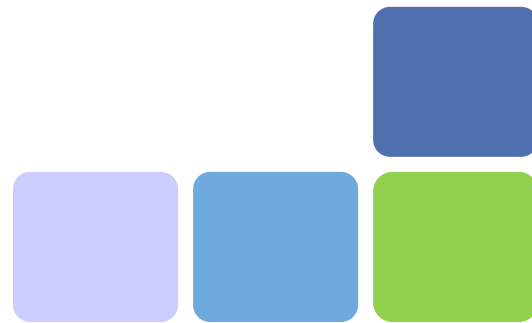




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Measuring the impact of Community cohesion





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Always start with the end in mind!

**What are you trying to
influence?**

What are you trying to change?

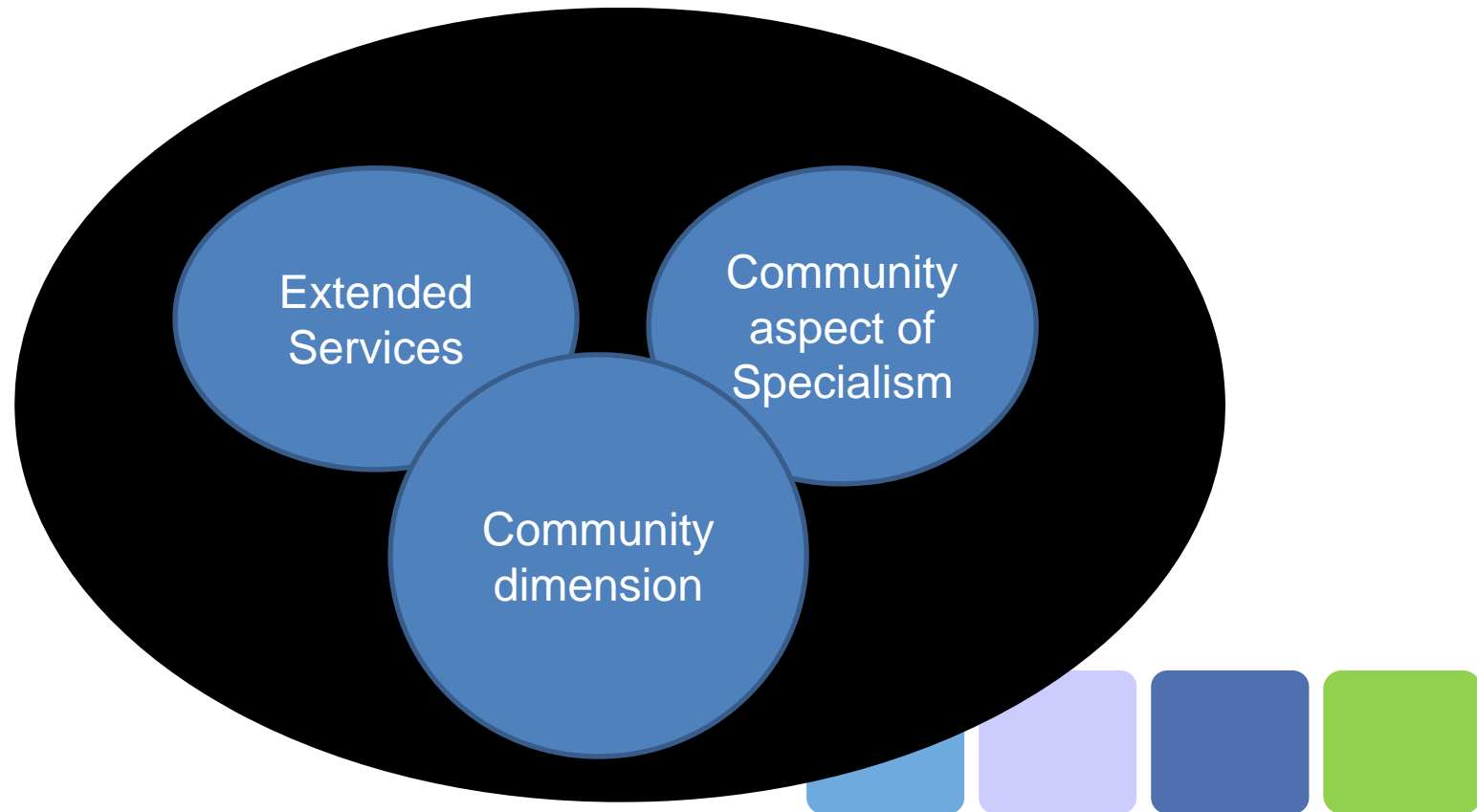
What needs fixing?





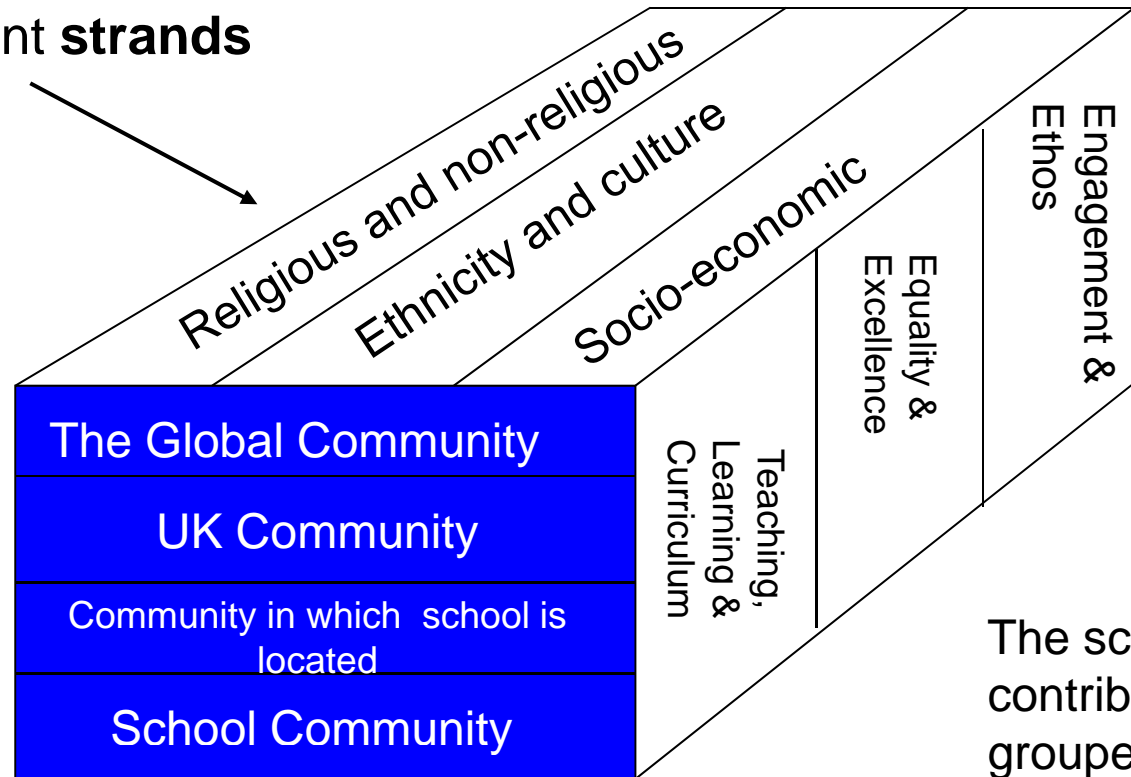
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Do you have a community overview?



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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Schools contribution through.....

- **Equity and excellence**
 - Equality for all- Attainment, achievement, participation, progression
- **Engagement and extended services**
 - Social capital – enabling young people to mix with a variety of different people
- **Teaching and learning**
 - Teaching students to understand others; discussing and debating common values and diversity





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Three steps that schools should take if they are to successfully promote community cohesion:

- **Understand their own context**
- **Plan and take actions**
- **Evaluate impact**





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Actions

Effective needs analysis
Informed by community profiles



Clear priorities are established
Based on wide agreement



Joint planning with a range of partners ensures comprehensive
access and coverage





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School Context

- **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.**





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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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Bristol City Academy

Results of different ethnic groups in the school varied greatly

- Analysed results of sub groups within the school
- Established strategies for each group in order to raise attainment

Impact

- **Raised attainment in specific groups**





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Ashfield School

Identified teenage pregnancy problem in the area from demographic data

- Y9 PSHE lessons focus on the issue
- Run and funded by a local charity

Impact

- **Reduced number of teenage pregnancies**





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Alec Hunter Humanities College

Experienced poor relationship with the local community so.....

- 1. School designated as disaster shelter**
- 2. Worked with local council on publicity**
- 3. Set up mock disaster scenarios with local residents**

Impact

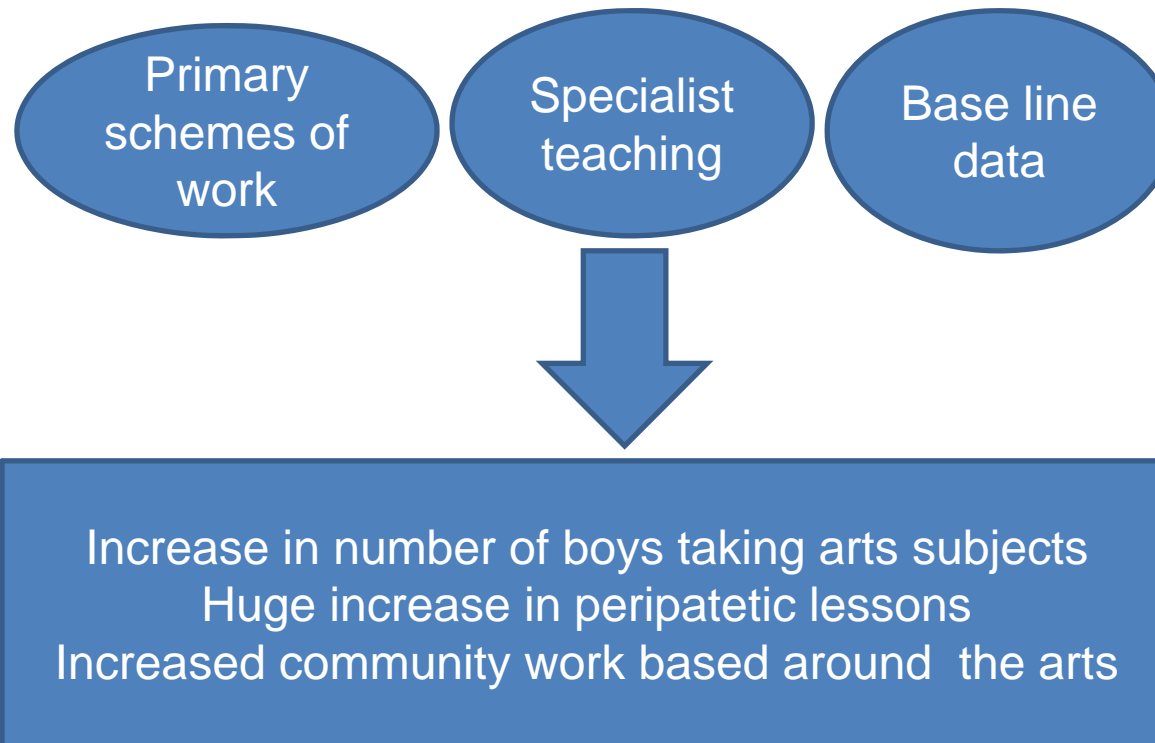
- Improved profile in the local community**
- Improved intake numbers**





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Maidenhill school – Performing Arts





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Carterton Community College

Needed to build links with local air base and engage fathers in children's learning

- **Specialist Engineering**
- **Based close to Brize Norton**
- **Brize Norton Staff run curriculum projects based on actual engineering problems at the base**
- **Parents take part in engineering projects as part of extended services**





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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.**



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The effectiveness with which the school promotes community cohesion

Inspectors look at

- **the extent to which the school has developed an understanding of the religious, ethnic and socio-economic characteristics of its community in a local, national and global context**
- **the extent to which the school has taken an appropriate set of planned actions based on an analysis of its context and is evaluating the impact of its work**
- **the extent to which the school's actions have a positive impact on community cohesion within the school and beyond.**





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Inspectors should take account of:

- **the quality of the school's analysis of its context**
- **the extent to which leaders and managers have placed due emphasis on each of the three strands of religion, ethnicity and the socio-economic dimension in shaping the school's response to its analysis.**
- **the extent to which the school has taken appropriate actions to contribute to community cohesion within the school and beyond**
- **the quality, and use made, of the school's evaluation of its work across the three strands**
- **evidence of the impact of the school's work on outcomes, for instance in the quality of the pupils' spiritual, moral, social and cultural development**
- **evidence of the impact of the school's work in the local community.**





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Inspecting community cohesion

Community cohesion is likely to be inadequate if:

- **the school's contribution to promoting community cohesion is ineffective**
- **school leaders have failed to complete all three steps: developing an understanding of their context, planning appropriate actions, and evaluating their impact on community cohesion**
- **the school has failed to address all three strands: faith, ethnicity and culture, and socio-economic factors**
- **little attention is paid to community cohesion beyond the school itself or the school's immediate community**
- **some groups of pupils do not regularly or readily engage with others and are intolerant of one another's differences**



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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 breaktimes ?**