

Community Cohesion National College for School Leadership Annual Conference

Neil Wilson Executive Headteacher
Benchill Primary and Newall Green High School 3-19
Federation

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Context of the school

- 3-19 federation since October 2008
- Three specialisms. Arts 2000, Science with Maths 2004, Applied Learning 2006.
- 6th Form presumption from 2008 .. 1st intake September 2009 approximately 100.
- Looking at Trust status
- CVA (2-4) 2005 1060, 2006 1059, 2007 1056. top 1% nationally
- Completed £18m BSF build. November 2008
- Outstanding Grade 1 Ofsted May 2007
- Exam results 5A*-C 2006 60% 2007 68% 2008 70%
- E and M 2006 17% 2007 23% 2008 32%

Social Context

- Free School Meals 44%
- Attendance rate 91.4%
- Unauthorised Absence 1.0% (National 1.1%)
- Percentage of pupils with special needs including statements 38.2% (National average 15.8%)
- Percentage of pupils with statements 4.6% (National average 2.4%)
- Number of pupils on roll 914
- Percentage of pupils with first language not English 0.6%

Social Context (not inverted snobbery!) of children aged 0-15 who live in Wythenshawe

- % who live in households without access to a car or van? 38%
- % who live in a lone parent family? 43% (National 17%)
- % who live in households where there is not an adult in employment? 36% (National 5%)
- % of 5 year olds that show evidence of tooth decay? 60% (National 40%)
- Conception Rates per 1000 girls aged 15 to 17
Wythenshawe 67.3. (National 46)

Headteachers as Community Leaders

What they are responsible for (amongst other things)

- **Three strands**
- Religious and non-religious
- Ethnicity and Culture
- Socio-economic
- **Three ways of a schools contribution**
- Teaching Learning and the curriculum
- Equality and Excellence
- Engagement and Ethos
- **Scale and dimension**
- School Community
- Community in which the school is located
- United Kingdom Community
- The Global Community

Leadership

- A Deputy headteacher has oversight of the Community Cohesion Programmes as well as ECM Enjoy and)
- Through my leadership team I have allocated responsibilities to Assistant headteachers for each dimension of the Every Child Matters Agenda
- Economic Achievement
- Making a Positive Contribution
- Be Healthy
- Safeguarding (Deputy Headteacher Pastoral)

Making Community Cohesion work

- Make it a high priority. This comes from the headteacher and the senior leadership team.
- Describe what you do and involve all staff in this activity
- Sit it alongside existing responsibilities and strategies
- Consider your own context and needs
- Plan and write up your actions and intentions
- Evaluate and measure impact (sometimes difficult . Use case studies as supporting evidence. Data whenever possible)
- Report on it within the SEF
- Have a Community Cohesion Action Plan

Some of the things we do within Community Cohesion

- **Partnerships with three main partner primary schools**
- Serve on each others governing body
- Joint Annual training day on a common theme
- Curriculum support through specialism (6 hours per week per school)
- Half term meetings between headteachers to discuss issues
- Work with the families through multi-agency and pastoral support
- **Residential programmes**
- **Enterprise, Specialism as a link to community dimensions,**
- **Cultural exchanges. Awareness of cultures and religions through English, Humanities, PSHE,**

Engagement and Ethos

- The impact of specialism and the ethos it creates (Arts, Science, Applied Learning)
- Start of each academic year:
 - Two training days and three days of activities which includes Residentials for students (350 per year go on residentials)
Day trip to Blackpool for everyone else.
- This came out of a survey about summer holiday experiences of our young people.
- Two work experiences Year 10 and Year 11. Work related learning in between.
- Applied Learning days for year 10 and year 11. All students do at least one applied learning course

School based activities

- Senior Citizens party and support
- Student council and voice in school management
- Vulnerable children. Structured programme
- Looked After Children (34)
- The school as a community focus through the leisure centre
- 16-19 provision through the sixth form presumption and the development of community leadership programmes. Young adults putting something back.
- PSHE programme and themes from 3-19
- Personal Emotional and Thinking Skills within the new Key stage three curriculum.
- House system that involves the primary schools
- Parenting programmes including curriculum evenings and parent support groups

PLEATS – LONG TERM PLANNING 2008/2009

- Each term 2 skill areas will be focused on for Year 7, 8 and 9
- Choose any learning objective from the set skill areas
- Every half term there will be a Skill Day (Year 7 only)
- Faculties involved will meet and plan collaboratively (can select theme if appropriate)
- Learning objectives must be taught explicitly

	Term 1	Term 2	Term 3
Year 7	<ul style="list-style-type: none"> • Team Worker • Effective Participator 	<ul style="list-style-type: none"> • Creative thinkers • Self Managers 	<ul style="list-style-type: none"> • Independent Enquirers • Reflective Thinkers
Year 8	<ul style="list-style-type: none"> • Creative thinkers • Independent Enquirers 	<ul style="list-style-type: none"> • Team Worker • Self Managers 	<ul style="list-style-type: none"> • Effective Participator • Reflective Thinkers
Year 9	<ul style="list-style-type: none"> • Creative thinkers • Self Managers 	<ul style="list-style-type: none"> • Independent Enquirers • Reflective Thinkers 	<ul style="list-style-type: none"> • Team Worker • Effective Participator

Engagement and Ethos

Equality and Excellence

Sandra Maguire

Senior Manager

Newall Green High School 3-19 federation



Understanding the Community

- Large team of Associate Staff (87)
- 54% live in or around the immediate neighbourhood – tapping into that ‘voice’.
- Community Leisure Provision – $\frac{3}{4}$ million users over the past 14 years
- Extensive amount of work within the federated school and with two partner primary schools
- Extensive amount of engagement with local Housing Trust and other partners – Community Projects

Equality and Excellence

- Large team of Family Support Workers
- Close links with local councillors
- Allotment
- Pond and Nature Trail – whole community on board
- Environmental Project involving our students
- All year round activities – opportunities to try new things as we try to keep young people safe

Develop proactive communication strategies,
including challenging negative stereotyping within
and between communities

Participation in wider activities

Engagement and Extended Services

- Share staff through our specialisms
- Family Support Workers
- Work with vulnerable individuals and groups
- Polish Teaching Assistant
- Leisure Manager
- Estates Team
- Leadership Team

Engagement and Extended Services

- Links with a Local Business
- Food industry – global supply chain
- Diverse mix of staff
- Themed Days
- Applied Learning –Manchester Airport and Wythenshawe Hospital
- Wythenshawe Regeneration
- Wythenshawe Ward Meetings

Residentials

- Every year group has the opportunity to go on a residential
- First week in September 400+ students will take part in a residential, all other students will be involved in a variety of activities. Friday – We hire the Pleasure Beach at Blackpool and take everybody off for the day.
- Derbyshire
- Belgium
- Italy
- Whitby
- Wales

Multi Agency Approach to Support Full Service School

Lindsey Shaffer

Full Service School co-ordinator



Resilience

Normal Development under difficult condition
(Fonagy et al 1994)

- Protective Factors
- Adversity

Domains of Resilience

- Social Competencies
- Secure Base
- Positive Values
- Talents and Interests
- Friendships
- Talents and Interests
- Education

The Team

- Senco (Assistant Headteacher)
- Dep Head Teacher (Guidance and Safeguarding)
- Full Service School Coordinator (CAMHS)
- Educational Welfare Officer
- Senior Manager of Associate Staff
- Family Support Worker (7)
- School Social Worker
- Assistant Social Worker
- School Health Worker (school nurse)
- Heads of Year (5)
- Clinical Psychiatry. Consultant Psychologist

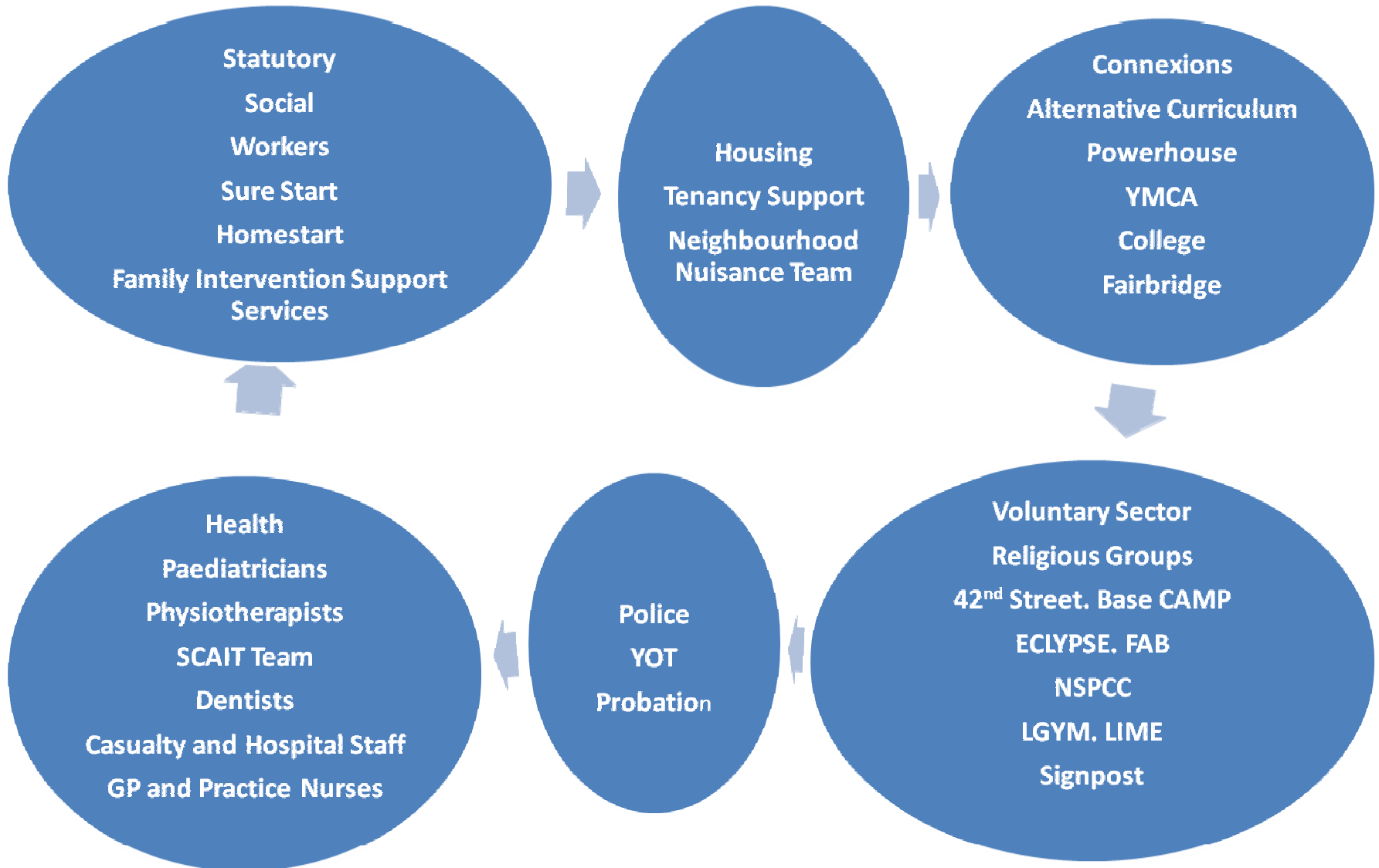
Process

- Concerns about a student are discussed with the Head of Year
- The Head of Year refers if appropriate to FSS
- Referral form is completed with an outline of concerns and support needed
- The Team meet to discuss referrals, and allocate a key worker

Other Referrals

- Family Doctors
- CAMHS
- Youth Offending Team
- Statutory Social Workers
- Police
- Housing

Links with other Agencies



Developments

- Training of Social Workers
- CAMHS Training Hub for Psychologists and School Health Advisors
- Programme now in 4 other schools school. TAMHS to be implemented.
- Family Support Workers in Primary Schools
- LAC worker (33 LAC children highest in the city)
- ACP Meetings
- Relationships with other agencies
- Parenting Courses
- Barrier Free and Autistic Provision

Evaluation

- Independent evaluation Social Worker
- Sexual Health Research
- Mental Health Research
- Healthy School Gold Award/ National and Local



NEWALL GREEN HIGH SCHOOL

SPECIALIST COLLEGE OF ARTS, SCIENCE WITH
MATHEMATICS AND APPLIED LEARNING



"AN OUTSTANDING SCHOOL" OFSTED 2007

A one day Conference focussing on
the 21st Century School

Friday 26th June 2009

at Newall Green High School, Manchester



Course Contents

- *Leadership and Management in the 21st Century School*
- *Social and Emotional Aspects of Learning along with Personal Learning and Thinking Skills at the core of the curriculum*
- *Full Service Extended School*
- *Community Cohesion*
- *Working as a Federation (3 - 19 School)*
- *Building Schools For the Future - the 21st Century Building*

