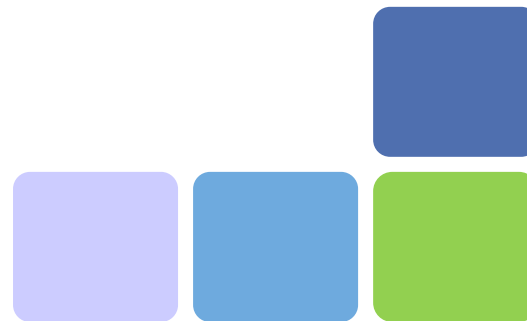




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Understanding Community Cohesion





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Community Dimensions

- **Community aspect of Specialism**
 - 1/3 of recurrent specialist grant
- **Extended Services**
 - Core offer, schools working in clusters
- **Community Cohesion**
 - Strands and dimensions
- **Formal arrangements**
 - Academies, Trust Schools, Federations, cooperative schools





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- ***The outward facing school sits at the heart of world class learning networks. The outward-facing school is committed to the education and welfare of all children and young people, developing learning of its whole community. Specialist schools work with a wide range of individuals and organisations in their communities, to create high-level aspirations and to raise achievement***
- ***(Guidance 2008/09 Part 1 Section 5)***





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‘We want to see 21st Century Specialist schools developing partnerships, sharing their expertise and facilities with other schools..... We will make sure that where schools wish to bring partnerships together – for example, curriculum, behaviour and extended schools partnerships- to maximise their impact, they are able to do SO.’ (Your child, your schools, our future – Executive summary)





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‘We will make clear that as well as making sure that their own pupils benefit from partnerships, schools should contribute to the good of other pupils, we are currently legislating to require schools to collaborate and we will go further to make it clear that schools have responsibilities across the area as well as those on their own roll’.

(Your child, your schools, our future – Executive summary)





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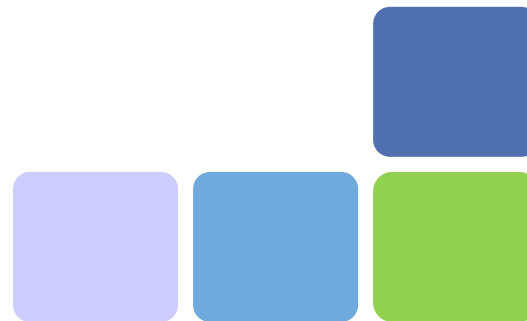
What do you think it is?





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Why Community Cohesion?





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Addressing inequality in 2010

Recent **Hill's report** showed inequality is greater now than it was in 1980. E.g

- » 4% of children who received free school meals at 15 went on to university, compared with 33% of other children.
- » young men, rich and poor, are going to university in far fewer numbers than young women (40% of young women from all backgrounds go to university, compared with 32% of young men)

– February **Marmot review 'Fair Society, Healthy Lives'**

“Reducing health inequalities is a matter of fairness and social justice. There is a social gradient in health – the lower a person’s social position, the worse his or her health”





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How did you make it?

**6 key reasons that got you where
you are now**

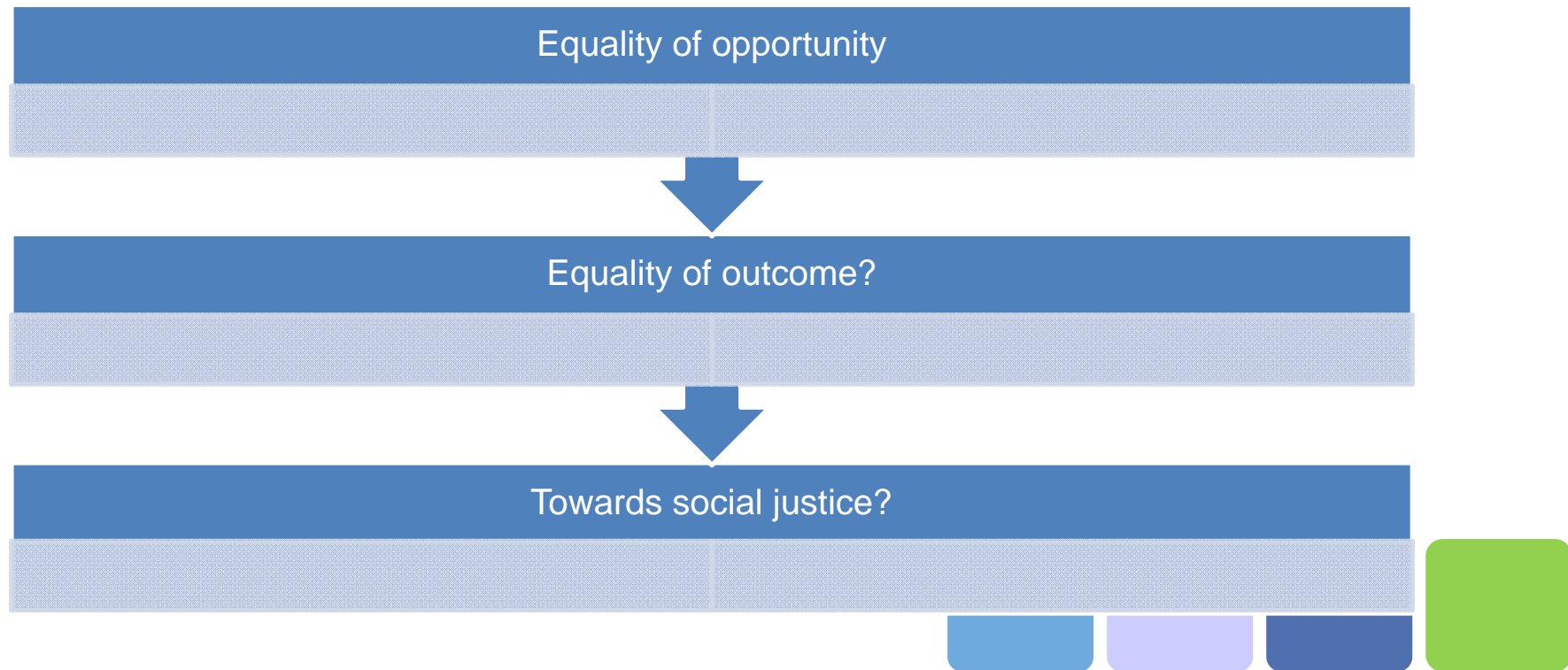
‘ Tipping points ‘ in your life





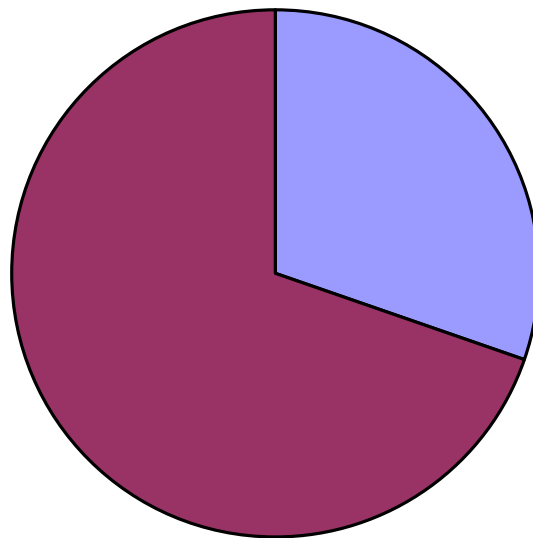
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Equality of opportunity?



England – a diverse community

Maintained schools in England



■ Religious character
■ Other

4,629 Church of England

2,032 Roman Catholic

26 Methodist

108 other Christian

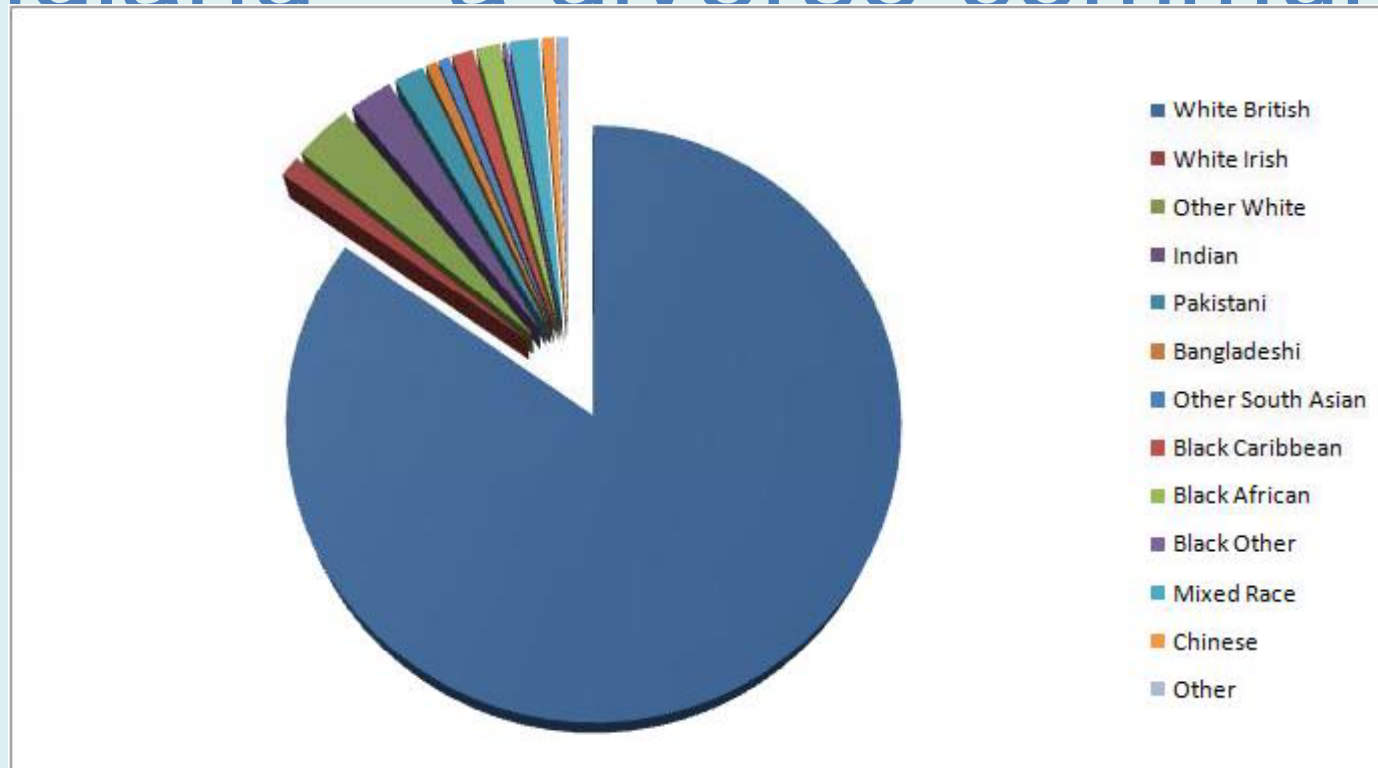
38 Jewish

9 Muslim

3 Sikh

1 Hindu

England – a diverse community





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Social Capital

The capacity of the school to work with a wide range of individuals and organisations in its local and wider community for the purpose of ensuring high levels of achievement for all students in all settings

“Communities that score high on the Social Capital Index are the same communities where children flourish.”





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What is Community Cohesion?

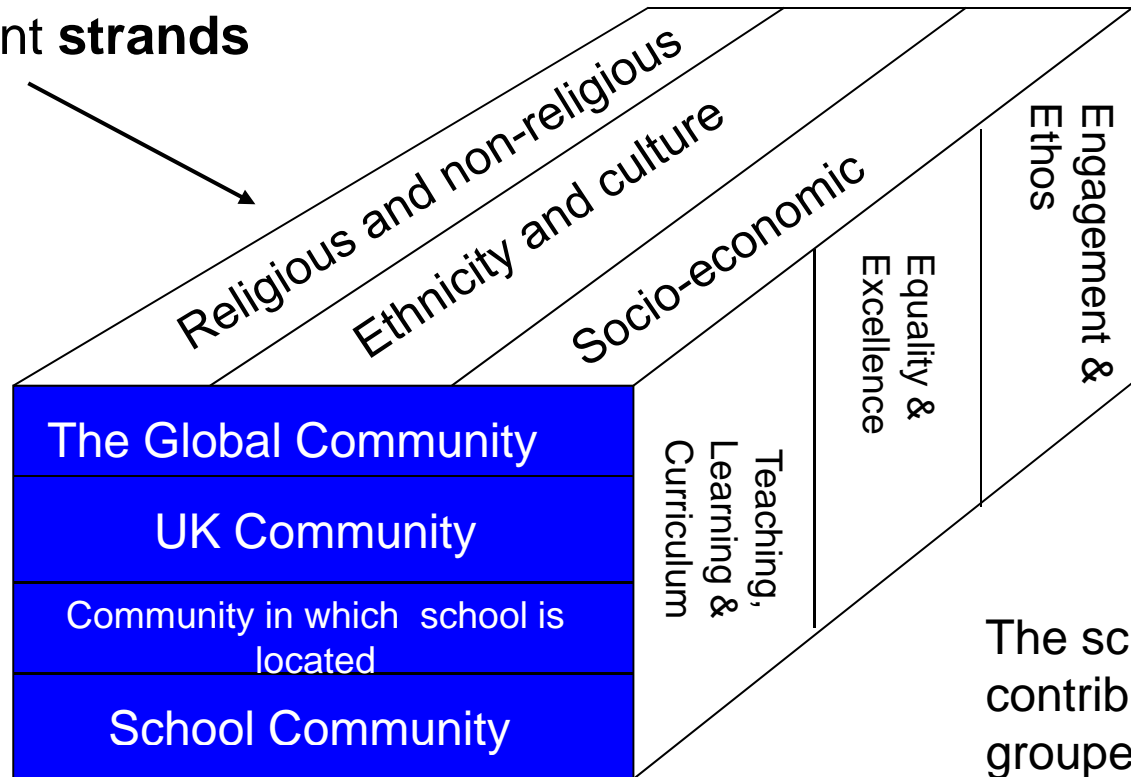
By Community Cohesion we mean

- working towards a society in which there is a common vision and sense of belonging by all communities; (*This is also a priority for local gov – neighbourhood renewal*) and is included *town plans /community plans /consultations*
- a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; (*recognition of Multi-cult/multi faith country whose combined contribution make up GB*)
- a society in which similar life opportunities are available to all; (*social justice*)
- and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. (*social capital*)

14 The community programme
Taken from the (DCSF) published *Guidance on the duty to promote community cohesion 2007*

Inspecting Community Cohesion – dimensions

The different **strands**



The school's contribution can be grouped under these headings.

The different scales or geographical dimensions of “community”



Community dimensions

School community

- Children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities

Community in which the school is located

- The school in its geographical community and the people who live and work in that area

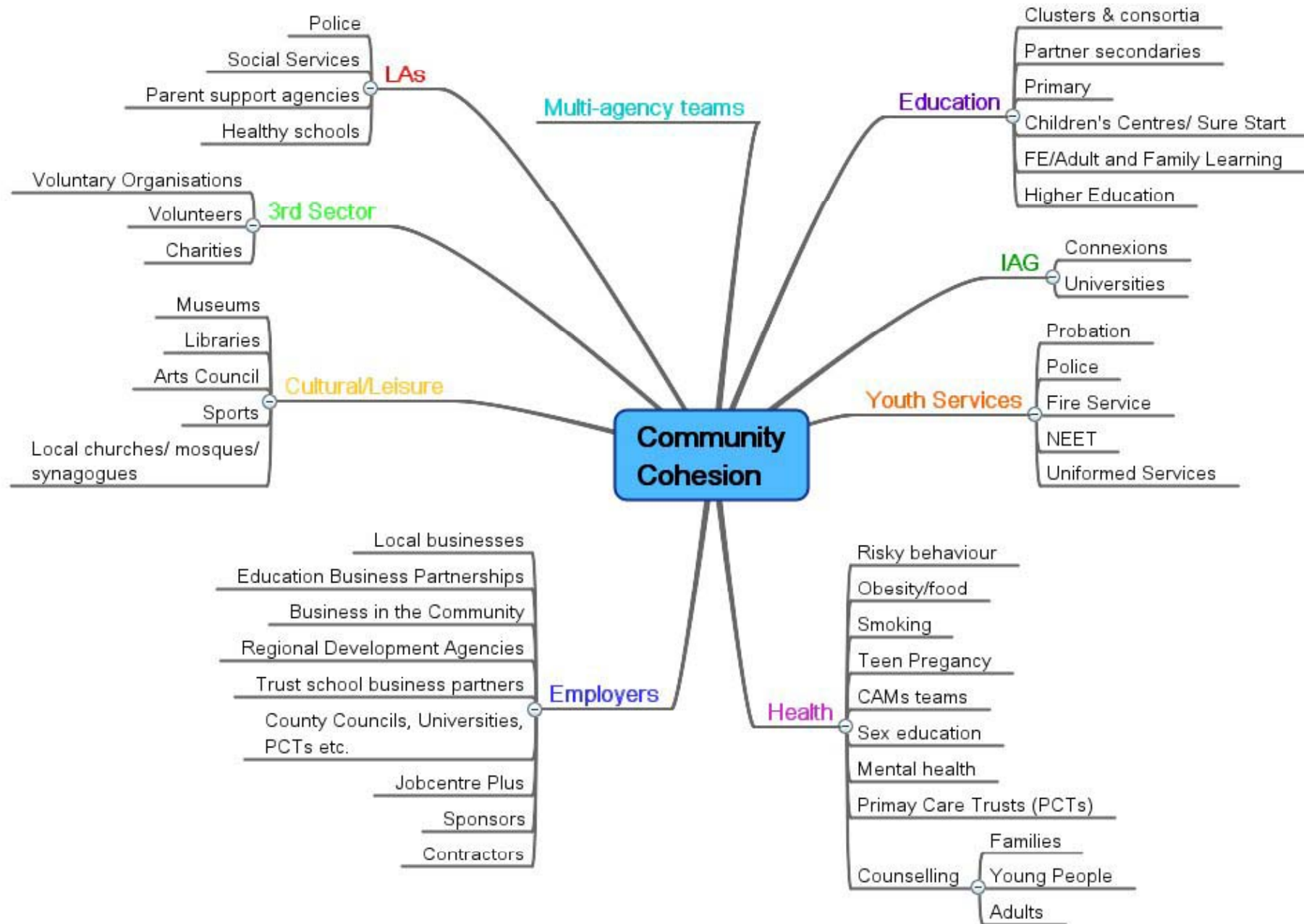
UK community

- All schools are by definition part of this

Global community

- EU and international links







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Inspection guidance for community cohesion now focuses more sharply on:

The three strands of community cohesion:

- **faith**
- **ethnic and cultural**
- **and socio-economic factors**





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Your school?

Please spend three minutes each explaining the demographic make up of your school and community, if possible include the following information:

- **Socio-economic make up**
- **The various ethnic groups**
- **Religious make up**
- **Disability**
- **Gender differences**

What plans have emerged in your schools to address the differences in achievement/experience these young people may be having?



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Revised guidance Jan 2010

- If the school is to successfully fulfil its duty to promote community cohesion, it should focus on the three key strands (faith, ethnicity and culture, and socio-economic factors) and demonstrate:
 1. *that it understands the context of its own community; - Audit*
 2. *that it has planned and taken an appropriate set of actions; - Action Plan for impact*
 3. *and through evaluation it is evident that these actions have had an impact. – Demonstrate impact*





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The guidance is therefore built around the *three core questions* that inspectors should ask of schools and can be summarised as follows:





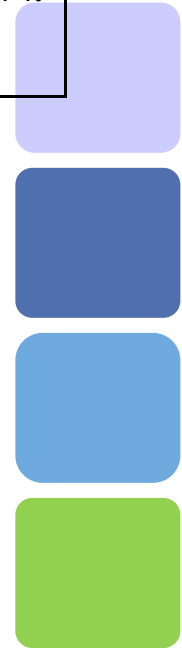
| Key question to ask the school | Minimum expectations | Inspection evidence |
|---|--|--|
| 1. What do you know about the context of your school in respect of community cohesion? | Schools must show that they have considered the context in all three strands of faith, ethnicity and culture, and socio-economic factors. As a minimum, they must have contrasted the school community with local and national communities. | Section 1a of the SEF should address all three strands. This should be clearly cross-referenced to 6e in the SEF. 4e may provide additional evidence. |





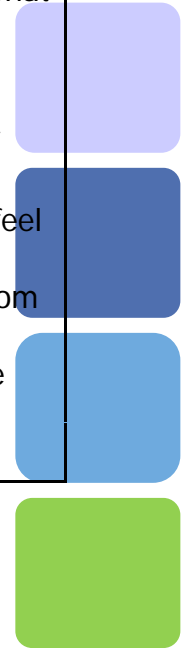
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| | | |
|--|--|--|
| <p>2. Have you planned and taken an appropriate set of actions to promote community cohesion?</p> | <p>The school should have plans in place, clearly based on its understanding or analysis of the school's context and priorities. It must include planned actions for outreach.</p> | <p>Inspectors should be able to discuss the planned actions with senior staff. Their observations of, and discussions with, learners should enable them to consider whether it is appropriate.</p> |
|--|--|--|





| | | |
|--|---|--|
| <p>3. What impact are you having?</p> | <p>The school should be able to demonstrate the impact of its actions covering faith, ethnicity and culture, and socio-economic cohesion.</p> <p>There should be evidence that the school is having an impact on its own community.</p> | <p>The quality of section 6e in the SEF will show whether this is the case. Inspectors should also consider whether learners have been able to contribute to any evaluation and what they have said. For example, do learners have an understanding of common values and how do they feel about working alongside people from different communities? This will be evidence of impact.</p> |
|--|---|--|





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Auditing Your Community





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School community

- **Demographics/Raise on-line**
 - **Ward data/ LSOA – Lower Super Output Area**
 - www.statistics.gov.uk/www.upmystreet.com/
 - *Extended services audits*
- **Student Voice vehicles**
 - **Questionnaires**
 - **Councils**
 - **Exit questionnaires/evaluations /Suggestion boxes**
 - **Student mentoring**
- **Curriculum Audits/Citizenship/Assemblies/Days off timetable**

How else do we audit our schools community?





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Community in which the school is located

- *Local demographics*
- *Locality plans – Town and District Council*
- *Look at audits that other organisations have already done e.g*
 - » *Local Primary Care Trust*
 - » *Childcare organisations*
 - » *Youth Services*
- *Qualitative audit – Talking to people*





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UK Community

- **Other UK schools you network with**
 - SSAT Network
 - www.schoolslinkingnetwork.org.uk/ - *Priory/Holte example*
- **National organisations**
 - UK Arts Council
 - Creative Partnerships
 - National charities
- School trips, field trips, museum visits, Sports Exchanges





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Global Community

- **International Schools Award**
- **School exchanges/Trips – International Office**
- **Teacher Exchange (and impact in the Classroom)**
- **E-Mail Links**
- **Letter Exchanges**
- **Curriculum Links**





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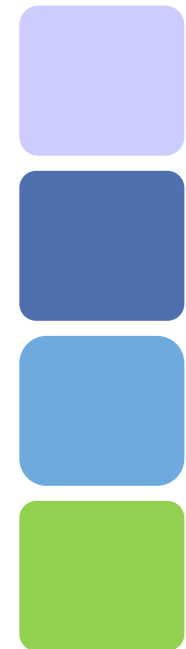
What auditing processes does your school already have in place?

Formal or informal





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Where do you find the evidence of Community Cohesion work already going on in your school? Who leads this work?



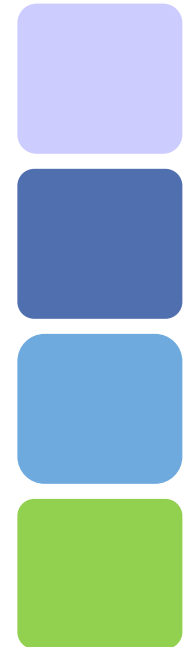


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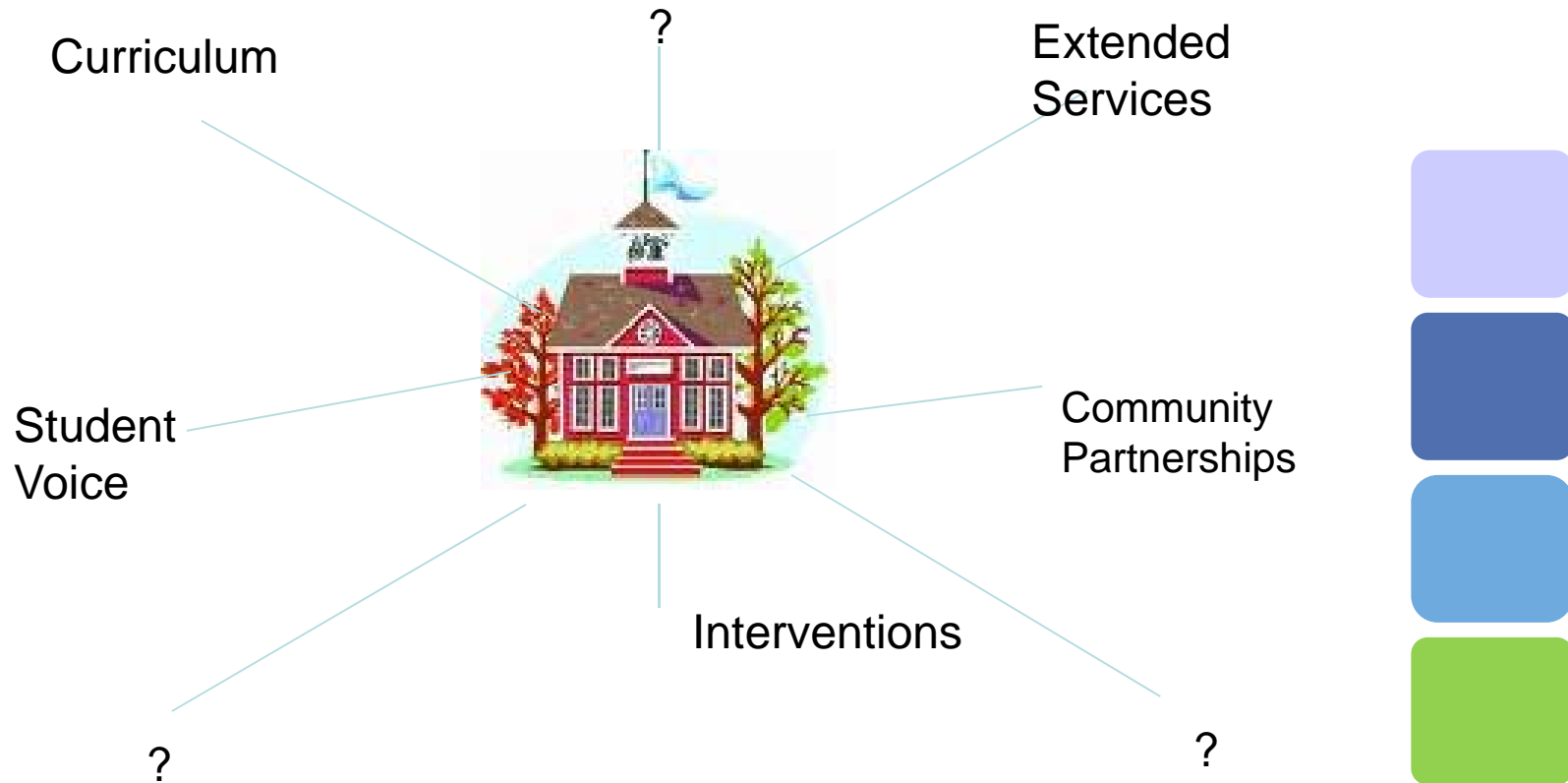
Where is community cohesion addressed in your school's community?

- Curriculum
- Extended services (summer schools, extra curricular activities, family learning etc)
- Student and learner voice
- Community partnership work (intergenerational, volunteering, 3rd sector etc)
- Pastoral interventions

Who leads the work in these areas? Who is ultimately in charge?



Existing Community Cohesion Work?



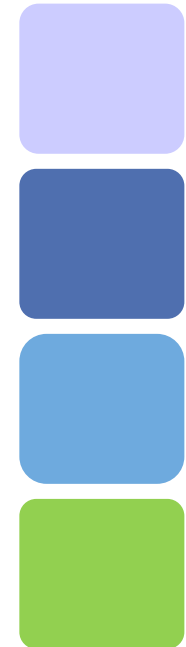


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Measuring the impact of CC

- **Now – Attempt to measure the impact of work already done**
 - » ES, Intervention, Curriculum, student voice, community partnerships
- **Plan for impact in the future based on your audit**
- **Impact can be qualitative and quantitative**
 - Statistics, anecdotes, videos

How has your school begun to measure impact of Community Cohesion?





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Hard evidence includes:

Formal qualification

Internal test results

Interim teacher assessment

Measurable gains in knowledge, understanding
and skills/techniques

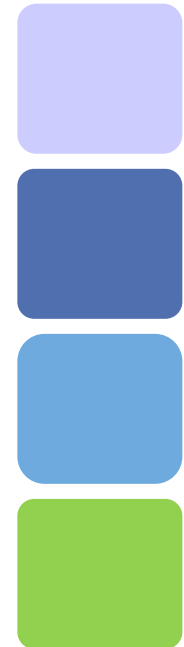
Take up, retention and attendance figures

Progression to further learning, activity or
training

Progression to FE or HE

Improvement in physical fitness or condition

Success in finding employment or progressing at
work.





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Other forms of evidence might include:

End of activity/course evaluations

Questionnaires

Examples of finished work

'Can do' statements

Letters of commendation

Photographs, video/audio recordings

Records of discussions

Jottings of 'significant moments' or

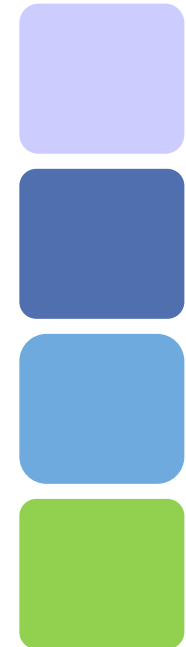
'unexpected outcomes'

Peer observations

Press cuttings

Graffiti walls

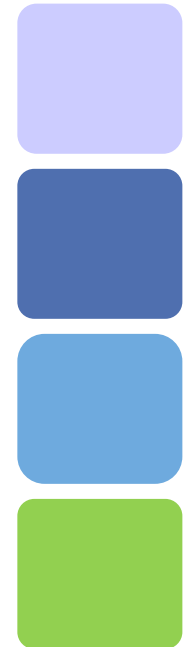
Minutes of planning or review meetings.





Ofsted Judgements Outstanding (1)

- **The school has made an important and beneficial contribution to promoting community cohesion in its wider region or even nationally. Its planned actions to promote community cohesion are underpinned by an effective analysis of the school's context (including faith, ethnicity and culture, and socio-economic factors). The school's evaluation of its actions shows a significant impact on its own community. Learners have a strong sense of common values, integrate actively with learners from other groups, and are respectful of others' differences. Learners themselves make a strong contribution to the promotion of equalities and the elimination of prejudice and discrimination.**





Good (2)

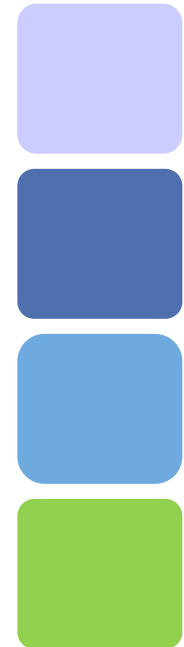
- **The school makes a strong contribution to promoting community cohesion. It has a clear understanding of what is required to promote community cohesion, based on a sound analysis – covering all three strands - of its own community and learners’ needs. The school is taking effective action to engage with communities outside the school itself and its local community with evident impact. Learners engage as far as possible with their peers from different ethnic and cultural, religious, non-religious and socio-economic backgrounds and understand that they share common values. The school effectively evaluates its contribution to community cohesion in all three strands (including faith, ethnicity and culture and socio-economic dimensions) to inform its actions.**





Satisfactory (3)

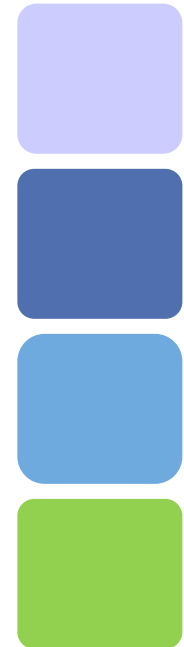
- **The school has implemented the three main steps to promote community cohesion by analysing its contextual issues, planning suitable actions and evaluating its impact. It demonstrates awareness of all three strands of faith, ethnicity and culture, and socio-economic issues. It is addressing community cohesion within the school community and is reaching out to other communities. However, there may be only limited evidence of its impact, which is inconsistent. The school's contribution to community cohesion cannot be graded satisfactory if the promotion of equalities and elimination of discrimination are inadequate.**





Unsatisfactory (4)

- The school's contribution to promoting community cohesion is ineffective. ***It is inadequate if school leaders have failed to complete any one of the three main steps to promoting community cohesion: developing an understanding of the community cohesion context, planning appropriate actions, and evaluating its impact on community cohesion.*** It is also likely to be inadequate if the school has failed to address any one of the three main strands of faith, ethnicity and culture, or socio-economic factors, or paid little attention to **community cohesion beyond the school itself or the school's immediate community.** The school is doing too little to promote an understanding of common values amongst its learners and in the context of the national community. Learners from some groups present in the school may not regularly or readily engage with others or may not accept one another's differences.





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SEF



Three questions that inspectors need to ask

...and possible sources of evidence

1. What do you know about the context of your school?
 - Section 1a of the SEF should address all three strands. This should be clearly cross-referenced to **6b** in the SEF.
 - 4e may provide additional evidence.
2. Have you planned and taken an appropriate set of actions?
 - Inspectors should be able to discuss the planned actions with senior staff. Their observations of, and discussions with, learners should enable them to consider whether it is appropriate.
3. What impact are you having?
 - The school should be able to demonstrate the impact of its actions covering faith, ethnicity and culture, and socio-economic cohesion.
 - There should be evidence that the school is having an impact on its own community.

Inspecting community cohesion



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The school context in the SEF: 1a

- **School A:** School serves an area of low deprivation. Pupils from village and wide rural area. Estate of families in village with social problems, young single parent families and high crime (drug related) which inhibit opportunities. Almost all pupils are White British, with few from other cultural backgrounds. Some families have very narrow experience beyond the village so some have a limited understanding of wider communities. It is also a school with a particular faith based intake policy.
- **School B:** The school serves a very diverse urban community, with pupils from a very wide range of cultural, ethnic and linguistic backgrounds. Broadly: White British 22%, Black African 22%, Black Caribbean 9%, Asian 24%, Eastern European 8%. It is an area of high social mobility and significant deprivation.

Inspecting community cohesion



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Inspecting community cohesion - SEF



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4e community contribution

- Translation of school prospectus into 2 other languages has promoted community cohesion
- Sixth form students undertake conflict and relationship training and work with younger students thus promoting community cohesion

5b curriculum

- Qualifications in home language are encouraged to meet the needs and raise the self esteem of our bi-lingual learners; contributes to community cohesion
- The curriculum at all key stages addresses issues of the cohesiveness of the community, common identity and values, human rights and the skills required for participating in society. active in addressing issues.
- Equality of opportunity ensures that every student has the chance to participate in life enriching activities...contributing to community cohesion

6b community cohesion

- The school ethos is based on the principles of equality, celebration of diversity, inclusion, and the nurturing of talent and aspiration. Students understand that they are global citizens. They develop a social conscience and an understanding of issues such as homelessness, child labour, racism and justice through our Humanities specialist activities and the Citizenship curriculum.
- Commitment to community cohesion is seen in the projects we support which are based on global, national and local initiatives e.g. 'project for white working class youngsters to influence London's open spaces; The Big Draw community cultural art project.
- Through our ethos and practice we encourage students to develop good relations and we affirm their cultures and identities by celebrating religious or cultural festivals
- Our Nepalese, Tamil and Somali parents have appreciated the community support provided by the school. The evident appreciation of our positive links with the five community schools is seen in invitations to their celebrations and their willingness to contribute their views in various forums.



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Inspecting community cohesion – best practice

- **Best practice**
- **A deep understanding of their own school community**
- **Regional, National and international links – which have an impact on understanding**
- **A planned approach rather than piecemeal activities (however worthy in themselves)**
- **Evaluation of the impact at regular intervals – including attitudinal studies and surveys?**
- **Fully integrated community – including**



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Inspecting community cohesion

Discussions with pupils – what should we ask?

- What do they think are the key characteristics of their school and local community ?
- Do pupils from different backgrounds mix well in their school?
- What do they think of the various activities in changing views and attitudes?
- In terms of priorities what do they think the school could do to improve community cohesion?
- Tell me about the international links your school has.
- What opportunities are provided to discuss and think about current global complex and difficult issues?
- Give me an example of an activity where pupils from different cultures and faiths can talk about their own background and beliefs.



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Recent Evidence from an ‘Outstanding’ School

- **Interview with lead member of staff**
- **Thread across the whole school provision**
- **Interviewing students**
- ***What are the main points here?***
 - » CC is looked at from all angles of school and community life
 - » Students need to know what CC is - it should be an overt feature in school life.
 - » Appoint someone in charge of CC who can talk at length about it
 - » Have overt plans in place that are specific to CC





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Action Planning





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The ultimate prize: ICE

Investing in Community Engagement

- **Recognises and celebrates the role of the school/academy at the heart of its communities**
- **Supports critical review of the community dimension of specialism**
- **Increases the breadth and depth of community engagement**
- **Supports the development of effective models of collaboration and regeneration**
- **Inspires confidence across community partnerships**
- **Establishes a mechanism for recognising and sharing best practice in community engagement across schools and academies**
- **Adds value to a school's self-evaluation process, without duplicating existing approaches.**

Connects with the Community Performance Framework





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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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We can offer

support for schools' community and partnership programmes, including:

- Specialism support
- Schools partnerships
- Community cohesion
- Designation and re-designation
- Employer engagement
- Higher Education partnerships
- The Rural Dimension
- Further Education partnerships
- Extended schools
- Adult and family learning
- Wider community links

Through:

Bespoke consultancy packages

Community leadership programmes

Conferences

The ICE Mark

Lead Practitioner networks

School-HEI matching service

Publications

School based seminars

Web resources



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Help and contacts

- community@ssatrust.org.uk
- www.schoolsnetwork.org.uk/community
– Community Cohesion Toolkit
- **Tel: 020 7802 0874**





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Many Thanks and a safe trip home

