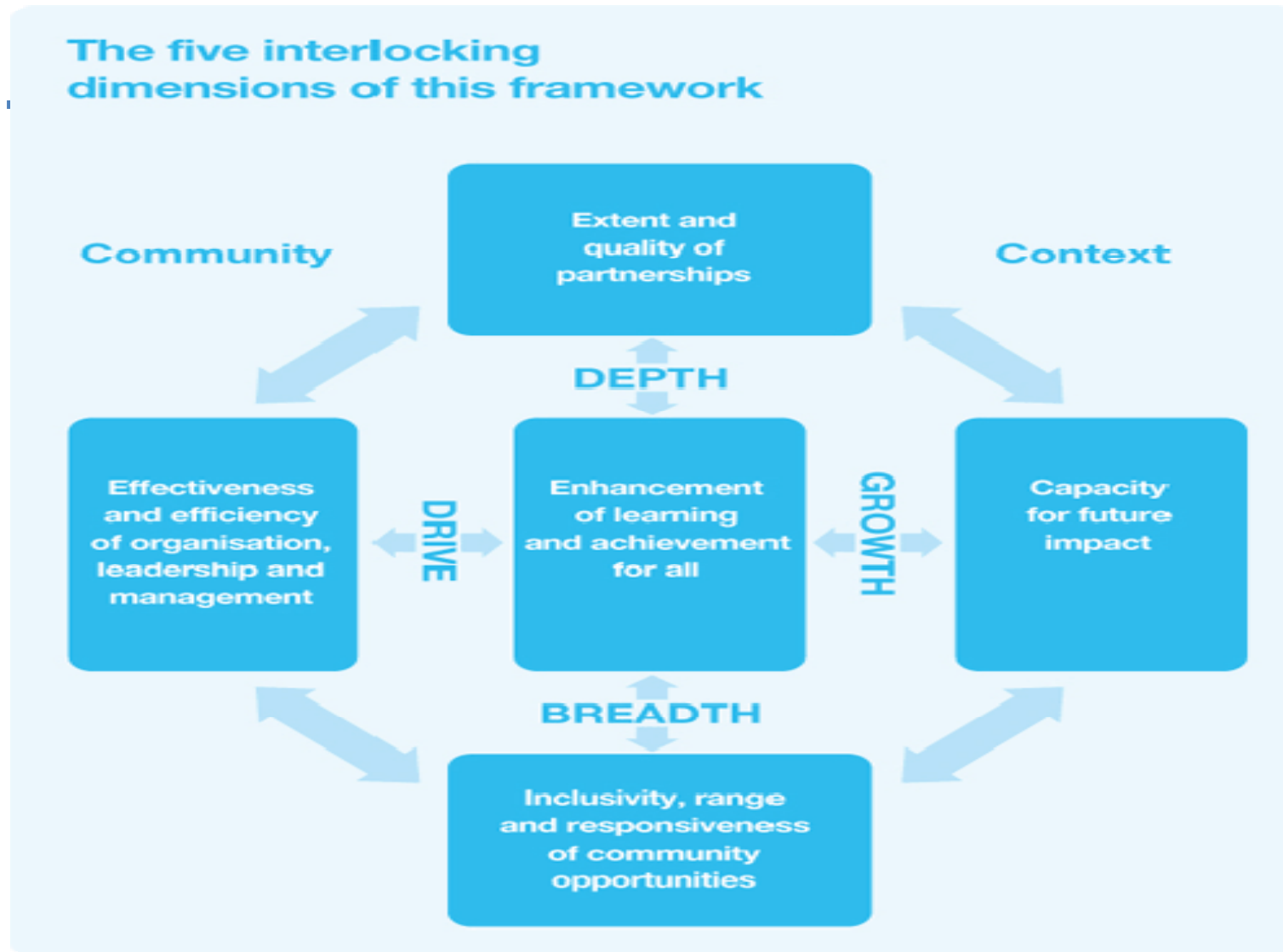
Helps you understand your strategy for community engagement

- A strategy is a process, not a policy
- **Audit** – who makes up your community?
- **Consult** – what are their needs?
- **Implement** – use available resources.
- **Monitor** – how to intervene
- **Evaluate** – what were the outcomes?
- **Build Capacity** – Keep it going!



The Performance Framework







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Extent and Quality of Partnerships

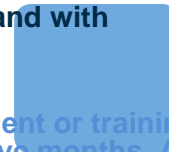
- **The range of partnerships established includes at least FIVE of the following sectors:**
 - * primary schools
 - * secondary school
 - * local employers and business
 - * further education
 - * higher education
 - * statutory agencies
 - * voluntary organisations.
- **Each of these partnerships can demonstrate a track record of at least TWO years collaborative work.**
- **Each of these partnerships is guided by a jointly agreed statement of purpose and protocols for partnership working.**
- **All identified partners have formally reviewed the effectiveness of their partnership with you within the last 12 months.**
- **All identified partners have indicated overall high satisfaction with the benefits and achievement of the partnership within the last 12 months.**
- **There is evidence that the school's specialism has contributed significantly to partnership activity.**
- **Evidence shows how partners are also contributing to specialist development.**





Effectiveness and efficiency of organisation, leadership and management

- **There is a clear statement of aims and purpose for the school's community engagement.**
- This is known and understood by all staff and governors, and the majority of students and their parents, and is reflected in school policies.
- **The school's SEF includes a clear analysis of its community engagement.**
- The school development plan contains specific proposals for further development of the school's community engagement strategy.
- **Roles and responsibilities of senior leaders in relation to the school's community engagement are clearly defined and show a coherent approach.**
- Community engagement is supported by a clearly defined budget equivalent to at least one-third of the school's specialist funding.
- **Spending on community programmes has been evaluated internally, and with relevant partners, in terms of the value for money provided.**
- All key staff and at least 10% of other staff have undertaken development or training in relation to the school's community engagement within the last twelve months. At least 90% of these have reported positively on the impact this has had on their work.





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Enhancement and achievement of learning for all

- **All community learners have an identified learning goal which provides suitable challenge for them.**
- **Clear targets for the proportion of community learners from target groups who achieve their goals, and for those who progress to further learning, are set and achieved.**
- **All learners, including school students, have access to appropriate, timely, accurate, and impartial advice and guidance to support their learning in formal and informal settings.**
- **Most learners, including school students, display positive attitudes to the provision made and to their development as learners through it.**
- **At least a quarter of school students have had their learning enhanced through the direct support of and engagement with identified community partners within the last academic year.**





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Inclusiveness, range and responsiveness of community opportunities

- **An analysis of local learning needs is undertaken each year.**
- **The analysis draws on a range of objective evidence and data.**
- **The analysis results in clear priorities and target groups for the school's contribution being established.**
- **There is evidence of effective consultation around the priorities which have emerged from the analysis.**
- **The core elements of extended services are fully met.**
- **The take-up of provision reflects identified groups**
- **Participant satisfaction with the range and quality of provision is consistently at least 90%.**
- **A clear target for the recruitment of learners who are new to the provision is set and achieved.**





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Capacity for future impact

- **There is an identifiable quality assurance process in place in relation to community engagement, which involves participants and partners, results in secure judgements about the quality of provision, and leads to improvement.**
- **There is evidence of regular consultation meetings, which involve the range of partners, and to which programme participants and school members, including parents, contribute.**
- **There is evidence that this consultation has influenced and informed future planning.**
- **Programme participants, partners, parents, and school members value the opportunities they have to inform development.**
- **Programme participants, partners and school members, including parents, demonstrate increasing levels of involvement or responsibility for the planning and development of activities.**
- **Specialist school community funding is supplemented by other significant external funding, from which partners also benefit.**

