

Guidance for School Improvement Partners and Headteachers

Schools' Duty to Promote Community Cohesion: links with sustainable development and the global dimension

The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school

(a) promote the well-being of pupils at the school, and

(b) in the case of a school in England, promote community cohesion

[The Education Act, 2002]



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Why GLEAN?

GLEAN is a membership network to support, share and inspire more and better global learning across the south-west of England.

What do we mean by 'global learning'?

Learning that gets to the heart of education: creative and inspiring, fair and just, respectful of difference and optimistic about the future.

It places learning firmly in a global context and equips learners to participate confidently in our changing world as active global citizens who can change things for the better.

GLEAN can provide support for 'student voice', NQTs, ITE practitioners and trainees, Heads, teachers and other school staff.

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Community from a schools perspective

For schools, the term 'community' has 4 dimensions with 3 strands²

Dimensions

- 1 **The school community** – the 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 and services
- 2 **The community within which the school is located** - the school in the geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which the school is located
- 3 **The UK community** – all schools are by definition part of this community
- 4 **The global community** - formed by EU and international links

Strands

- 1 Religion
- 2 Ethnicity and culture
- 3 Socio-economic factors

An effective approach to community cohesion will consider these strands at the different levels of community where action can take place to determine the school's contribution to community cohesion accordingly.

Table 1 – Our School's Actions

| | School Community | Local Area | UK | Global |
|------------------------|------------------|------------|----|--------|
| Religion | | | | |
| Ethnicity and culture | | | | |
| Socio-economic factors | | | | |

How well does the school contribute to community cohesion?³

It is particularly important that school leaders have had an impact on developing the school itself into a cohesive community in which learners, at the very least, accept each others differences. (Ofsted Guidance for Inspectors, 2009)

The Ofsted Guidance for Inspectors is centred around three core questions

- 1 What do you understand about the context of your school in respect to community cohesion?
- 2 How has the school's understanding of its context informed a planned set of actions to promote community cohesion?
- 3 What impact are you having?

² The Ofsted guidance to Inspectors is September 2009, reference 090165

³ SEF A4.8

If a school is to successfully fulfil its duty to promote community cohesion, it should focus on the three key strands to answer these questions

Table 2 – Our Contribution to Community Cohesion

| | Understands the context of its own community? | Has planned and taken an appropriate set of actions? | These actions have had an impact? |
|------------------------|---|--|-----------------------------------|
| Religion | | | |
| Ethnicity and culture | | | |
| Socio-economic factors | | | |

The guidance gives minimum expectations and suggests possible inspection evidence.

tip

This could be obtained using the jigsaw survey approach – Mapping the areas contributing to social cohesion (page 9).

A key starting point is analysis of the SEF and RAISEonline.

Student Voice

The views of pupils and their knowledge and understanding about their community and the way the school promotes cohesion within it form an essential part of the evidence base for the judgement on how well the school contributes to community cohesion.

Discussions with pupils should be used to judge how effective they feel the school's work has been in this aspect.

A key focus is to ascertain pupils' views on how well they get on with different groups within the school and local communities and what the school has done to promote good relationships, mutual understanding and global interdependence.

Limiting Judgement Issue?

The Ofsted Guidance says

Inspection focuses upon the impact that the school is having. In order for a school to be at least satisfactory, Inspectors must be clear that a school

- *has an adequate understanding of the religious, ethnic or socio-economic factors which define its context, including an awareness of each of the three strands of religion ethnicity and culture, and the socio-economic dimension*
- *has planned and taken a set of actions based on an informed understanding of its religious, ethnic and socio-economic context and is actively promoting community cohesion within the school community and is reaching out to other communities.*
- *is evaluating the impact of its actions within and beyond the school, and can demonstrate to Inspectors that its work has a generally positive impact within the school.*

tip

Schools could usefully read recent Ofsted reports to gain a reference position to Ofsted judgements and compare their SEF statements to these Ofsted report judgements and comments.

Global dimension and sustainable development

The government would like every school to be sustainable by 2020. The National Framework for Sustainable Schools has been established by the government to help schools understand what they need to do to achieve this aim.⁴

The guidance offered to Inspectors covers before, during and after the inspection.

Section 1 - Before

The evaluation schedule for schools includes important reference to sustainable development - to consider the approach that is being taken to sustainable development and to determine the impact on outcomes for learners.⁵

Inspectors should consider the previous report and the SEF to provide hypothesis about possible strengths and weaknesses of the schools sustainable development work.

There is a prompt to suggest that schools could support their analysis and position by showing use of the DCSF s3+: *sustainable schools self-evaluation for local authorities who support sustainable schools.*⁶

Schools are asked explicitly to consider their approach to sustainable development in their SEF

| | SEF Reference | Section | Possible evidence of impact found in... |
|---|---|---------|---|
| 1 | School's context | A1.1 | Travel to school patterns School travel plan |
| 2 | Contribution that pupils make to the school and wider community | A2.8 | Student voice-surveys, council minutes Recycling policy Input to local, national and international organisations |
| 3 | Pupils economic wellbeing | A2.10 | Every child matters agenda Key skills and employment profile WE records and diaries Enterprise activities Globalisation and world trade |
| 4 | Value for money | A4.9 | Local sourcing Using technology Purchasing policies Carbon reduction |
| 5 | Outcomes for pupils in the Sixth Form | A6 | Opportunities for leadership and contribution QCDA guidance. |

Schools may also expand upon their work to support sustainable development in other sections

| SEF Reference | Section | Possible evidence of impact |
|---------------|---|---|
| 6 | Extent to which pupils adopt healthy life styles (ECM) | A2.7 Longitudinal data from-pupil survey School meal analysis – including food miles PE survey of participation and membership Promotion of fairtrade |
| 7 | The quality of teaching | A3.1 Lesson observation schedule reports on lesson content including sustainability 'Global Learning' lead teacher/ SMT |
| 8 | Content and contribution to the school's curriculum (see QCDA themes) | A3.1 Lesson plans record global plus sustainable development dimensions |
| 9 | Governing body | A4.3 Governing Body minutes record policy progress Appointed 'Sustainable Development' or 'Global Learning Champion' |
| 10 | School's engagement with parents and carers | A4.4 Parents' survey data shows school commitment and progress |
| 11 | Engagement with partnerships | A4.5 Mapped and impact recorded School links – local, national and global Involvement with national and international NGOs and the voluntary sector |

SIP areas for discussion could include

- Travel to school plan effectiveness related to carbon reduction targets
- Food miles issues and pupil awareness of/ engagement with
- Sustainable development and compulsory curriculum content in citizenship, design technology, geography and science
- Impact of cross-curriculum delivery

New Secondary Curriculum

The new secondary curriculum has a much sharper focus on sustainable development and the global dimension, one of the cross-curricular themes identified by the QCDA within the new curriculum.

tip

Evidence that could be presented to show how the school promotes the skills needed for sustainable development through their curriculum could include *Team work, flexibility, analysis of evidence, critical thinking, making informed choices and participating in decisions, all of which will empower pupils to voice their opinions and make a difference - indication of impact.*⁷

Student voice across the school can be measured by level of participation and impact as evidenced by the engagement of pupils in campaigns by NGOs, volunteering, involvement in outside organisations promoting sustainability and raising funds for long-term development projects.

Information presented in the SEF about how well the school's leadership promotes and evaluates the impact of its sustainability development initiatives will exemplify the progress being made.⁸

⁷ Sustainable Development - briefing for Section 5 Inspectors, September 2009, reference 90204

⁸ Reference 3 note 15

Section 2 - During

The inspection process provides a significant opportunity to influence behaviours and attitudes and promote sustainable development - gather first hand evidence of impact by observing learners engaged in activities that are contributing to developing their knowledge and understanding of how to lead a sustainable life.⁹

Section 3 - After

The effectiveness of the school's promotion of sustainability is not reported separately. Instead, the report may refer to the school's work and the impact of its efforts where the lead inspector considers the text will have the greatest effect. Where the practice is judged to be a strength or seen to be a weakness this will be reported in the overall effectiveness section and, where relevant, may be identified as a specific recommendation.

tip

Consider the 8 'doorways' (sustainability themes) that are discrete 'entry points' where schools can establish or develop their sustainability practices.

There are opportunities and recommendations for schools in relationship to each of these doorways relating to

Food and drink

Energy and water

Travel and traffic

Purchasing and waste

Buildings and grounds

Inclusion and participation

Local well-being

Global dimension



⁹ Reference 3 note 15

Guidance and Resources

Teachernet

publications.teachernet.gov.uk

Teachernet website contains guidance and resources for teachers for instance

- 'Top Ten Tips' and guidance for each of the 8 gateways
- Planning and evaluating your schools progress
- DCSF lesson and assembly resources
- Designing Sustainable Schools
- Self-evaluation and guidance for LAs
- Research and reports

Guidance for LA officers showing how schools can contribute to local targets can be found at http://www.teachernet.gov.uk/sustainableschools/about/news_detail.cfm?id=630&levelselected=0

'Top tips for the global dimension' can be found at http://www.teachernet.gov.uk/eOrderingDownload/global_dimension_top_tips.pdf

'Planning a Sustainable School - Driving school improvement through sustainable development' is designed to bridge the gap between recommendations of the *National Framework for Sustainable Schools* and *School Improvement Planning*. There are 13 participatory activities within the 89 pages

's3+: sustainable schools self-evaluation for local authorities who support sustainable schools'

Global Gateway

www.globalgateway.org.uk

Global Dimension

www.globaldimension.org

Ofsted

www.ofsted.gov.uk

'Sustainable Development: Briefing for Section 5 Inspectors', September 2009 reference 090204
'Inspecting maintained schools' duty to promote community cohesion: Guidance for inspectors', September 2009. Reference 090165

Value-for-money

A good source of support for work on value-for-money can be found at

www.consultancyforschools.co.uk

Schools can request a support visit. Governors may use this to support their work towards achieving a sustainable school.

Global Learning Network South West

www.glean.org.uk

GLEAN offers a range of curriculum materials and contacts through their website

Office of Public Sector Information

www.opsi.gov.uk

Section 21(4) of The Education Act 2002

Qualifications and Curriculum Development Agency

www.qcda.gov.uk/13575.aspx

This gives a focus on community participation for students

QCDA (Cont)

'The Global Dimension in Action: a curriculum planning guide for schools'. 48 pages with exemplars and Ofsted examples. Reference QCA/07/3410

'Sustainable development in action: a curriculum planning guide for schools'. 26 pages with exemplars and Ofsted examples. Reference QCA/08/4039

Communities

www.communities.gov.uk

'Building Cohesive Communities - What front line staff and community activists need to know'. ISBN 978-1-4098-1910-3

This 35-page report is offered as 'a guide for busy activists and front line staff working on community cohesion'. It includes examples and guidance for what you might do and tips on how to work with local sensitivities

How well does the school contribute to community cohesion?

Headteachers can use this table to support the completion of their SEFs and in surveying the perceptions of key players. The guidance is built around the three core questions that SIPs could ask of schools and can be summarised as follows:

| Key question to ask the school | Minimum expectations | Possible inspection evidence | Ofsted Outcomes |
|--|--|---|-----------------|
| 1. <i>What do you understand about the context of your school in respect of community cohesion?</i> | Schools must show that they have developed an understanding of the religious, ethnic and socio-economic characteristics of their community in a local, national and global context | If completed, section A4.8 will evaluate the school's effectiveness and section C28 confirms whether the governing body is fulfilling its statutory duties in this regard <i>Part B</i> provides some factual information about the school, including the ethnic background of pupils (B2.5) | |
| 2. <i>How has the school's understanding of its context informed a planned set of actions to promote community cohesion?</i> | The school should have taken an appropriate set of planned actions based on an analysis of its context and should be evaluating the impact of its work | SIPs should be able to discuss the planned actions with senior staff Their observations of, and discussions with, learners should enable them to consider whether these are appropriate. | |
| 3. <i>What impact are you having?</i> | The school should be able to demonstrate the impact of its actions and that they have a positive impact on community cohesion within the school and beyond | SIPs should consider whether the school's actions have had a positive impact within and beyond the school. For example, do learners have an understanding of common values and how do they feel about working alongside people from different communities? | |

Reference Guidance for Inspectors Inspecting maintained schools, duty to promote community cohesion, Ofsted 2009, reference 090165

How well does the school contribute to the global dimension and sustainable development?

Headteachers can use this table to support the completion of their SEFs and in surveying the perceptions of key players. The guidance is built around the three core questions that SIPs could ask of schools and can be summarised as follows:

| Key question to ask the school | Minimum expectations | Possible inspection evidence | Ofsted Outcomes |
|---|---|---|-----------------|
| 1. <i>What do you understand about the context of your school in respect of sustainable development?</i> | The previous inspection report and SEF should be the starting point for hypothesis about possible strengths and weaknesses of the school's sustainable development work | Use of DCSF s3+ Sustainable Schools Self-evaluation Form | |
| 2. <i>How has the school's understanding of its context informed a planned set of actions to promote sustainable development?</i> | The school should have taken an appropriate set of planned actions based on an analysis of its context and should be evaluating the impact of its work | SIPs should be able to discuss the planned actions with senior staff Their observations of, and discussions with, learners should enable them to consider whether these are appropriate | |
| 3. <i>What impact are you having?</i> | The school should be able to demonstrate the impact of its actions and that they have a positive impact on community cohesion within the school and beyond | SIPs should consider whether the school's actions have had a positive impact within and beyond the school. For example, do learners understand and share commitment to the principles of sustainable development? How are learners involved in planning and implementing projects that will help meet carbon reduction targets? | |

Based upon the guidance sheet for inspecting community cohesion and adapted to reflect guidance for Inspectors Sustainable development - briefing for section 5 Inspectors, 2009, reference 090204

Mapping the areas contributing to social cohesion or school activity engaging students with the global dimension

School Jigsaw used to show the variety of activities contributing to social cohesion. Each piece should show the activity, key players and impact evidence. A separate diagram could be completed by each group to be surveyed. The SLT can then summarise the picture for the SEF and implications for the *School Improvement Plan*.

