

SOUTHWARK PRIMARY SCHOOL: COMMUNITY WORKSHOP

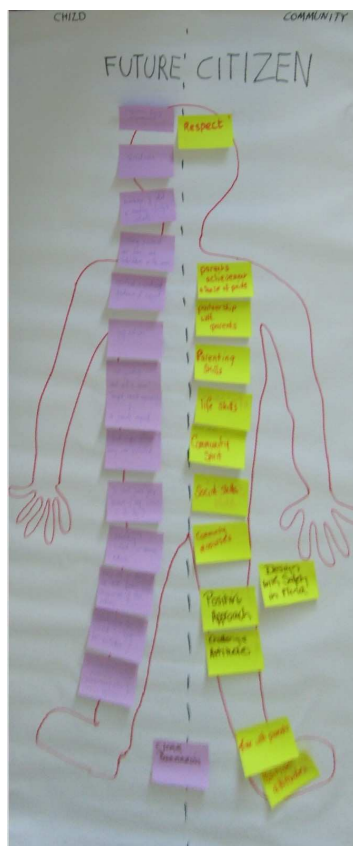
NOTES: 10/9/2007

Attendance: Rob Adkin (BSF Team), Irene Andrews (NCC Extended Schools), Karl Bloch (Schools – Notts Police), Iain Bulloch (Notts Police), Marianne Dewsbury (School nurse – Southwark), Andy Gallacher (Southwark Deputy Head), Tricia Goodman (ST John's Pre-School), Mike Gough (Crime Reduction, Notts Police), Barrie Jackson (Basford Community Association), Karen McAndrew (Education Welfare Service), Terry Oldham (Rosegay TRA), Lesley Phair (NCC Children's Centre), Barbara Phillips (37th Nottm Brownies), Martin Rinvoluceri (BSF Team), Michaela Saunders (Southwark Headteacher), Heidi Shewell-Cooper (Education Improvement Partnership), Tina Stuart (Education Welfare), Wendy White (Nursery nurse, Southwark), Kim Wytchard (School nurse, Ellis G)

1 FUTURE CITIZENS: LEARNING VISION

What will they need to flourish?

- Supportive family environment
- Streetwise,
- Knowledge of what a healthy lifestyle entails
- Strong pastoral care from all stakeholders in the community
- Spiritual and emotional guidance and support
- Self esteem
- Citizenship – responsibilities, respect
- Feel safe without being over protected
- Ability to resist peer group pressure
- Quality parenting
- School – services
- Advice
- Ability to face consequences of actions
- Opportunities to succeed (and learn from mistakes)
- Economic viability (children living with working parents)



What will the community need them to be?

- Respect
- Parents achievement and sense of pride
- Partnership with parents
- Parenting skills
- Life skills
- Community spirit
- Social skills
- Community resources
- Positive approach
- Challenge attitudes
- Time with parents
- Positive attitudes
- Design with safety in mind

2 A SCHOOL IN THE COMMUNITY: CURRENT MAPPING

	How the broader community contributes to the school	How the school contributes to the broader community
Learning opportunities	<ul style="list-style-type: none"> ○ Visits/ visitors – curriculum enrichment ○ Children’s Centre: parenting skills/ Webster Stratton programme, volunteer training, stay and play, adult education, job centre plus, teacher – foundation stage ○ Children’s Services: adult education programme@ellis Guilford, family learning through Nottingham City parenting strategy ○ Teaching children to be healthy (health) ○ Teaching children to be safe (police) ○ Giving children social skills and opportunities to mix and make friends (brownies) ○ Encouraging attendance (EWS) 	<ul style="list-style-type: none"> ○ Social skills and positive role models ○ Offers a venue for delivery or is a vehicle for ‘signposting’ to delivery ○ Experiential curriculum ○ Opportunities in sport, performing arts and residentials
Resources	<ul style="list-style-type: none"> ○ Education Improvement Partnership budget ○ Extended Schools budget ○ Leaflets (health) ○ Children’s Centre resources, outreach workers, training programmes, toy libraries ○ Booklets and leaflets (police) ○ Home visits to families (EWS) ○ Support to school (EWS) 	<ul style="list-style-type: none"> ○ Extended care (St John’s pre school) ○ Staff skills/ expertise/ commitment
Activities/ projects	<ul style="list-style-type: none"> ○ EIP / ES Plan ○ Go for (4) it (health) ○ Stay and Play ○ Cook and eat – healthy eating ○ Physical play ○ School curriculum meetings – info for parents ○ Teenage parenting ○ Sexual advice ‘C’ card scheme (health) ○ Youth/ holiday clubs ○ Holidays and trips out (brownies) ○ Assemblies/ meetings (EWS) 	<ul style="list-style-type: none"> ○ After-school club ○ Multi-agency intake meetings (EWS) ○ Late gates (EWS) ○ Promote extra curricular activities ○ Promote community experiences/ opportunities, eg Ellis G services/exp ○ Developing community cohesion

	How the broader community contributes to the school	How the school contributes to the broader community
Spaces	<ul style="list-style-type: none"> ○ Use of Vernon Park ○ Church ○ Children's Centre – outreach to community centre/ school: health, adult education, play ○ Providing rooms for counseling (health) ○ Contact with church (brownies) ○ Tennis courts on Vernon Park 	<ul style="list-style-type: none"> ○ Meetings (EWS) ○ Meetings (brownies) ○ Meetings (TRA) ○ Place of safety ○ Provides a room (health)
Relationships	<ul style="list-style-type: none"> ○ Governors ○ EIP/ES facilitate wider partnership working with other agencies ○ School visits (police) ○ Partnership with health/ education/ social services to deliver core offer to Children's Centres ○ Working with parents/ volunteers in the community (CC) ○ As above (health) ○ Learning to mix with others (brownies) ○ Sharing information/ data ○ Encouraging home/ school relationships (EWS) 	<ul style="list-style-type: none"> ○ Home school liaisons (EWS) ○ Promoting identity/ importance and value in relationships ○ Collective worship ○ Citizenship / SEALs work ○ Working with other agencies (health)
Culture	<ul style="list-style-type: none"> ○ Input from different ethnic groups/ faiths ○ On site pre school: a good 'start' for children ○ EIP/ES opportunity to embrace ECM agenda ○ Social regulation (police) ○ Inclusion/ access to resources/ centres sharing knowledge ○ Support to parents (EWS) 	<ul style="list-style-type: none"> ○ Ethos/ values promoted passionately in school ○ Promoting attendance (EWS) ○ Protecting children (safeguarding) (EWS) ○ Promoting community cohesion
Other	<ul style="list-style-type: none"> ○ Representation on steering groups/ governing boards 	

3 A SCHOOL IN THE COMMUNITY: FUTURE VISION



- Access/ parking and public transport
- Involvement of community/ pupils in new build
- Separate pre school building with small park
- Co-location and accessibility of services
- Community access to 'state of art' ICT
- Sports facilities for community use
- Community/ parent facilities
- Community library
- Community library
- Activities for families after school
- Basic health/ diet advice and care
- Support/ involvement of senior citizens
- Choice to activities
- Storage
- ICT school/ home links for learning
- Outreach to meet needs of individual families
- Busy school for everyone to use
- School hall for assemblies/ multi-use
- Health room including counseling
- Design open environment to reduce crime
- 'c' card and sexual health ownership and belonging
- well lit and ventilated rooms
- water fountains
- allotment
- multi-sensory room
- chill out room
- open space with open access for sport and games
- floodlit multi-use area
- co-location for emergency services
- Plenty of storage space for school and community
- Disabled access inclusion
- Multi faith room/ environment
- Stay and play area for parents/ carers/ grandparent
- plenty of toilets with safe environment
- space for drop-in centre
- parental volunteering/ ownership programme
- space for adult learning
- space for economic advice (credit union)
- job Centre plus
- breakfast/ after school club
- space for use by community groups (eg brownies)

4 FUTURE VISION: MAIN THEMES / BIG IDEAS

- School as a community resource (where teaching takes place)
- School as a beacon of local community – community pride
- An accessible place, 'owned' by the local community
- Journey for a child → journey for parents
- '24/7' facility
- The ethos / culture must be welcoming

5 WHAT IF QUESTIONS

- What if.. learning took place off site?
- What if... the school was completely self sufficient?
- What if .. adults and children were taught together?
- What if...the children make the decisions?
- What if ... all stakeholders had equal influence in running the 'facility'?

6 MISSING VOICES

- Tenants and Residents (more input)
- Local industry (BT, trading estate, housing developer)
- Allotment Association
- Housing (Jo Matthews)
- Family Learning Team
- Youth and Play
- Library Service

7 NEXT STEPS

- Review and update meeting