

Community Focused Schools

Community Focused Schools and the role of Governors

June 16th 2007



- Who am I?
- What is ContinYou Cymru?
- What is SCFS?

And – what about you?

Table activities

- **Take a few minutes to introduce yourselves:**
 - Which school(s) do you represent?
 - What sort of Governor are you (parent, staff, LEA, etc.)?
- **What is a Governing Body for?**
 - In your groups try to list as many functions of governing bodies as you can
 - What do you think are the three or four most important ones?

Purpose of Governing Bodies

- To help the schools they lead provide the best possible education for pupils. This involves:
 - Setting the school's **vision and strategic aims**, and agreeing plans and policies, making creative use of available resources
 - **Monitoring and evaluating performance** and acting as a critical friend to the headteacher and leadership team to support and challenge them in managing the school
 - **Ensuring that the school is accountable to the children and parents it serves, to its local community** and to those who fund and maintain it, as well as to the staff it employs

Source: Governing the School of the Future

Key messages

- Governing bodies share the strategic leadership of schools
 - **The Community Focused Schools Strategy is a key tool to drive up standards in schools**
- The focus is on addressing unmet need in order to maximise the life chances of our children
- Sustainability is crucial, as are consultation, collaboration and capacity building

The third of these is absolutely central to the development of CFS and your role as a Governor

Table exercise

Why does it matter for our schools?

- In your groups think about what the **benefits of getting more closely engaged with your 'community'** might be.
- What are the three or four most important benefits?

Community Focused Schools

- **What?**
 - *“A community-focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.”* (WAG guidance 2003)
- **When?**
 - Since forever in some places – but this isn't 'dual-use'
 - Many good examples throughout UK
- **Where?**
 - All 4 UK countries in different ways (+ USA, Scandinavia, etc.)
 - 22 LEAs
 - but extremely diverse approach – flexibility

Unlike England (Extended Schools):

- In Wales there is **no blueprint** for the types of activities that schools can provide, or how they might be organised
- Working with partners schools can develop **as little or as much provision as they think suitable** for their own community
- What matters is **what works for you.**

CFS development.....

- Can help you hit your targets
- Can help you raise standards
- Can help you engage with the community
- Can help improve the image of the school

But – you can't do it alone!

- Partnerships are essential to sustained success as a Community Focused School
- **Governors have a vital role to play in developing effective partnerships**

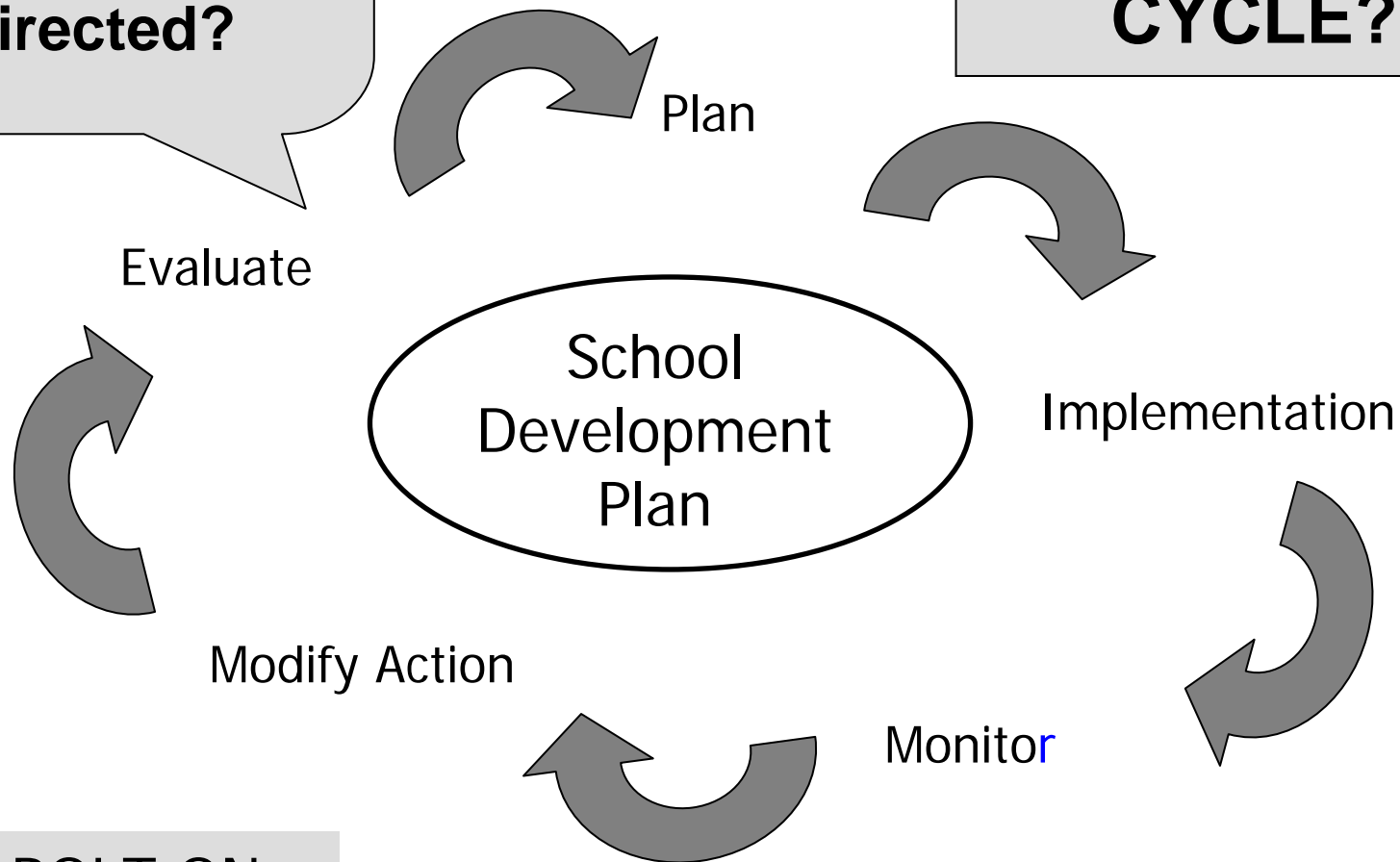
TOOLKITS

- Two of them:
 - The Guide for Governors (specific)
 - **The CFS/YB Toolkit (generic – but)**
 - One at least in every school in Wales
 - Also available from the website:
- www.continyou.org.uk
(Wales/Resources)



Where can your expertise and experience best be directed?

What is your role in this DEVELOPMENT CYCLE?



**NOT BOLT ON –
built in**

The process

Where can your expertise and experience best be directed?

- Audit of current provision and need
- Consultation with
- Planning
- Sustainability
- Implementation
- Monitoring & Evaluation
- Impact Outcomes

See the CFS/YB Toolkit (pages 49-51 on self evaluation available)

A few questions

- Who is already using the school's facilities during/outside of the school day?
- How can these user groups be better included/involved in your school and the skills they offer more effectively utilised to support your Community Focused School developments and school priorities?
- What impact would additional use have on them?

BUT:

- A school/schools should not decide to launch a new initiative unless there is:
 - clear evidence of need
 - the capacity to meet the need
 - alone or in partnership with others
 - a means of ensuring sustainability

Who is going to provide and manage?

- The short answer is – **it doesn't have to be you or your school staff.**
- It can be but it doesn't have to be.
- The LEA co-ordinator can provide logistic and other support (like pre-existing models to use)
- Provision and management are linked but are not the same

See toolkit pages 31-34

**There are lots of vital
roles for Governors in here**

.... and you?

- What can you be doing as governors to help this process along?
- Are you enablers (oiling the works) or disablers (throwing grit in the gears)?
- Are your structures geared up to support CFS development?

What does developing this approach mean for you as governors?

- Linking CFS developments with the School Development Plan.
- Structures to respond to community focused schools approach.
- Consultation.
- Resources and sustainability.
- Monitoring and evaluation.
- Working with others: 3rd parties, school cluster, multi-agency working.
- Premises.

Resources

- Website – www.continyou.org.uk
 - Follow the dragon 
- Strategy
- FAQs
- Case Studies
- Toolkit
- Travel Agency

What else would
you value?