

SCHOOLS AND COMMUNITIES
KNOWLEDGE REVIEW 3

Strengthening family wellbeing and community cohesion through the role of schools and extended services



Centre for Excellence and Outcomes in Children and Young People's Services

The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) identifies and coordinates local, regional and national evidence of 'what works', to create a single and comprehensive picture of effective practice in delivering children's services. Using this information, C4EO offers support to local authorities and their partners, working with them to improve outcomes for children, young people and their families.

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C4EO works with a consortium of leading national organisations: National Children's Bureau, National Foundation for Educational Research, Research in Practice and the Social Care Institute for Excellence.

The Centre is also supported by a number of strategic partners, including the Improvement and Development Agency, the Family and Parenting Institute, the National Youth Agency and the Institute of Education.

There is close and ongoing cooperation with the Association of Directors of Children's Services, the Local Government Association, the NHS Confederation, the Children's Services Network, the Society of Local Authority Chief Executives and Ofsted.

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Strengthening family wellbeing and community cohesion through the role of schools and extended services

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Foreword

It is a great privilege to introduce the knowledge reviews produced for the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) as part of the theme 'Schools and Communities'. Each of the three reviews is central to this theme and gives the reader access to the most up-to-date research, practice and informed opinion on what works in improving outcomes for children, young people and their families. The reviews provide a rigorous record of relevant information and explore a number of outcomes, offering the reader a solution-focused account, but also opportunities for further evaluation.

Work on the reviews commenced prior to the current Coalition Government. There is a fast moving pace of change in government policy but I am confident that the three knowledge reviews will help all staff associated with schools, and their leadership, to develop bespoke responses to their own context and challenges. They will inform the standards agenda and help senior leaders, in particular, focus their responses. Schools do not work in isolation and are seen by many as the focus of the community. Each knowledge review takes one viewpoint but allows leaders to make connections with the others.

The standards agenda for young people is not simply about attainment, progress, attendance and punctuality. Resilience, transition and family wellbeing are all intertwined as young people make their passage through the phases. These reviews will aid policy makers in their decision-making processes to ensure progression. They will support the standards agenda, helping schools deliver improved outcomes for all their children and young people and, in particular, closing the gap for the most vulnerable.

I would like to thank everyone who has participated in the regional workshops and in the advisory group linked to the theme, and to pay tribute to the work of the review teams. I believe that collectively we have produced a very stimulating set of reviews that will act as a catalyst for further debate.

We're all influenced by each other. I can't be human in isolation.

I am because you are. If there were no You, there couldn't be Me.

Archbishop Desmond Tutu

Neil Wilson
Executive Headteacher South Manchester 3–19 Federation

Summary

This knowledge review tells us what works in strengthening family wellbeing and community cohesion through the role of schools and extended services. It is based on a rapid review of the research literature involving systematic searching; analysis of key data; and views from service users and providers. It summarises the best available evidence that will help service providers to improve services and, ultimately, outcomes for children, young people and their families.

The Institute of Education, University of London carried out this review on behalf of the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO). The National Foundation for Educational Research conducted the data work.

Key messages

- There needs to be a strategic approach to securing community cohesion and family wellbeing involving all service providers working together.
- Schools vary in the extent to which they provide and make parents aware of their extended services. Children's services could encourage engagement by sharing good practice and providing support and training to motivate schools that have made less progress.
- Regular consultation with parents and community groups and a 'bottom up' approach to establishing needs is crucial, as is treating parents with respect and acknowledging their strengths.
- Sustainable long-term provision of services that integrate with existing provision is most successful. The benefits of short-term projects are quickly eroded.
- Professionals in schools must have the skills to build positive relationships with diverse groups who may hold different values and expectations. Building trusting relationships is at the heart of effective family support and community cohesion work.
- Engaging parents in supporting learning in the home is one of the most successful ways of raising pupil achievement.
- Targeted support during Early Years and at transition points in school can make a real difference to children's learning and aspirations. Key effects are improved behaviour, better learning outcomes and fewer exclusions.

Who are the key stakeholders?

- children and young people
- schools and extended services
- school leaders and teachers
- school governors

- parents and carers
- voluntary organisations
- local authorities
- Children's services, including health.

Their contributions are valuable in the process of improvement

- **Children and young people's** views are influenced by factors beyond school. To promote community cohesion, strategies need to operate at multiple levels, not just at school, and children need to have time to explore and reflect on their experiences. Children with deeper prejudiced attitudes before an intervention are least likely to report a change in their views, and in some cases, their attitudes harden. It is, therefore, important that the local situation is taken into account when developing a cohesion strategy.
- **Schools and extended services** can contribute to cohesion through linking projects with other schools, using the curriculum to promote shared values, and offering extended services to parents and the wider local community so that parent and family engagement is at the centre of their developmental activity. Successful approaches for engagement with parents and families take into account the specific needs of the local community. Schools should offer themselves as a base for community activities out of school hours and during holidays to promote engagement with the wider community.
- **School leaders and teachers** must develop good two-way communication with parents. School staff need training so that they feel confident and communicate well with all groups in the school's local community. School teachers need to be convinced of the value of cohesion projects, such as linking projects with other schools, so that projects are integrated into wider classroom work and are successful. It is also important that schools listen to young people, for instance via feedback from school councils and from regular school questionnaires.
- **School governors** need to be more representative of the local population. A range of strategies can increase involvement of under-represented groups, including a dedicated governor recruitment officer, targeted advertising, buddying arrangements for new governors, and allowances for childcare and other costs.
- **Parents and carers**, especially those most at risk from lack of engagement, benefit from working with one person who can link them to the range of services on offer, and who provides continuity over time. Resistance from parents may be misunderstood as a lack of interest rather than originating from a lack of time or of confidence. A trusted point of contact helps those families that are reluctant to engage due to previous experiences of services, especially if they have found them fragmented. The use of parent support advisers by schools has proved to be very successful for these reasons. Parents also value trusted intermediaries such as parent champions, mentors and link governors.
- **Voluntary, community and faith groups** can make an important contribution to family support and community cohesion strategies. They often have a good understanding of local needs, and may be particularly able to reach parents,

carers, children and young people whom mainstream services find difficult to engage.

- **Local authorities** (LAs) have a central role in establishing clear expectations and coordinating coherent strategies across their areas. They also need to broker and support partnerships between different agencies and the communities they serve.
- **Children's services**, including health, need to provide schools and their partners with accurate, up-to-date information about their local communities so that decisions on which services to provide are not based only on schools' limited interactions with families.

What data is available to inform the way forward?

The main data sources are the Department for Education (DfE) (on educational attainment and attendance and progression outcomes) and a number of different national cohort studies and cross-sectional ad hoc surveys (on attitudes and perceptions). The data provides indications of the extent of community diversity (as represented by pupil backgrounds, disability and mental health). The cross-sectional and longitudinal surveys are sources of information on perceptions of community cohesion and engagement. There is no clear measure of the national, regional or local extent of parental involvement.

The evidence base

The evidence relating to family and parental support and community cohesion is wide-ranging. However, there are some weaknesses and there is a need for:

- More research to formally evaluate action to promote community cohesion, particularly on aspects of class, gender, sexuality and age.
- More research on how schools are involved at a strategic level in working with other agencies to promote community cohesion, the wider community impact of schools actions, and the impact of school admission policies on community cohesion.
- More empirical studies of family/parental engagement, particularly explicit examples of how to increase achievement and attainment of young people.
- Greater distinction between different groups of families and parents, as they tend to be regarded as a homogenous group.

Knowledge review methods

This knowledge review is the culmination of an extensive knowledge-gathering process. It builds on a research review, which is available on the C4EO website.

Research literature was identified through systematic searches of relevant databases and websites, recommendations from our Theme Advisory Group, and by considering studies cited in identified literature ('reference harvesting'). The review team used a 'best evidence' approach to systematically select literature of the greatest relevance and quality to include in the review. This approach attempts to

eliminate bias in the selection of literature to ensure that the review's findings are as objective as possible. Most of the literature is from England.

Data contained within the data annexe was obtained by a combination of search methods but primarily by obtaining online access to known government publications and access to data published by the Office for National Statistics.

The review also contains examples of local practice sent in from the sector, which have been assessed and validated by specialists in the schools and communities field using agreed criteria. The full versions of all of the practice examples contained within this review, and those published since the review was written, are available on the [C4EO website](#). Evidence has also been gathered from service providers during discussion groups at C4EO knowledge workshops, while evidence from service users was collected via C4EO's Parents and Carers Panel, and a survey of the views of children and young people and focus group discussion with members of the Brent Youth Parliament, which were coordinated by C4EO and the National Children's Bureau (NCB). Service users and providers are also contributors to published studies and consultations included within the review.

C4EO reviews on *Closing the gap in educational achievement and improving emotional resilience for children and young people with additional needs* and *Ensuring that all children and young people make sustained progress and remain fully engaged through all transitions between key stages* are also available on the C4EO website (www.c4eo.org.uk).

1 Introduction

This review aims to draw out the key ‘what works?’ messages on strengthening family wellbeing and community cohesion through the role of schools and extended services. It addresses four questions, which were set by the Centre for Excellence and Outcomes in Children and Young People’s Services (C4EO) Theme Advisory Group (TAG), a group of experts in schools and communities policy, research and practice. These questions are:

- What are the **challenges and barriers** for schools and their local area partners seeking to strengthen family wellbeing and/or community cohesion through schools and extended services?
- What has the evidence to tell us about which strategies work best for schools and other services in **supporting and engaging more effectively with families**, through extended services in order to improve children’s educational and other outcomes?
- What has the evidence to tell us about which strategies work best for schools and other services in **strengthening community cohesion**, in order to improve outcomes for all children and young people?
- What are the **implications** (of supporting families and improving community cohesion) for schools and their local area partners in terms of improving governance, strategy, processes and frontline delivery?

Two other reviews in the Schools and Communities theme, *Closing the gap in educational achievement and improving emotional resilience for children and young people with additional needs*, and *Ensuring that all children and young people make sustained progress and remain fully engaged through all transitions between key stages* are also available on the C4EO website. A forthcoming C4EO review in the Families, Parents and Carers theme will examine the wider support needs of mothers, fathers and carers of children aged 7 to 19 years around achievement, behavioural, social and emotional outcomes.

The reviews are based on:

- the best research evidence from the UK – and where relevant from abroad – on what works in improving services and outcomes for children and young people
- the best quantitative data with which to establish baselines and assess progress in improving outcomes
- the best validated local experience and practice on the strategies and interventions that have already proved to be the most powerful in helping services improve outcomes, and why this is so
- service user and provider views on ‘what works?’ in terms of improving services and outcomes.

C4EO will use the reviews to underpin the support it provides to Children's services to help them improve service delivery, and ultimately outcomes for children and young people.

Definitions of key terms

For this review we have used the definition of **community cohesion** in the Department for Children, Schools and Families (now Department for Education) Guidance to Schools (DCSF 2007). This refers to working towards a society in which:

- There is a **common vision** and **sense of belonging** by all communities.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar **life opportunities** are available to all.
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The guidance points out that cohesion is about how to avoid the corrosive effects of intolerance and harassment: how to build a mutual civility among different groups, and to ensure respect for diversity alongside a commitment to common and shared bonds. It also describes how a school can contribute to community cohesion, outlining the work that many schools already do to promote community cohesion, as a basis for all schools to consider what they are doing currently and what more might be needed.

Family wellbeing is taken to relate to schools and their partners engaging and working effectively with families (parents and carers) to strengthen their capacity to support their children's learning, school-based achievement and wellbeing through schools and extended services. In turn, this is expected to help improve general family wellbeing.

These definitions were agreed by the Theme Advisory Group. The group also noted, in relation to community cohesion, the importance of a sense of place, and of schools and the local community working together to develop real partnerships based on trust and reciprocity.

Types of evidence used

The research included in this review was identified through systematic searching of key databases, reference harvesting or recommendations from the Theme Advisory Group. All research included has been appraised to ensure that the evidence presented is the most robust available. (See Appendices 1 and 2).

The review also contains examples of local practice that have been gathered from the sector and assessed as having a positive impact on outcomes by specialists in family support and community cohesion. (See Appendix 6 for C4EO's validated local practice assessment criteria). The full versions of all of the practice examples contained within this review, and those published since the review was written, are available on the [C4EO website](#).

Evidence has also been gathered from service providers during discussion groups at C4EO knowledge workshops. Meanwhile, evidence from parents and carers has been collected from C4EO's Parents and Carers Panel and from children and young people through the Children and Young People's Network (see Appendix 7 for more details of the process).

Data contained within the data annexe was obtained by a combination of search methods but primarily by obtaining online access to known Government publications and access to data published by the Office for National Statistics.

Strengths and limitations of the review

Strengths of the review include:

- identifying the best available evidence from research and national datasets to inform specific questions, combined with evidence from local practice and the views of parents, children and young people and service providers
- comprehensive and documented searching for relevant information
- an analysis of the quality and strength of evidence
- guidance from an advisory group on the issues of greatest importance in schools and communities research, policy and practice.

Limitations of the review include:

- tight deadlines which limited the ability of the review team to extend and develop the evidence base through reference harvesting and hand searching (although this was undertaken to some extent)
- review limited to English-speaking countries only
- the diverse nature and scope of the literature
- limited studies that focused on the impact and outcomes of interventions aimed at securing better family support or community cohesion.

2 Context

Policy context

It should be noted that this review was commissioned under the previous Labour Government. However, the key themes of this review – strengthening family wellbeing and community cohesion – reflect the important role of schools as institutions at the heart of their local communities (DCSF 2009a). There is a continuing emphasis on the need for engagement by parents and carers¹ in their children’s schooling, as a means to secure both greater wellbeing and also higher achievement.

The term ‘community cohesion’ became a catch phrase following a report by the Community Cohesion Review team, chaired by Ted Cantele, which was set up in response to ethnic disturbances in towns in the north of England in 2001. In 2004, the Local Government Association published guidance for local authorities on promoting community cohesion (LGA *et al* 2004), and by 2006, leaders in local authorities (both chief executives and elected members) were expected to champion cohesion and promote partnerships with voluntary and private agencies (LGA and IDeA 2006). The need for a broad, whole-authority approach was reflected in the introduction at the end of 2007 of a cross-government Public Service Agreement (PSA 21) to build more cohesive, empowered and active communities.

The final report of the Commission on Integration and Cohesion, *Our shared future* (CIC 2007), argued for a broad understanding of ‘community cohesion’ that shifts away from concentrating on ‘race and faith’ and ‘tension and disturbance’ and emphasises instead the importance of positive relations and integrated communities.

Schools and extended services are seen as having a key role to play within this wider agenda. Since September 2007, all maintained schools have had a duty to promote community cohesion, and this has been part of Ofsted school inspections since September 2008. The Department for Children, Schools and Families (DCSF) (now Department for Education, DfE) published guidance explaining what is meant by community cohesion (see page 6, Definitions of key terms), which suggests that schools can contribute in three main ways:

- through teaching, learning and the curriculum
- through promoting equity and excellence for all groups
- through engagement and extended services that encourage positive interactions between different groups within their local community (DCSF 2007).

¹ The term ‘parents’ is used in the remainder of this review to include those adults caring for children, i.e. who have direct responsibility for their safety and wellbeing.

In May 2010, the Coalition Government published a programme for government, which included a commitment to work with faith groups to enable more faith schools, and to facilitate inclusive admissions policies in as many of these schools as possible (HM Government 2010). Under the new single model funding agreements for schools applying to become academies, a condition of the agreement is that the school will be 'at the heart of its community, promoting community cohesion and sharing facilities with other schools and the wider community' (DfE 2010 p 7).

A range of policy initiatives has been introduced in recent years to help schools and their partners to promote community cohesion and integration. A Schools Linking Network was launched in 2008 to provide support for schools to develop linking arrangements that would enable greater interaction between children from different cultural backgrounds. Other resources focus on the role of school governors and school leaders, such as National Governor Association governor training materials and the National College strategic evaluation tool for senior school leaders (see Appendix 5), whilst others identify how cohesion and integration can be embedded through the school curriculum as a potential means of changing attitudes. In response to a national review of the teaching of ethnic, religious and cultural diversity in schools (Ajegbo *et al* 2007), a new strand within the secondary Citizenship curriculum was introduced called 'Identity and diversity: Living together in the UK'. While the focus tends to be on race, ethnicity and faith, a pilot programme called 'Generations together' was launched in 2009 to encourage local authorities to develop inter-generational projects that would bring together older and young people 'for mutual gain and the wider benefit of communities' (DCSF 2009b).

A recent development is the vschools programme, set up as part of the Youth Community Action Programme to support schools in creating opportunities for young people to take part in different kinds of community action and voluntary activity through their schools. A team of over 100 vschools advisers has been recruited across England to work with individual schools².

² www.vschoools.org.uk

3 The evidence base

This section of the review describes the extent of the evidence base, the types of evidence available and the gaps in the literature.

The original research review drew together information from a total of 53 items, identified through an initial scoping review (Wilkin *et al* 2009, see Appendix 2) and from subsequent reference harvesting. Five new items have been incorporated in this updated review (four research reports and one national inspection report), as well as additional web links in Section 2.1 (policy context) and in Appendix 5 (resources to promote community cohesion). As Table 1 shows, the majority of the **58 items** were based on research/data (39). Five took the form of practice guides and there were three practice descriptions. The remaining items included policy documents (2), reviews/synthesis of evidence (8) and one opinion/discussion piece.

Table 1. Type of literature

Type of literature	Number of items
Research/data	39
Practice guide	5
Practice description	3
Policy	2
Review/synthesis	8
Opinion/discussion piece	1

When selecting these items, the team prioritised any large-scale evaluations that provided evidence of ‘what works’ in strengthening family wellbeing and community cohesion through the role of schools and extended services. However, other types of literature (such as practice guides and practice descriptions) were included when it was considered that these sources provided the best available evidence in relation to the review questions. Policy documents, especially those drawing on research evidence, were also included.

Almost all the evidence related to England, apart from three studies in the United States and one in Scotland (Table 2).

Table 2. Country/area involved

Country/area involved	Number of items
UK – England	54
USA	3
UK – not England	1

The evidence identified in this study about family and parental support is extensive and wide-ranging. This is an area in which there is a wealth of very diverse literature, both in the UK and elsewhere. However, research in this field varies in quality, as a number of studies of family/parental engagement tend to be non-empirical or overly descriptive. Therefore great care was taken to include only those studies where there was robust, independently verified evidence of impact of the intervention on family and parental support. There was a full range of research methodologies within the selected studies, although there were relatively few examples of systematic reviews of the literature pertaining directly to family support, or of international comparative work relating specifically to the review questions.

In relation to community cohesion, there is a substantial number of ‘good practice’ case studies available on government and other websites (including the Department for Education, the Improvement and Development Agency, the Institute of Community Cohesion and TeacherNet) that describe, for example, school linking and interventions to challenge racist bullying, promote inter-faith understanding and develop inter-generational links. These case studies offer a wide range of practical ideas, but few have been formally evaluated, not least because of the difficulty of assessing impact on community cohesion. Only evaluated examples are included in this review, but links to case studies and other useful resources are provided in Appendix 5. The evaluations vary in robustness, using self-reports by pupils (in focus groups or through the use of evaluation forms and questionnaires); reports by teachers and other professionals; observation of children’s interactions; or researcher assessment.

Gaps in the evidence base

The following gaps were identified:

- Most of the research relevant to the role of schools in promoting community cohesion focuses on ethnicity and faith, with less research on other aspects of diversity within communities such as class, gender, sexuality and age. Although there are reviews of inter-generational practice (Springate *et al* 2008, for example) these contain little evidence on the role of schools in bringing together older adults and children/young people to increase understanding and respect for each other.
- While there are studies of specific diversity projects delivered by multi-agency partnerships, there is less evidence about how schools are involved at a strategic level in working with other agencies to promote community cohesion, and how school-based initiatives fit within the wider context of Local Strategic Partnerships.
- As others have also noted (Dyson and Gallannaugh 2008), there is very little information about the wider community impact of school actions, and most of the limited evidence focuses on changes in pupil behaviour and attitudes. Where evidence of impact does exist, it is mostly anecdotal or demonstrates changes in attitudes in the short-term with little indication of whether these may persist.

- The research on family and parental engagement tends to focus on the reasons why such support is important to the subsequent achievement and attainment of young people, rather than offering explicit examples of how to achieve this in practice.
- There is little distinction made between different groups of families and parents, who are often treated as if they were a homogeneous group. There is also a tendency in the literature to underestimate the impact of the cultural transmission of certain values and norms on families and parents who do not subscribe to those values and norms.
- In the extended school literature there is a preponderance of evaluative evidence, which, although useful, tends to look at the generic outcomes and benefits of extended schools rather than the most effective processes that impact positively upon families and young people.
- Little evidence was found about the impact of school admission policies on community cohesion.

4 What do service users and providers tell us about what works?

The experiences of children and young people, parents and carers and those providing services to them add much to our knowledge of how schools can work to strengthen family wellbeing and community cohesion. However, it is important to remember that this section is based on experiences and opinions, rather than on the research evidence which informs the rest of the review. This stakeholder input was obtained in a variety of ways: through emailed comments and group discussions with parents and carers; through a survey and focus group with young people who were mostly of secondary school age; and through group discussions with service providers at events to discuss the findings of the earlier research review (see Appendix 7).

The main messages to emerge from these conversations are:

- There appears to be considerable variation in the extent to which schools provide, and parents are aware of, services to support family wellbeing.
- Non-teaching staff such as parent support advisers and family support workers play an important role in engaging and supporting families, but need to be well trained and supported. Parents who provide support to other parents through acting as parent champions, mentors or 'link' governors are also highly valued.
- Regular consultation and a 'bottom up' approach to establishing needs is crucial, as is a respectful approach and recognising parents' strengths.
- Secondary schools tend to be less effective than primary schools in engaging and involving parents.

Views of parents and carers

Members of the Parents and Carers Panel were asked what extended services and support they had accessed through schools in their area, and what they thought about these services. Many did not know what an 'extended' school or service was. Some parents were aware of, and had accessed, services such as breakfast clubs, homework clubs, parent education courses (GCSEs for example), evening youth clubs, holiday clubs and play schemes. However, there seemed to be a wide variation in what was available across the country and many reported that they did not know what was on offer, suggesting the need for better information to be made available.

There was strong endorsement of key messages from the research review, such as the value of having trusted intermediaries to support parents in their interactions with the school. Parent champions, parent mentors, parent involvement workers and parent 'link' governors were all mentioned. Family workers and parent support advisers were also seen as very helpful but, in some cases, as difficult to access, with one mother describing her school's parent support advisers as 'a well-kept secret'.

Also supported was the importance of respecting and valuing parents, building trust and listening to what parents say they need/want:

‘Celebrate when parents are doing good stuff, rather than saying "what we want you to do as parents is this..." Rather than it being dictating to parents, it's trying to include them.’ (father, East Anglia)

‘You need to ask people what they want. So you're not saying schools can provide these services, come and jump in the services box.’ (mother, southeast)

Some parents felt that teachers often ‘talked down’ to them or to other parents, or didn’t communicate enough, reflecting the need for teaching and other staff to have good communication skills in order to work well with parents. Frequent dialogue and active encouragement for parents to take issues and problems into the school were seen as important, and an open-door policy where parents had easy access (especially to senior staff) was particularly welcome. One mother noted approvingly how the head teacher of her daughter’s primary school was very available to parents:

‘He’s always hanging around sort of front of the school or the playground, both first thing in the morning and in the afternoon. And he stops and he talks to parents, he’s accessible.’ (mother, southwest)

Such engagement appeared easier to achieve in primary than secondary schools. Parents of secondary school aged children generally felt that there was less parental involvement, and less opportunity to meet with staff:

‘The older they get through their school life the less involvement you have as a parent. Now I have to drop my 14 year old off in the car park and he’s got this card to get in so there’s no place for me in that school, whereas infant school you go in and hang their coat up don’t you?’ (mother, northeast)

However, some successful examples of engaging parents of older children were reported, such as schools regularly texting parents with information or hosting cultural events to bring in parents and the wider community.

Parents also felt that primary schools were more able to successfully contribute to community cohesion as they are usually a central part of their local community. Children may go to secondary school in a different area to where they live so children and parents are not always able to access services. This was made more difficult by a lack of available transport outside the school day (for example, school transport not being flexible enough to cover attendance at after-school clubs). The same point was made by parents of children attending special schools.

It was suggested that more could be done to recruit school governors who were representative of the local population, in order to create stronger links with the local community as well as to make the school more responsive to the needs of all parents. The importance of involving parents and extended families in events to celebrate and learn about cultural differences was also emphasised:

‘The children cover many things in their learning, but this was not so much the case years ago, and if parents were better informed they might not have such prejudiced views that get passed on early to the children.’ (mother, southeast)

Views of young people

The young people who responded to the survey or attended a focus group felt that schools had an important role to play in creating and sustaining community cohesion, and put forward a number of suggestions for how schools could make sure their pupils understood and valued each other’s cultures and religions. The most frequently mentioned was to have assemblies and celebration events that tied in to particular religious festivals, inviting guest speakers and providing food and activities that were fun and engaging.

Teaching pupils about different religions and cultures during religious education or PSHE lessons was another common suggestion. Some young people felt that these occasions should provide pupils with the opportunity to have open discussions and to allow pupils from different faith and cultural backgrounds to talk about themselves. It was felt by some that young people required encouragement to be more open and to discourage ignorance. Others felt that these lessons should be a compulsory part of the curriculum, and were critical of their schools for not covering the issues in the requisite depth or for focusing too heavily upon a particular religion – this was particularly the case for the minority of young people that reported studying in faith schools.

Other less frequently mentioned suggestions were for the school to organise trips to religious buildings and places, and to aim to recruit teachers from a variety of faith and cultural backgrounds. Whilst most of the suggestions reflected a multicultural approach, a small number of students noted the need for cohesion issues to be embedded in the whole ethos of the school:

‘What would be better would be a constant message in everything they do or publish about tolerance. Make it part of the educational system.’

“Taster Days” learning about other cultures are only successful if done well and 80 per cent of the time aren’t. They just reinforce either negative or positive attitudes to other people.’

Views of service providers

C4EO held five regional workshops to discuss the findings from an earlier version of this review. Local service providers were asked to identify examples of effective parent support that existed in their area and how they tried to ensure that such services were locally driven and responsive to need; to discuss how schools and other services were working in their area to promote community cohesion; to describe any challenges they faced and how these had been overcome; and to suggest how knowledge, data and skills could be shared between schools and other services to support community cohesion and family wellbeing.

Supporting family wellbeing

There was strong confirmation of the review's finding that non-teaching staff such as parent support advisers and family support workers have an important role to play in engaging with and supporting families, alongside some concerns about the adequacy of the supervision, training and support available to those undertaking this often demanding work. One northern local authority described a parental involvement programme, funded across 120 schools, which paid for parental involvement workers (who are all parents) supported by a central team. These parents stood in playgrounds under umbrellas with the project name, so they could be easily identified by other parents. Another authority employed home school support officers, usually parents living locally, to act as the first point of contact for parents and to stay with the same cohort of children as they move through the school. A community college had established a house leader system, where pupils stayed with the same house leader over five years and siblings were allocated to the same house, thus enabling parents to build a relationship with one person and for there to be an overview of the whole family's needs. Such continuity was felt to be very important in enabling trusting relationships to become established.

Service providers, like parents, made the point that engagement with families tended to be more difficult when children moved on to secondary school. However, some secondary schools had found ways to encourage parents to come into the school on a regular basis, such as a Costa Coffee franchise on school premises and regular 'Inspire' days held across year groups, where parents were invited in to work with pupils.

Regular consultation – with parents/carers, children and young people and with the wider community – was highlighted as essential. Local authorities should not assume that they know what parents and pupils want. One professional gave the example of planning a youth club for young people in the evenings, as part of the school's extended services offer, and then discovering that what young people really wanted was somewhere to go in lunchtime, or a club in the local park rather than on school premises. In another authority, pupils took home a survey for their parents at the start of each year, asking what kind of facilities and support they would like the school to provide, and were rewarded for bringing back completed questionnaires.

Respecting parents' strengths was viewed as crucial. A southern local authority engaged parents in parent education by asking them to help others as volunteers. As the service provider explained: 'It's not "come and do a parenting programme" but "can you help us with a parenting programme?". That is much more empowering.'

Promoting community cohesion

A common theme was the importance of involving community leaders, faith groups and third sector organisations in the planning and delivery of services, to help ensure that they are relevant and meet the needs of all local groups. It was pointed out that this was especially important when the background of school staff did not reflect that of the pupil intake. Special schools faced particular challenges, since their pupils often came from a wide geographical area rather than the local community.

The need for a strategic, partnership-based approach to community cohesion was noted, described by one service manager as 'pulling all the strands together'. In this authority, schools were clustered in small local areas and received training on a multi-agency basis which provided significant networking opportunities. Profiles of the local community were prepared to inform discussions at these training sessions, which led to a shared understanding of what was needed to promote community cohesion. In another authority, a local data profile was prepared for each cluster of primary and secondary schools and the 'cluster coordinator' worked with the schools and their partners so that the data informed service development. Similar locality-based arrangements operated in other authorities and were seen as a key link to wider community strategies.

Where schools had been engaged in school linking projects, these were reported to have been helpful in promoting community cohesion and community spirit. Links with supplementary schools had also been valuable, and in one example an inspector had a specific responsibility to support the development of links between mainstream and any supplementary schools their pupils might attend. The importance of schools supporting each other and sharing information on good practice was widely acknowledged, with the local authority's role being to facilitate such peer-to-peer support, for example by bringing together head teachers to learn from other head teachers with experience of establishing successful community cohesion initiatives.

Monitoring and evaluation

A recurring theme in relation to both family wellbeing and community cohesion was that, although service providers and managers were aware of the importance of monitoring and evaluating their work, they found it difficult to know how best to assess its impact, and would welcome guidance and support especially on appropriate outcome measures. It was suggested that qualitative data such as interview data, testimonials and podcasts should also be considered as valid evidence.

5 The challenges and barriers to strengthening family wellbeing and/or community cohesion through the role of schools and extended services

The first question addressed by this review concerns the challenges and barriers for schools and their local partners when seeking to strengthen family wellbeing and/or community cohesion through schools. Many of these are common to both areas, but some barriers are specific to promoting community cohesion (such as the impact of a local climate of racial intolerance) and others relate more closely to particular aspects of working with individual families. This section draws on 28 studies, including small-scale evaluations (for example, school linking and theatre projects) and larger national evaluations of extended or community schools. The majority of the studies are classed as research/data, but also included are three research reviews, two practice descriptions and one practice guide. Two are from the US, one from Scotland and the rest from England.

Key messages

- Strengthening family wellbeing and/or community cohesion requires buy-in and commitment from school leaders and teachers.
- Some teachers are unprepared or under-confident in engaging with parents whose cultural or social backgrounds differ from their own, or are unsure how to promote community cohesion through the curriculum. These barriers can be overcome with appropriate support and training.
- Family structures and communities are increasingly diverse and strategies need to take account of different needs, backgrounds and cultural expectations. 'One size fits all' approaches will not work.
- There are issues with engagement and take-up for some groups, which may reflect inappropriate forms of support and intervention. Services that are insensitive to families needs and do not adequately connect with the context of parents' lives and motivations are unlikely to succeed.
- Resistance from parents or carers to becoming more involved with the school may be misunderstood as a lack of interest, rather than originating from a lack of time or a lack of confidence.
- Developing links with parents and communities and building up trusting relationships takes time, and is difficult to achieve when projects have a limited lifespan or are expected to demonstrate positive outcomes in a short period.
- Schools can contribute to strengthening family wellbeing and community cohesion, but the wide range of external factors that also influence this means that strategies need to operate at multiple levels.

Lack of support from the school

A recurring theme in the literature is that securing family wellbeing and/or community cohesion requires buy-in and commitment from school leaders and teachers. This is not always forthcoming (Haddock 2003; Dryfoos *et al* 2006; Raw 2006; Ajegbo *et al* 2007; Cummings *et al* 2007). Engaging parents and families has to be of central importance to the school to be successful. Desforges and Abouchaar (2003) emphasise how it has to be driven by a common commitment to making a difference for young people and the wider community. The challenge for schools is to place parent and family engagement at the core of all their developmental activity.

Lack of confidence/training of teachers

Effective communication with parents is the key to gaining their support and trust (Harris and Goodall 2009). Engaging with parents can prove difficult where teachers feel under-confident or unprepared for conversations with adults who might have very different backgrounds or cultural expectations (Crozier and Davies 2007). Teachers also struggle to deal with parents who may be unconvinced of the benefits of developing stronger links between pupils from different communities (Billingham 2004; Raw 2007).

These barriers can be overcome with targeted training and support for teachers, for example, in developing better communication skills with parents and carers (Siraj-Blatchford and Siraj-Blatchford 2009). Skills in encouraging respect for cultural diversity can also be developed: one study of a two-year continuous professional development programme on the themes of religion, community and cohesion found evidence (from interviews, observation and teachers' reflective diaries) of changing professional practice and increased confidence to deal with complex and controversial questions in the classroom (Miller 2009).

Sustainability

Developing links with parents and communities and building up trusting relationships takes time, and is difficult to achieve when projects have a limited lifespan or are expected to demonstrate positive outcomes in a short period. Also many initiatives aimed at building community cohesion or strengthening relationships with parents are dependent on short-term funding, which can be destabilising once the funding is removed (Millett 2003; SEED 2003; Cummings *et al* 2004; Kendall *et al* 2007; Harris and Goodall 2009). The challenge of sustainability is particularly important in communities that have experienced many short-term initiatives that have not been beneficial long-term.

Engagement and take-up by parents and community members

In certain communities even though a range of provision may be on offer, there are issues with engagement and take-up (Cummings *et al* 2004). This may be a result of inappropriate or ill-judged forms of support and intervention, as Asmussen (2009) discusses, or because the community feels a reluctance to engage. Crozier and Davies (2007) assert that parents who are considered to be 'hard to reach' can be seen by teachers as particularly difficult to involve in the school culture whereas from the parents' position, the cultural differences between the school and the community can act as a barrier to engagement. Page *et al* (2007) similarly highlight that social and cultural barriers can deter the involvement of fathers with the school. The challenge of broad-based engagement with the community can be overcome, but only if the initiatives and interventions are appropriate to the needs of that community (DCSF 2008a) and are carefully targeted to different community groups (Carpenter 2003).

Engagement and take-up by schools

Encouraging engagement and take-up by schools of projects and initiatives can present a challenge for local authorities. There is considerable variation in the extent to which schools are able and willing to offer extended services (Cummings *et al* 2004; Wallace *et al* 2009). Strategies to promote community cohesion, such as school linking schemes and theatre or sports projects, tend to be taken up by those schools that are already aware of the importance of promoting positive relationships between diverse groups (Haddock 2003; Carroll 2004; Raw 2006).

Local climate of intolerance

Evaluation of school linking projects to promote community cohesion found that factors beyond the influence of the school impacted on its effectiveness in changing children's attitudes (Raw 2007). Where neighbourhoods had been targeted by intolerant or extremist political parties or groupings, children found it hard to open up to projects, and some carried a heavily prejudiced outlook with them throughout. This was also the case when family members and friends held negative views about people from other cultural groups. Strategies that aim to promote community cohesion thus need to operate at multiple levels, with action through schools forming just one part of this (Cummings *et al* 2007).

No 'one size fits all' solution

Approaches to family and parent engagement are certain to fail if they do not take adequate account of the different needs, backgrounds and cultural expectations that different parents and families bring (Berg *et al* 2006; Crozier and Davies 2007; Page *et al* 2007). To view parents as a homogeneous group and to provide a single approach based on this assumption is fundamentally flawed but also counterproductive.

Successful approaches to securing family/parental engagement have to be comprehensive but also need to take into account the diverse range of needs that exist within any community (Kakli *et al* 2006). Specific approaches may be needed for fathers, and for families with difficulty reading English (Garbers *et al* 2006). Targeted support and training for parents that can help them improve their language

abilities and confidence to communicate with the school more effectively can be of major benefit in improving two-way communication (Harris and Goodall 2009). Strategies also need to take account of the differences between rural and urban areas and, in the case of strengthening community cohesion, differences between areas with diverse ethnic populations and those that are largely monocultural (Lemos 2005; Raw 2007; Shuayb *et al* 2009).

Changes to family structure

The rise in the number of single parents and increasing ethnic diversity has led to different family forms which need to be taken into account by schools and integrated services. Services that are insensitive to family needs; that do not adequately connect with the context of parents' lives or motivations are unlikely to succeed. Comprehensive approaches to engagement are, therefore, required which connect with families at a number of levels not just with the individual child (DCSF 2008a), a point which is stressed in an earlier C4EO review by Siraj-Blatchford and Siraj-Blatchford (2009).

Physical and financial barriers to parental engagement

While there is a broadly held desire among most parents for more engagement in schooling, there are clearly material (time and money) and psychological barriers which operate differentially (and discriminatingly) across the social classes and ethnic groups, as well as individual differences among parents that operate within these groups (Harris and Goodall 2008). These can prove to be powerful barriers to engagement and any resistance from parents or carers to becoming more involved with the school may be misunderstood as a lack of interest, rather than originating from a lack of time or a lack of confidence. Where parents have a role in leading initiatives and are advocates or mentors for the school there is greater potential to break down these barriers (Carpentier and Lall 2005; Demie 2005).

6 Effective strategies for schools to support and engage with families through extended services

The evidence about effective family/parent support is extensive and wide-ranging, This is an area in which there is a wealth of very diverse literature, both in the UK and elsewhere, although research that addresses this particular question – effective strategies to support and engage with families/parents – varies both in nature and quality. This section of the review draws on 27 studies, mostly research/data but including five reviews, three practice guides and one policy document. All but one of the studies (on the High/Scope Perry Preschool study in the United States) were carried out in England.

Key messages

- Providing support for parents to assist their child’s learning **in the home** is the most effective way to raise achievement. **Bringing the home and school closer** through out-of-hours clubs, parent classes, extended schools and outreach work is a powerful lever in securing improved learning outcomes.
- Services and support that are targeted directly at individual children’s and parents’ needs tend to have better outcomes. There needs to be **locally driven provision** based on consultation and involvement of parents and local communities.
- **Family-based multi-agency support** that encompasses health, education and children’s social care is associated with positive results. Multi-dimensional interventions and delivery models that address more than one facet of children’s lives and which meet the needs of a wide range of users tend to be most effective.
- **Parent up-skilling** and focused support for literacy or numeracy is a necessary pre-requisite of raising achievement through parental involvement. Family literacy projects encourage parents to become more involved in their child’s education.
- There needs to be an emphasis on school **transition points** and helping parents to support children through the various phases of education.
- Investment in high-quality **staff training** and qualifications, including volunteers is an important component of any effective provision for parents and families.

Interventions

There has been a wide range of initiatives aimed at improving family/parental support, but as Desforges and Abouchaar (2003) pointed out, there is little information on what strategies have been successful in encouraging parental engagement. Looking across the evidence base there are some examples of effective strategies, albeit limited, that have made a difference to family/parental engagement. One of the most successful has been the **Parent Support Adviser Pilot (PSA)** where local authorities have integrated PSAs into their workforce. Evaluation of this strategy (Lindsay *et al* 2008) has indicated many positive

outcomes and benefits from this way of working. The evidence shows that parents value their relationship with the PSA and most parents in the project viewed their PSA as very helpful. The evidence suggests that this form of direct family support can be effective in building strong relationships with parents, particularly those that are hard to reach, and in providing early intervention and support for families in difficulty. They have also played an important role in helping and encouraging parents to access courses offered through the Parenting Early Intervention Programme (PEIP) (Lindsay *et al* 2010).

Asmussen (2009) found that direct forms of family support are effective in securing greater engagement with schools but only if certain conditions are in place. To be most effective, **parenting support programmes** need to be appropriate for the group they are intended to support; they need to be able to offer support for early prevention services and to assist children in need of protection. The central point here is that family support needs to be carefully targeted, if it is to be effective (Carpenter 2003). It has to focus on the particular needs of families and young people rather than providing general support (DCSF 2008a). Parenting support programmes need to be carefully planned and, if brought in from outside, need to be appropriately matched to the needs of families and parents. The Social Exclusion Task Force (2008) reinforces the idea that families need to be empowered to make decisions and control their own budgets. Service delivery has to be integrated and tailored to the need of the whole family not just the individual child.

In terms of **engaging 'hard to reach' parents**, an analysis of how extended schools were attempting to reach disadvantaged groups and individuals emphasised the importance of building trusting relationships, which relied heavily on individual contact and personal relationships. It was often non-teaching staff, such as PSAs and family support workers, who were in the best position to establish these links (Cummings *et al* 2010).

An example of 'promising practice' available from C4EO's website describes how a parent counsellor fulfils this role of trusted intermediary, working across ten primary schools in Nottingham. She offers both individual and group work, through one-to-one support, group therapy sessions and after-school family play sessions. Parents who are unwilling to meet in schools can be offered support by phone or in community venues. The parent counsellor encourages parents to attend Life Events, which are information sessions where different agencies promote their services to families at an after-school 'roadshow'. This has shaped the way that providers link to schools and facilitated access to the different kinds of support that families might need, for example from the housing department or welfare benefits.

A number of discrete interventions have been found to be successful in increasing the engagement of 'hard to reach' parents, and through this improving educational outcomes for their children. Carpentier and Lall (2005) looked at four such interventions. The first aimed to increase achievement in maths through parent and student workshops along with planned parental involvement in homework. Positive outcomes from this work include increased parental interaction with the school, better homework completion rates and an increase in KS3 maths attainment. The main lesson from this intervention is the need for any family/parent support intervention to be focused on improving learning and to be fully integrated within the

school and shared across schools in the locality. Another intervention offered hour-long, weekly lessons for both parents and pupils in Turkish in preparation for a GCSE. The majority of parents and pupils achieved a GCSE pass and this approach is now being extended to other languages. The net effect of this intervention was to improve parent-school relations and to create better links with the wider community.

The third intervention focused on **raising the achievement of African and AfroCaribbean students** (especially boys), particularly through improving behaviour. The project has had a positive impact on behaviour and on achievement. The important point here is that the parents led the discussion group and were proactive in seeking ways of influencing and modifying behaviour. The fourth intervention offered focused support for local Roma and traveller families. The project has resulted in an improvement in children's punctuality and attendance. The central message from all these successful interventions is the need for family and parent support to be carefully targeted to meet a real need, and for parents to be actively involved in shaping and leading activities.

Demie (2005) reports on the positive outcomes from an initiative aimed at improving the outcomes of individual pupils of Caribbean heritage. A collaborative co-inquiry approach was adopted and strategies were developed for working with staff, parents, pupils and governors. The key dimensions of the success of this initiative were an inclusive curriculum that met the needs of Black Caribbean children and well-coordinated support to Black Caribbean pupils through the extensive use of both black and white teachers as advocates and role models. Harris and Goodall (2008) note that parents are more likely to be engaged and involved in initiatives aimed at raising achievement if they feel it is a key part of being a responsible and caring parent.

In terms of specific initiatives aimed at engaging parents, Shemilt *et al* (2003) provide evidence that **breakfast clubs** are effective ways of securing a social bond between school and community. The results of a one-year follow-up evaluation showed that there were modest benefits in certain outcomes (social, nutritional, educational and psychological wellbeing) but the study showed evidence that the clubs provided invaluable support on many levels for a wide range of families. It highlighted that the clubs provided a point of connection and communication between the school and the wider community. Schools can also work with the library service to strengthen such connections, as illustrated in the Hertfordshire Summer Reading Challenge described on page 25.

In contrast, Coldwell *et al* (2003) did not find evidence that **home-school agreements** (HSA) were effective mechanisms for engaging parents in schooling. The report found that teachers understood HSAs but that the use of HSAs varied from school to school. Parents had limited awareness of HSAs and in many schools parents were of the opinion that they did not feel such agreements were necessary or productive.

In an earlier C4EO review of evidence about family/parental support in the Early Years, Siraj-Blatchford and Siraj-Blatchford (2009) found a range of effective interventions and programmes. Their review suggests that taking an **'ecological' perspective on parental and family support** is particularly important. This

perspective means seeing each child not only as an individual but also as an individual who inhabits a certain environment and cannot be dealt with outside of consideration of that environment. This holistic approach takes into account the context in which the child lives and reinforces the need for appropriate forms of parental and family support. The review also highlighted the need for greater training for those involved in inter-agency working, particularly in relation to identifying early evidence of children at risk of underachieving.

Validated practice example: Hertfordshire's Summer Reading Challenge

This Hertfordshire project was designed to bring together older and younger pupils and to involve members of the community in celebrating children's reading achievements. It took place over the eight-week summer holiday period. The aim was to develop a reading habit and increase public library use by both children and their families, and also to increase children's confidence and self-esteem through sharing their opinions and feelings about the books they read, with library staff and being rewarded with certificates and medals.

All primary schools received information about the project and librarians visited schools in areas of high deprivation or where library use was known to be low. The challenge was also promoted at external events such as the Kaleidoscope Multicultural Festival, and there was a particular effort to reach foster carers and Looked After children. Training was provided for library staff, and young people were recruited through a volunteering agency to listen to younger children talking about their books and to help library staff with administration. Altogether, 46 libraries and 10 mobile libraries took part and over 17,000 children participated, with over 706 joining the library for the first time.

The challenge was successful in increasing library use and developing a reading habit in families who otherwise may not have engaged. Over 100 presentation ceremonies were held in libraries and other community venues to award children with certificates and medals in acknowledgment of their achievements. Overall, the Summer Reading Challenge helped children and families to see reading as a fun activity outside school and to view libraries as welcoming and inclusive services relevant to whole family. It also strengthened multiagency working.

Early Years support

In the USA, the High/Scope Perry Preschool Study identified the short- and long-term effects of a high-quality, interactive preschool education programme for young children living in poverty (Schweinhart *et al* 2005). The study found that high-quality early childhood programmes – that involve parents from the outset – for young children living in poverty in the United States contribute to their development in childhood and their school success, adult economic performance and reduced commission of adult crime, and return high benefits relative to their initial cost.

Other studies have found evidence of improved early development in children where parents were involved in providing support for their learning (Sylva *et al* 2004, 2007; Reynolds 2005). Such studies demonstrate that the most effective parent/family

support interventions are those that are comprehensive (incorporate health, nutrition and development); target younger and disadvantaged children; and include parenting skills. Providing services directly to children and including an active parenting and skill-building component has been shown to be particularly effective in securing improved learning outcomes and better family wellbeing (Kakli *et al* 2006). The need to provide parents with the skills to support their children's learning is a theme confirmed in a recent study by Harris and Allen (2010) who note that multi-agency provision has a greater impact when the provision is targeted to the individual child and the parents.

Family literacy programmes are specifically designed to enable adults and children to learn together. A two-year evaluation considered the impact and effectiveness of 74 family literacy courses involving children between three and seven years old and their parents/carers, in 42 local authorities (Swain *et al* 2009). The children were shown to make substantial progress in reading and writing (although this was not compared with the progress of similar children not participating in family literacy programmes), and the courses appeared to work equally well for boys and girls and for children with English as a first or an additional language. Almost two-thirds of parents reported that since taking a family literacy course they had become more involved in their children's preschool or school.

Sylva *et al* (2004) provide comprehensive evidence about the impact of parental engagement in preschool provision after taking into account children's characteristics and their home background. The study found that children who attended preschool made more cognitive and social/behavioural progress compared to those who remained at home. Although parents' social class and levels of education were related to child outcomes, the stimulation provided in the child's early home learning environment, through parental support, was a more important influence. Orchard (2007) reinforces the impact that parenting programmes can have, particularly at the transition points between primary and secondary school. The evidence suggests intervention with parents at key transition points is important.

Successful transition from primary to secondary schooling is significantly linked to social capital and parents' ability to assist the transition process. For many low-income parents the daily pressures of life and their own experience of schooling mean that they are often ill-equipped to help their children with the transition into secondary school and find it difficult to deal with the developmental issues facing young adolescents. Therefore, structured assistance for parents at the various transition stages of schooling can bring significant benefits to young people and their learning (Harris and Goodall 2009).

Extended schools and extended services

Within the research base about extended schools and services, there is emerging evidence about the way in which extended schools and community schools have the potential to contribute to parent/family support. Millet (2003) describes two particular models of extended schools, one in Newcastle upon Tyne and one in Hastings. Both are focused on building community cohesion and securing high levels of family support through a partnership between local groups (head teachers, the director of the local authority, primary care trust and social services neighbourhood manager).

The central point here is that local partnership arrangements provide a strong basis for creating greater community cohesion and strengthening family/parent support.

Cummings *et al* (2004) reinforce the fact that extended schools need to involve the community in shaping and governing their community-related activities (and not just the minority of community members who willingly engage with the school). They point out that there is a danger that head teachers and their staff will come to believe that they 'know best' what is needed in communities without involving community members themselves. They reinforce the point that genuine community involvement is not easy to achieve and schools may need to collaborate on this with their partners who already work closely with local communities.

In an American study, Dryfoos *et al* (2006) signal that parent involvement is much greater in schools that work with the local community. Their research found that parents took more responsibility for their children's school work, felt more welcome and were observed to be a greater presence in the school. Wallace *et al* (2009) argue, however, that effective partnership arrangements require clear support and guidance for schools and that there is a need to continue to make parents aware of the core offer from schools – through written media (including e-mail) and parents' evenings.

In the case of Full Service Schools (FSS) the initiative has been viewed by many schools as a way of consolidating previously disparate efforts to support students and families. The evaluation (Cummings *et al* 2004) notes, however, that the processes involved in setting up and maintaining FSS was often challenging for schools and other agencies. Most schools involved eventually settled on a focus around pupil outcomes and pupils as parts of families and communities. The greatest effects have been seen in the positive impact on pupil attainment and school performance, and other outcomes for young people (personal, social and health-related), family stability and community wellbeing. One of the important findings is the potential for schools to become more involved in areas that were previously not thought to be the province of the school.

In their in-depth exploration of the transformation of six schools into extended schools, Wilkin *et al* (2007) found a positive impact for pupils and schools such as wider access to help and support, fewer exclusions and improved partnership working. Millet (2003) looks at the value of extended schools to local communities and suggests that properly implemented, extended schools can be an integral part of community regeneration. Extended schools have been shown to be of benefit not just to the young people who attend them but to the communities in which they are situated. The extended schools bring local services and service providers together in a productive way that benefits young people and their families. Kendall *et al* (2007) highlight the central role of the local authority in determining the approach to implementation. They note that local authorities need to work with schools to create coherent provision and effective joined-up services.

The lessons from the research about extended schools are very clear – they strengthen the ability of families and communities to attend to young people’s physical, emotional, cognitive and psychological needs through extended provision (Coleman 2006). Parents from high poverty communities and those with low educational levels can support the learning of their children through the support extended schools offer. By helping parents and their children to successfully navigate schooling and by providing support at the point of need, exclusion and truancy rates are lower and engagement with learning is greater.

7 Effective strategies for schools and extended services to strengthen community cohesion

This section looks at the ways that schools are attempting to meet their duty to promote community cohesion, and what the evidence says about the effectiveness of this. There is a wide range of literature describing examples of 'good practice', many of which are included on websites such as those listed in Appendix 5. While these case studies offer many ideas for action, there is relatively little research providing evidence of impact and outcomes. This section draws on 23 studies, the majority of them (17) classified as research/data but also including 3 reviews, 2 practice descriptions and 1 opinion piece. One is from Scotland, the rest from England.

Key messages

- School linking projects offer considerable potential for promoting positive interactions between different cultural groups.
- One-off events or projects of short duration have limited impact. Activities to promote community cohesion need to be sustained over time and integrated into the school curriculum and extended services.
- A whole-school approach to raising achievement among minority ethnic pupils that also involves parents, has been shown to be effective.
- Schools need to work closely with parents and other community members and develop strategies to strengthen community cohesion together.
- Strategies need to be tailored to local circumstances and take account of children's starting points. There is some evidence that negative attitudes can harden among pupils with entrenched prejudiced views after involvement in activities designed to encourage respect for diversity.
- Promoting community cohesion requires clear commitment from school leaders and teachers, and is facilitated by effective training and central support for activities such as school linking.
- Employing staff from local communities, for example, as parent advocates or in other outreach and support roles, can help schools to engage with traditionally 'hard to reach' groups and increase social capital in the local community.
- The local authority's role is central to effective community cohesion, through establishing clear expectations, coordinating coherent strategies across their area and providing accurate up-to-date information about local communities and their needs.

The following types of intervention used by schools to promote community cohesion were identified in a mapping review by Dyson and Gallannaugh (2008):

- school linking projects
- curriculum-based activities to promote respect and understanding of diversity
- activities to develop inter-generational relations
- activities concerned with resolving conflict and combating negative attitudes
- exploration of identity and common values
- developing school culture/ethos
- community education or other service provision
- community networking.

A range of strategies that local authorities and their partners can adopt in order to promote community cohesion, challenge and tackle extremism is described by the Institute for Community Cohesion (ICC 2007). For schools, this includes activities such as linking, building close links with police and community liaison officers, and developing a challenging and interactive citizenship education programme. For other partners, this can include: developing diversionary activities, especially during holiday periods; bringing children and young people from different communities together through sports and cultural activities; supporting and providing advisory or counselling helplines and challenging stereotypes and prejudices through media such as drama.

We focus here on activities involving schools as the main partner, which have been subject to some form of evaluation. The strategies covered include school linking programmes, curriculum-based activities (including arts and drama projects), improving educational achievement among particular ethnic groups, community engagement and extended services, and increasing the representativeness of school governing bodies. No studies fitting the criteria were identified that evaluated the role of schools in promoting positive inter-generational relationships.

School linking

Bringing pupils from diverse backgrounds together in an interactive way appears to be the most common form of cohesion initiative, and there are a number of reports of school linking projects involving both primary and secondary schools. Some take the form of events based around a specific activity, such as a residential weekend, drama performance or discussion of the local authority's 'Belonging Campaign' charter (DCLG 2007). Other linking projects involve ongoing and more extensive connections between schools (Haddock 2003; Billingham 2004; Raw 2006, 2007). The best known and longest established example is the Bradford Schools Linking Project, which in 2007 involved 61 primary and 12 secondary schools. Key aspects of the approach include:

- The project matches pairs of schools in different geographic neighbourhoods across the district with diverse populations.
- Teachers participating in the project are provided with training and ongoing support from a central team that includes a full-time project coordinator.
- There is a common format for links between primary schools, involving an initial day together at a neutral venue followed by a minimum of two contacts a term, with further shared activities encouraged.
- A range of creative and sports-based activities which facilitate teamwork and contact are promoted by the project as a catalyst for the linking process, although schools also often choose to share more ordinary lessons such as literacy and numeracy as part of a linking day.
- The activities are structured and children are supported to reflect on their experiences: 'encouraging cognitive dissonance in a safe environment' (Raw 2006).

A well-designed external evaluation of the Bradford Schools Linking Project was conducted in 28 of the primary schools over a period of a year, combining participative and objective approaches to data collection and involving more than 200 children (Raw 2006). The evaluation concluded that even within the relatively short period of a year, with a minimum of seven (mostly whole day) contacts between linking classes, the project had had a considerable impact. On average each child had formed between two and three new cross-cultural friendships and was keen to maintain these. There was evidence of increases in confidence and trust in relation to children from other cultural, ethnic or religious backgrounds, although results were less encouraging in mixed than in primarily monocultural schools.

In general, the evaluation found that the linking project had a greater impact on children's responses to immediate and real situations and people they encountered through the project, than on their responses to generalised, imagined or abstract situations and people. The latter would have indicated a deeper transferable attitude change, but is a difficult jump for primary-school-aged children.

'I didn't think we'd get along, because we're Asian and they're English. But we did.' (pupil, Bradford Schools Linking Project, Raw 2006)

A 'before and after' evaluation by the same researcher of a smaller-scale linking project in another northern local authority found less evidence of change in children's connections to, and feelings about, their home town community (Raw 2007). Most children had participated in one shared weekly activity taking place over six to eight weeks, and this was seen as insufficient time to make any real impact. Teachers in this authority were less involved, and the linking was mostly overseen by teaching assistants who were not always convinced of the value of the project or able to integrate it into wider classroom work. Recommendations for increasing the effectiveness of the linking project included: children spending more time together; incorporating unstructured time for socialising and playing into the meetings; providing follow-on activities to build a core team of 'linking ambassadors' among the children; more guidance for activity leaders; greater support for teachers and teaching assistants and the opportunity for them to meet and reflect with their peers.

A theatre project that paired up culturally dissimilar primary schools for joint drama activities, culminating in a performance for parents and community members, reported a 'major impact' on children's attitudes, confidence and self-esteem, as well as a reduction in racist comments and greater support from parents (Billingham 2004). The benefits were reported by participating schools and project organisers, so the evaluation was not as robust as those discussed above, but there was corroboration in the form of increased positive contact between children and parents from different cultural backgrounds. Key factors that helped the project to succeed were funding to bring in a professional theatre company, commitment and enthusiasm from head teachers, and good support and preparation for schools (including three planning/professional development days with supply cover). Challenges were sustaining the links and the impact of the project after it had ended, and (for the local authority) motivating schools that were less willing to engage.

Taken together with findings from other evaluations of school linking projects (Haddock 2003; Thurston 2004, for example), the evidence suggests that this can be an effective strategy especially when there is:

- strong leadership and a shared belief that promoting community cohesion is an important purpose of education
- support for linking from a central team and good preparation for teachers
- time and encouragement for children to explore and reflect on their experiences
- a longer period of involvement in the project
- opportunities for continuing contact.

A national programme of support for schools that wish to form links to explore issues of identity and diversity, the Schools Linking Network (SLN) was established by the, then, Department for Children, Schools and Families (DCSF) (see Appendix 5). An ongoing evaluation of the projects developed through this initiative is due to report at the end of 2010 and should provide further evidence on the effectiveness of this approach to strengthening community cohesion, especially as it includes a comparison with schools not involved in the SLN (Kerr and Keating 2009).

Curriculum-based activities

Increasing understanding of, and positive attitudes towards, diversity through teaching, learning and the curriculum is at the heart of the duty of schools to promote community cohesion. A review undertaken before the new duty came into force (Ajegbo *et al* 2007) found considerable variation in the extent to which schools had 'bought in' to the importance of education for diversity, with many teachers lacking in confidence and training in engaging with such issues through their teaching. The review recommended that all schools should audit their curriculum, using the 'Respect for All' audit tool (QCA 2006), as well as building sustainable links between schools and with local communities (including supplementary schools). It also noted the importance of recognising that individuals have multiple rather than single identities and of helping all groups (including indigenous white pupils) to develop a positive identity and sense of belonging.

Many school subjects have direct relevance to promoting community cohesion and a sense of belonging, such as citizenship, religious education, personal social and health education, English, history and geography – but a whole-school approach can be particularly effective (Coates 2006). Specific projects that aim to challenge and change racist attitudes and behaviours (for example, Show Racism the Red Card or a drama workshop) can be delivered as part of the curriculum, and have been shown to lead to some change in pupil attitudes – although it is unclear how far young people have learnt what is and is not acceptable to adults, rather than really changing their views (Carroll 2004; Lemos 2005).

As other studies have also found (Raw 2006), pupils with entrenched prejudiced attitudes before the intervention are least likely to report a change in their views, and in some cases their intolerant attitudes actually harden. Alongside the finding that interventions often have less impact in ethnically diverse areas than in primarily monocultural ones (Lemos 2005; Raw 2006; Ajegbo *et al* 2007), this highlights the importance of not assuming that the same strategy will be equally effective with all groups and the need to take the local situation into account.

Characteristics of effective curriculum approaches to promoting respect and positive interactions between different cultural groups include:

- interesting, engaging activities that provide opportunities for critical reflection (Thurston 2004; Lemos 2005; Raw 2006)
- sustained involvement and integration into the main curriculum rather than one-off or stand-alone events (Carroll 2004; Ajegbo *et al* 2007)
- support and training for teachers (Billingham 2004; Miller 2009).

Equity and excellence

Removing barriers to access and participation, and working to eliminate variations in outcomes between groups, is identified as an important contribution that schools can make to promoting community cohesion (DCSF 2007). Evidence from a case study in one London borough, Lambeth, that had been particularly successful in raising the achievement of Caribbean heritage pupils (Demie 2005), found that the case study schools (mostly primary) were characterised by:

- strong and purposeful leadership
- high expectations for all pupils and teachers
- effective use of data
- a strong link with the community
- a clear commitment to parents' involvement
- good and well-coordinated support to Black Caribbean pupils through extensive use of learning mentors and role models
- effective use of both black and white teachers as advocates and role models
- effective teaching and learning

- an inclusive curriculum that met the needs of Black Caribbean children and inner London pupils.

A whole-school approach to raising achievement of minority ethnic pupils was also used by a secondary school in the Midlands (Coates 2006). Each department produced an action plan, and collaborative work was also undertaken with the local authority's youth service to develop activities such as one-to-one mentoring for disaffected African Caribbean boys, an Asian girls' group and youth and sports groups after school. Another important aspect of the project was developing relationships with parents, and maintaining these through strategies such as personalised invitations to events, phone calls, drop-in surgeries, parent groups and Saturday workshops.

Ofsted (2010) reported many examples of good practice in supporting community cohesion, based on visits to 47 educational settings (including 15 primary and 14 secondary schools) that had been identified by their local authorities as doing well in promoting social cohesion. The examples included working with imams at local mosques to strengthen links between the school and the local Pakistani heritage community; using a 'philosophical enquiry' approach in primary schools to enable young pupils to discuss and debate ideas in a respectful manner; 'vertical grouping' in secondary schools; and school linking projects and activities that brought together pupils from different social and cultural backgrounds. Although few schools collected outcome data, their anecdotal evidence was backed up by the inspectors' observations during their visits.

The Ofsted report also identified the local authority's role as central to effective community cohesion, through establishing clear expectations, coordinating coherent strategies across their area and providing accurate up-to-date information about local communities and their needs.

Engagement and extended services

Schools can use their extended service provision to promote community cohesion through offering a base for community activities, including out-of-school hours and during holidays. Millett (2003) considered the value of extended schools to local communities and suggested that if properly integrated, schools can be an integral part of community regeneration. Successful examples had built on strong local partnership arrangements, for example, involving head teachers, the local authority, the primary care trust and the social services neighbourhood manager.

Evaluations of schools as community-based organisations all report improved access to facilities and more positive perceptions of the school, although the impact is strongest for parents of children attending the school and it is commonly reported that engaging members of the wider community is more difficult (SEED 2003; Cummings *et al* 2004, 2007; Wilkin *et al* 2007). Some schools are not yet opening up facilities that are highly regarded by parents and other community members – such as information communication technology suites and libraries – for use by the local community (Wallace *et al* 2009). An important message from the extended schools literature is that schools need to find out and respond to what parents and other community members want, rather than how the school thinks they should engage (Cummings *et al* 2004; Riley 2008).

Schools also give parents from different backgrounds within the community something in common and an opportunity to interact with each other that may not otherwise arise. Working more closely with parents and families (as described in the previous chapter) can, therefore, also contribute to strengthening community cohesion. Anecdotal evidence suggests that employing staff from local communities (for example, as parent advocates or in other outreach and support roles) can help to break down barriers and lead to increased engagement of schools with parents from minority ethnic groups (Page *et al* 2007).

School governing bodies

One study (Bird 2003) was identified for this review that considered how governors can contribute to community cohesion and accountability. Through surveying all English local authorities in 2002, Bird reported that minority ethnic governors were significantly under-represented in every type of local authority, and less than half of local authorities outside of London had a strategy in place to address this. Social class appeared to pose an even greater challenge in terms of governor representativeness than did ethnicity. Methods put forward to improve recruitment of under-represented groups included:

- a dedicated governor recruitment officer
- advertising in local press and radio outlets
- leafleting supplementary schools, community centres, mosques and black-majority churches
- recruitment stand at local community events
- mentoring and support programme for new governors
- encouraging council staff to become governors
- allowances to cover childcare and other costs.

An example cited in the Ofsted report on how schools are promoting community cohesion is a primary school which had been successful in making its governing body more representative of the local community, through enlisting the support of Bangladeshi mothers, then fathers, and encouraging greater participation through pairing new appointees with ‘buddy’ governors from the same community. The headteacher also ensured that essential paperwork was clear and presented in a consistent format, so that it was less daunting for those who were inexperienced, and times for meetings and training were adapted to suit work and family needs (Ofsted 2010).

Supplementary schools are typically attended by pupils from minority ethnic groups, either on Saturdays or after school, and the great majority provide teaching in culture and heritage and in community or mother tongue languages (Maylor *et al* 2010). Good links between mainstream and supplementary schools could help to promote community cohesion, but there is considerable variation in how far mainstream schools are aware of and work with supplementary schools.

A multiple approach

Analysis of what works in community cohesion (DCLG 2007) highlights the importance of a multi-pronged, cross-cutting approach. This is illustrated in a description (Piggott 2006) of the strategies that have helped one local authority, Rochdale, to achieve Beacon status for community cohesion. In addition to strategies already discussed, such as school linking and working with local community groups to raise educational achievement, the authority-wide approach in Rochdale also includes:

- a strong traveller education service
- a partnership education service delivered by multi-lingual home-school liaison/family literacy workers in a variety of settings
- support for home language acquisition that also provides opportunities for employment of local community members and enhances self-esteem and status within the broader community
- a multi-agency racial harassment forum that meets monthly to review information from schools, headteachers, councillors and community leaders to anticipate and – where possible – prevent racial harassment incidents
- an emphasis on listening to children and young people through school councils, youth forums, regular school-based questionnaires and an annual 'Big Listen' event that is described as 'a vital factor in achieving and sustaining community cohesion'
- significant investment in staff development, including staff exchanges and overseas visits.

8 Implications for schools and their local area partners

In addition to drawing out implications for schools and their local area partners from the evidence presented in the previous three chapters, this section of the report also draws on policy guidance such as *What works in community cohesion* (DCLG 2007) and *Guidance for local authorities on how to mainstream community cohesion into other services* (DCLG 2009).

Key messages

- Effective partnerships are essential to strengthen community cohesion and family wellbeing. Local authorities need to broker and foster trusting relationships between different agencies and the community they serve.
- Schools can contribute to strengthening community cohesion through linking projects, through using the curriculum to promote a local sense of belonging and shared values (such as respect, justice and neighbourliness); and through offering extended services to parents and the wider local community.
- The promotion of community cohesion through schools needs to be part of an authority-wide strategic plan and to feed into the local Children and Young People's Plan and the wider Sustainable Community Strategy.
- In order to work effectively with all parents, schools need to develop better two-way communication with parents.
- Non-teaching staff such as parent support advisers and family support workers are able to build trusting relationships with families who may have been reluctant to engage with schools, and link them to a wide range of support services.
- Leadership and vision is crucially important.
- Children's services have a key role to play in motivating those schools that have made less progress in providing extended services or engaging in the community cohesion agenda, for example, through sharing good practice and providing support and training.

Implications for schools and frontline delivery

Developing links between schools

Schools can contribute to community cohesion through building active and sustainable links with other schools with differing pupil intakes, either in pairs or clusters of schools. These links provide opportunities for pupils to interact and to foster understanding and respect between different cultural groups.

Improving communication

In order to work effectively with all parents, schools need to develop better two-way communication with parents. Improved communication and a better understanding of the challenges that both schools and the community face is important in securing better relationships and ensuring that support for families is carefully targeted. Using a third party, such as parent advisers, to broker relationships can be an effective way of improving the two-way communication.

Bringing the community into the school

Inviting parents into schools to act as mentors for young people, or to engage them as community advocates, is a powerful way of highlighting the inter-dependent nature of support for families. Drawing on the community as a resource is important for schools as it demonstrates very clearly that the community has a contribution to make and that this contribution is valued.

Parents taking the lead

Encouraging parents to lead on initiatives that benefit young people is also an important means of securing family/parent support in ways that can make a difference to young people. The evidence shows that where parents or families are passive recipients of services, they can feel undervalued, but when they have the opportunity to lead, influence and direct the deployment of resources or to shape intervention strategies they can make a significant difference.

Implications for children's services

Sharing good practice

Children's services have a key role to play in motivating those schools that have made less progress in providing extended services or engaging in the community cohesion agenda. This could include disseminating good practice, building links to the Ofsted framework for school inspections, and holding celebration and achievement events to maintain the momentum of schools' programmes.

Investing in parent support advisers or some form of community liaison

The evidence suggests that strengthening family wellbeing requires some brokerage and leverage, it is unlikely to happen by itself. Parents, especially those less at ease with the culture and values of the school, need a trusted intermediary to encourage their engagement.

Better integrated service provision

Many parents hold a poor image of children's services because they experience them as fragmented. The evidence shows that where services are joined up and where they jointly address family difficulties, the outcome is generally more positive.

Targeting intervention appropriately and carefully

The diversity and range of need in any one community requires better differentiation of service provision and careful consideration of the intervention approaches used within different communities of parents and families. Children's services need to provide schools with good data about their local communities so they can make decisions that are not simply based on their own limited interactions with families. They can also assist schools by providing 'value-added' data on the educational attainment levels of the various groups within the community.

Workforce training

The evidence reinforces the importance of providing good training and support to ensure that strategies to increase family involvement and strengthen community cohesion are as effective as they can be. Staff need to feel confident in their wider role and have the skills to communicate well with all groups within the local community.

Supporting school governing bodies

School governing bodies need to become more representative of the local population, in terms of class as well as ethnicity, in order to reflect community priorities. Children's services can help to improve recruitment of under-represented groups. They can also support governing bodies to fulfil their duty to promote community cohesion, for example, through the provision of audit tools and community mapping data as well as training. Central support for school linking projects has been shown to increase their success and sustainability.

Implications for local authorities

A corporate approach

Through locating family wellbeing and community cohesion at the centre of all their developmental work with schools and children's services, local authorities can develop strategic approaches to delivery that can make the most difference. An authority-wide approach, in which schools play just one (albeit important) part, is particularly important for strengthening community cohesion. Perceptions of community cohesion are stronger where there are effective and good-quality local services, for instance where social housing is well maintained or social services are effective (DCLG 2009).

It is important that the promotion of community cohesion through schools is placed within the broader context of community planning – for instance in the development of the local area's Children and Young People's Plan and the wider Sustainable Community Strategy. Local authority community cohesion officers could advise and support schools and other children's services on how to make an effective contribution.

Leadership and vision emerges from the studies as very important. Community cohesion needs to be seen to be 'owned' by the local authority and its partners, not treated as an externally imposed 'tick box' requirement (ICC 2007).

Effective partnerships are essential in strengthening community cohesion and family wellbeing, including the voluntary, community and faith sectors. Local authorities should aim to develop a culture of high professional trust and collaboration by creating safe spaces and forums for multi-agency professionals to share information and to jointly discuss issues and problems about families. Local authorities need to broker and foster trusting relationships between different agencies and the community they serve.

Coordinating provision. It is important that local authorities carefully construct provision and target resources in ways that reflect the needs of all members of the community. This requires good local data to give a clear picture of the needs and circumstances of each locality and to monitor the impact of interventions to strengthen family wellbeing and community cohesion.

9 Conclusions and main messages

A key message from this review is that the most effective way to secure community cohesion and family wellbeing is through a holistic approach that involves all service providers in an integrated model of problem solving. Extended schools can reach into the community and strengthen links through the provision of a range of services, but this must be founded on collaborative work – between schools and other agencies, between schools and local community groups (including faith groups) and between schools and parents.

Individual or fragmented provision, however good, is unlikely to tackle some of the deep-rooted issues that families and communities face. The complex and multi-faceted nature of families and communities requires agencies to work together in a cohesive way to deliver comprehensive and coherent provision that is both appropriate and timely.

Any provision needs to be carefully targeted to address real rather than perceived problems or needs. Careful consideration should be made about the nature of the prevailing problem or issue and some assessment of the optimum arrangement of provision has to be made before such provision is delivered. The evidence shows that while some provision is worthwhile, it has not always met the needs of families or communities, primarily because it was simply not appropriate or specifically designed to meet those needs. Consultation, with parents and carers, children and young people and the local community, is essential for planning appropriate services.

Individual projects or interventions that are short-term and/or rely on 'soft' funding can be counterproductive as they raise expectations with families and the wider community that cannot be fulfilled long-term. The evidence shows that while short-term interventions – particularly with parents – can prove to be fruitful, many of the benefits simply erode when the project or intervention stops. It is important, therefore, that a long-term view of provision is taken and that any projects or interventions are carefully grafted into the existing amalgam of provision and not seen or experienced as stand-alone.

Extended schools and extended services offer a powerful way of engaging the community and creating greater community cohesion. The school within its locality plays a pivotal role in connecting with the local community in ways that are contextually sensitive and appropriate. Extended schools offer a conduit for provision and are an important way of connecting schools, families and communities together. Extended schools thus provide an influential infrastructure for securing improved wellbeing and creating greater community cohesion.

Strengthening community cohesion and improving family wellbeing requires clear communication and trusting relationships between families, support agencies, schools and the wider community. This can only be achieved if professionals have the skills to work with very diverse groups who may hold different value sets or expectations. Specialist training, focusing upon building positive relationships, is required for those professionals supporting parents, families and young people who are most vulnerable.

It is clear that some brokerage or link between agencies and the wider community is beneficial. Families that are most at risk need to work with one person who can link them into a range of services or provision. Many families have a poor image of service provision and through experience are reluctant to engage, so one trusted point of contact is beneficial.

In schools the work of the parent support adviser has proved to be successful, primarily because they provide a brokerage and linkage function that enables better communication and the formulation of more positive relationships. Meaningful interaction is the best way to break down stereotypes and prejudices. Sensitivity and acceptance of cultural difference and different expectations within the broader community is more possible through one-to-one relationships.

Involving parents in the work of schools can assist with building social relationships and providing opportunities for strengthening community links, but it is unlikely to impact positively on student achievement. The evidence suggests that engaging parents in supporting learning in the home is where such gains are made. Schools need to focus their efforts on supporting parents to support their children's learning in the home. This can be done in a variety of ways as long as the prime aim is to support learning within the family base. For some families this will be particularly difficult and it is here that schools need to offer additional support and expertise.

Interventions targeted at the Early Years and at key points of transition in schools (from primary to secondary; from key stage three to key stage four) can make a significant difference to children's learning and future aspirations, particularly in high poverty communities. Resources that are targeted at Early Years and supporting families at key transition points are most likely to result in improved behaviour, better learning outcomes and fewer exclusions.

Data annexe

Introduction and availability of data

The emphasis of this priority is family wellbeing and community cohesion through the role of schools and extended services.

Schools have a duty to promote community cohesion, and there is a shift in encouraging schools (through the extended schools and services policy, for example) to be at the centre of their local community, so that they can be better at responding to and incorporating the diversity of the local population. This is intended to be a two way channel, with schools providing services and support to the community and the community getting more involved with their schools, in order to ensure that children of different backgrounds have a chance to achieve the outcomes of Every Child Matters (without placing additional burdens on schools). Accessing data on school, community involvement, however, is a specific challenge as no database to record such interaction has yet been devised.

There has also been a call for schools and parents to work together more – and not just in relation to educational achievement. The belief is that schools and families working together on the wider needs of children will improve the well-being of children and families, which in turn may lead to improvements in relationships between local populations and to better community cohesion. The ways in which schools work with parents is not standardised, however, and assessing the comparative impact of different ways of working is not easily amenable to quantitative data collection, collation and analysis.

For this theme, therefore, the quantity of relevant national and regional data is limited. In effect, we can provide an overview of the diversity of communities and some of the challenges faced, but not the quantifiable impact of extended schools on any improvement in family wellbeing and community cohesion. We can also provide some attitudinal measures of the range and scope of parental involvement, though not a measure of the national, regional or local level of parental involvement.

This data annex presents:

- a summary of the search strategy for identifying data
- an overview of the nature and scope of the data that was found, with a brief commentary on the quality of this data, and any gaps that have been identified
- some examples of the type of charts and diagrams that could be produced, showing, for example, comparisons of attainment data by ethnicity.

Search strategy

There are a number of archival databases in the UK, such as the National Digital Archive of Datasets (NDAD) and the UK Data Archive, some of which have services that facilitate searching or access to macro- and micro-datasets, including Economic and Social Data Service International (ESDS). Even so, searching for current and recently published data cannot yet be conducted in the same way as searching for published research findings. Access to newly published data is not supported by comprehensive searchable databases in the same way that literature searches are supported.

Data for this data annex was obtained by a combination of search methods but primarily by obtaining online access to known Government publications (such as the Statistical First Releases and Statistical Volumes from the Department for Education, access to data published by the Office of National Statistics and other sources of data including other government departments, such as the Department for Work and Pensions (DWP); the National Health Service and a range of national, regional and local bodies. It has also drawn on a number of longitudinal studies such as the Family and Communities survey (DWP), the Longitudinal Study of Young People in England (LSYPE) and the Youth Cohort Study (YCS). It should be noted that links to statistical sources that were live at the time of searching may not remain live at the time of publication.

Nature and scope of the data

The concept of community cohesion, while jointly defined (in June 2007) by the Commission on Integration and Cohesion (CIC) Communities and Local Government, the Improvement and Development Agency (IDeA) and the Local Government Association (LGA) is nonetheless a difficult concept to measure – as, indeed, is family wellbeing. Most of the data related to community cohesion that we have found is perceptual – obtained using attitudinal surveys relying on self-reporting by individuals. Although there is some limited data of this nature on family wellbeing and on community cohesion, there appears to be little on these areas that draw on the impact of schools or extended schools on such wellbeing.

The data identified by this scope has been dominated, therefore, by two main themes: **defining the extent of diversity** (by poverty, children's support needs, disability, mental health, ethnicity and so on) in local areas;³ and **exploring perception and other data** on family and community involvement in schools from national survey-based studies such as the *Family and communities survey*. There are no national datasets available that show schools' role in promoting community cohesion, nor is there any data about family wellbeing in relation to schools and extended services. While we can identify the different Every Child Matters (ECM) outcomes for children from different areas, we cannot yet state that any of these outcomes are the result of interventions by extended schools and similar initiatives.

³ Please note that data annexes produced for the other C4EO themes also contain examples. In particular the Disability, Looked After Children and Poverty themes may be of relevance here.

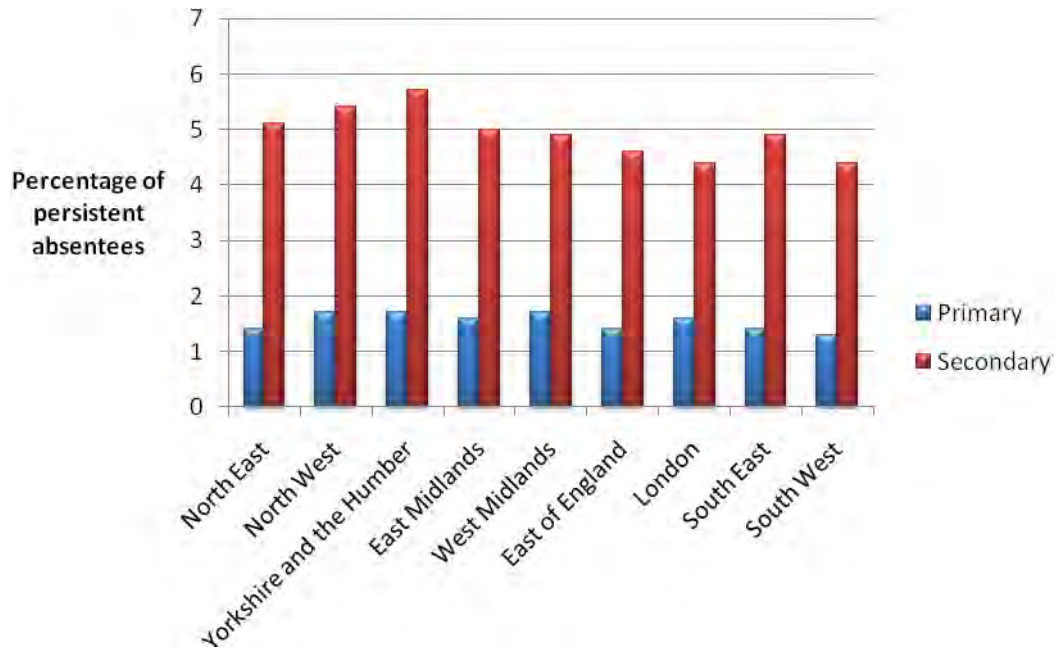
Examples of charts showing trends and regional data

Exemplar 1 Demographic information: persistent absentees

In order to obtain an overview of the potential scale of diversity (in terms of both demography and ECM outcomes) across areas and between groups of children and young people in families, we explored a range of associated variables from health and safety (including mental health), through enjoyment and attainment, taking part in positive activities and making a positive contribution. We have illustrated these variables with a limited number of charts that provide some key statistics for this theme.

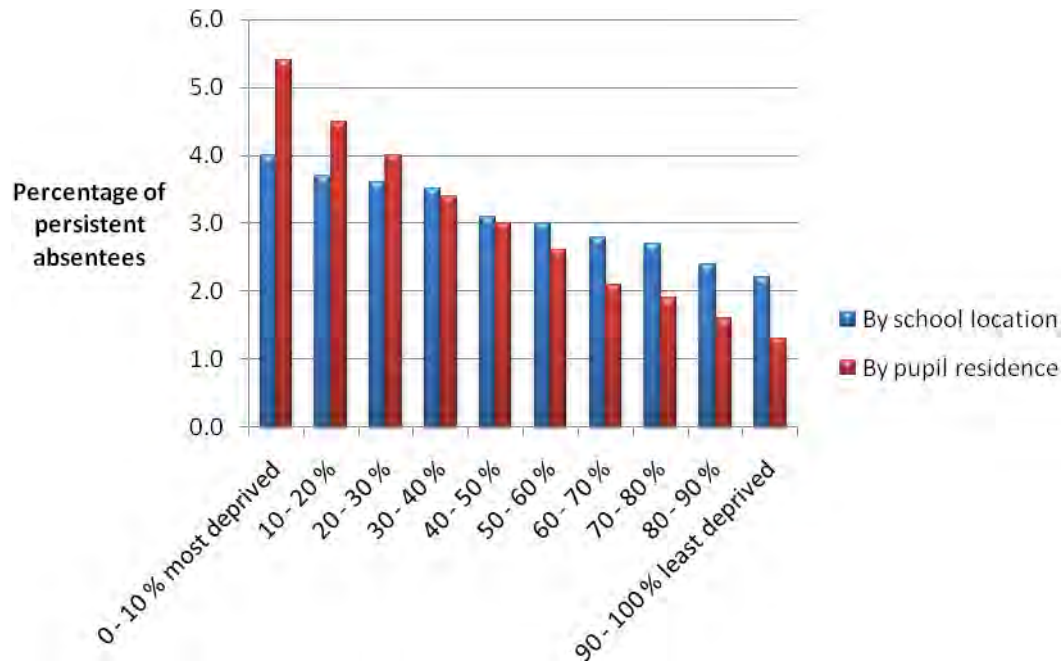
Of particular interest to schools and other services working with children is the extent of persistent absenteeism, which could be regarded as a proxy for a lack of active engagement with school (though not necessarily with learning), hence a potential lack of educational opportunity in the future. Attainment and progression outcomes for persistent absentees (as for those who have been excluded from school) are significantly lower than for their academic peers, for instance. As Figure 1 demonstrates, recorded rates of persistent absenteeism are highest in primary schools in the North West, Yorkshire and the Humber and the West Midlands. Rates of persistent absenteeism in secondary schools are highest in Yorkshire and the Humber – where rates in primary schools are one of the highest, suggesting that this may be a significant issue for the region. Poor attendance also appears to be more strongly related to a pupil's home address than to the location of the school (see Figure 2). Children from disadvantaged homes, as measured on the Income Deprivation Affecting Children Index (IDACI) are associated with higher levels of truancy and authorised absence than children from more 'well-off' areas.

Figure 1: Persistent absentees: by region (2008/09)



Source: DCSF 2010

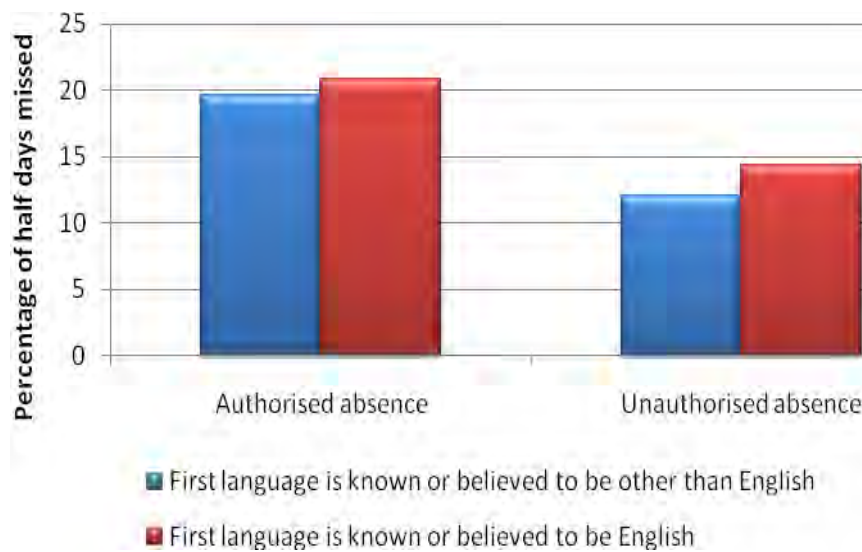
Figure 2: Persistent absentees: by IDACI (2008/09)



Source: DCSF 2010

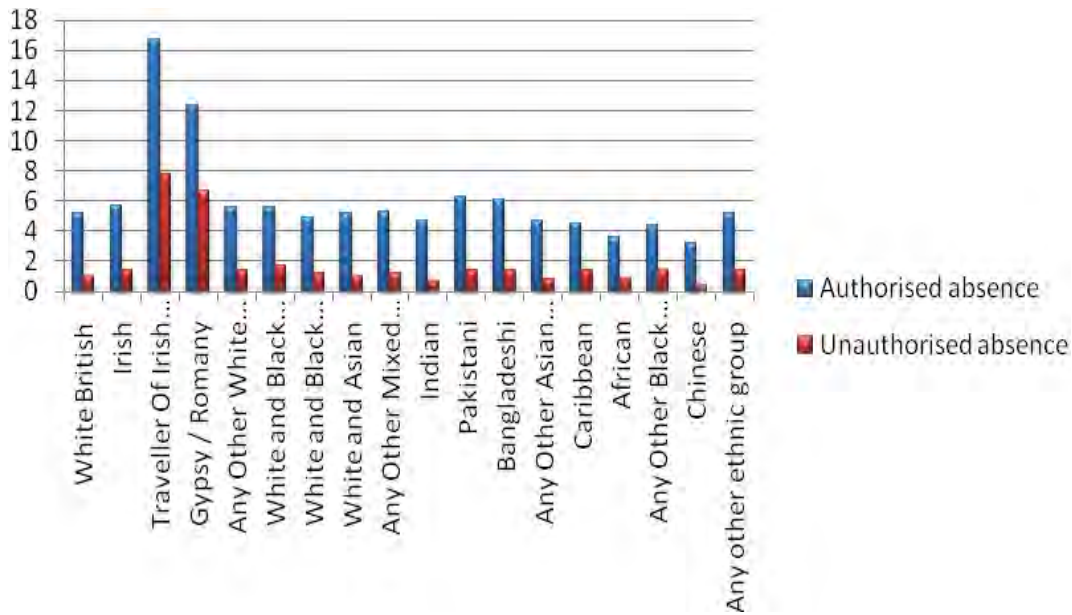
There appears to be relatively little difference in the rates of authorised absence between persistent absentees who speak a first language other than English and others, while rates of unauthorised absence are higher amongst native speakers, suggesting a greater need to work with white British communities than others in order to improve school attendance (Figure 3). Nonetheless, the highest rates of absence (both authorised and unauthorised) are observed amongst the Gypsy-Roma and Irish traveller communities, groups with which schools often have difficulty engaging (Figure 4).

Figure 3: Characteristics of persistent absentees of compulsory school age pupils by first language (2008/09)



Source: DCSF 2010

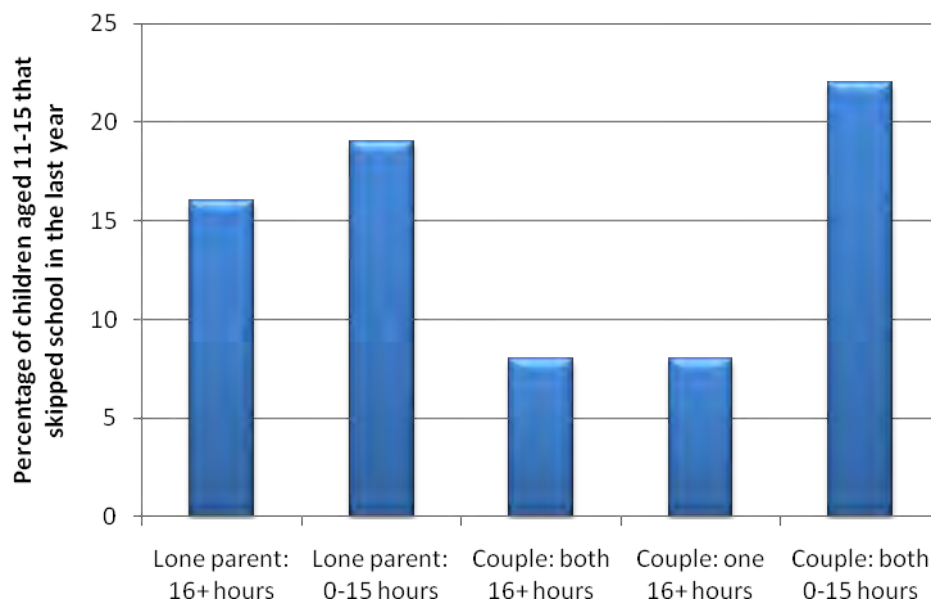
Figure 4: Pupil absence of compulsory school age pupils by ethnic group (2008/09)



Source: DCSF 2010

When young people’s self-reported instances of playing truant are explored, the apparent relationship between a household’s economic status and unauthorised absence becomes even more apparent. Young people appear to be less likely to report that they have ‘skipped school’ when they live in a two-parent household where at least one parent works 16 hours or more (Figure 5). Of course, it could be that this group of young people are more reluctant than their peers to admit that they have skipped school.

Figure 5: Self-reported occurrences of skipping school in the last year (children aged 11–16) by family unit work status

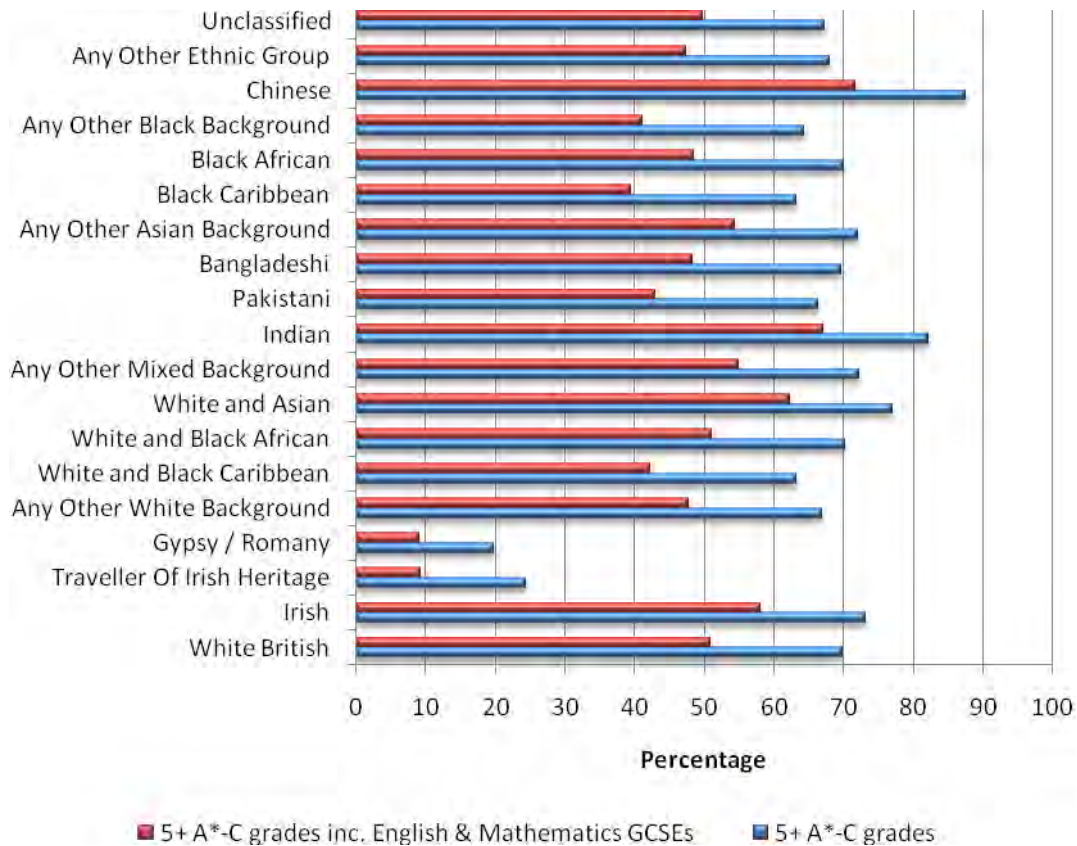


Source: Philo *et al* 2009

Exemplar 2. Demographic information: the attainment gap

Differences in attainment are evident across a range of different communities, including those from different ethnic or socio-economic backgrounds. Higher proportions of students of Chinese, Indian and Mixed White and Asian backgrounds achieved 5 A*– C GCSEs, including English and Maths, than their peers in other ethnic groups (Figure 6). While over half of the Irish students achieved the level required for Nation Indicator 75, those who were travellers of Irish heritage and those of Gypsy/Romany heritage appeared to have a much lower achievement rate. These lower levels of attainment could be related to the apparently higher rates of absence (and persistent absenteeism) seen in pupils from these backgrounds (see also Figure 4 above).

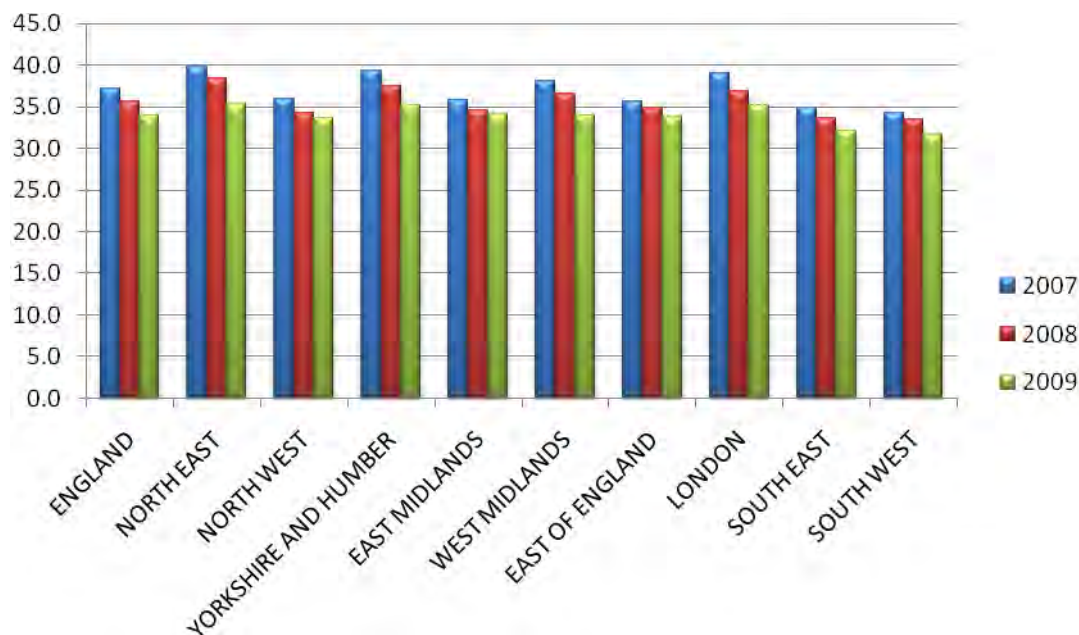
Figure 6: Achievement at GCSE and equivalents by ethnicity



Source: DCSF 2009c

Schools face key challenges related to closing the gap in attainment between pupils from the most and least disadvantaged backgrounds (and the lowest performing groups of pupils) and others. All areas have made some progress in closing the between the lowest achieving 20 per cent in the Early Years Foundation Stage Profile and the rest of the population, with particular success in the northeast, for example.

Figure 7: Closing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest: 2007–2009



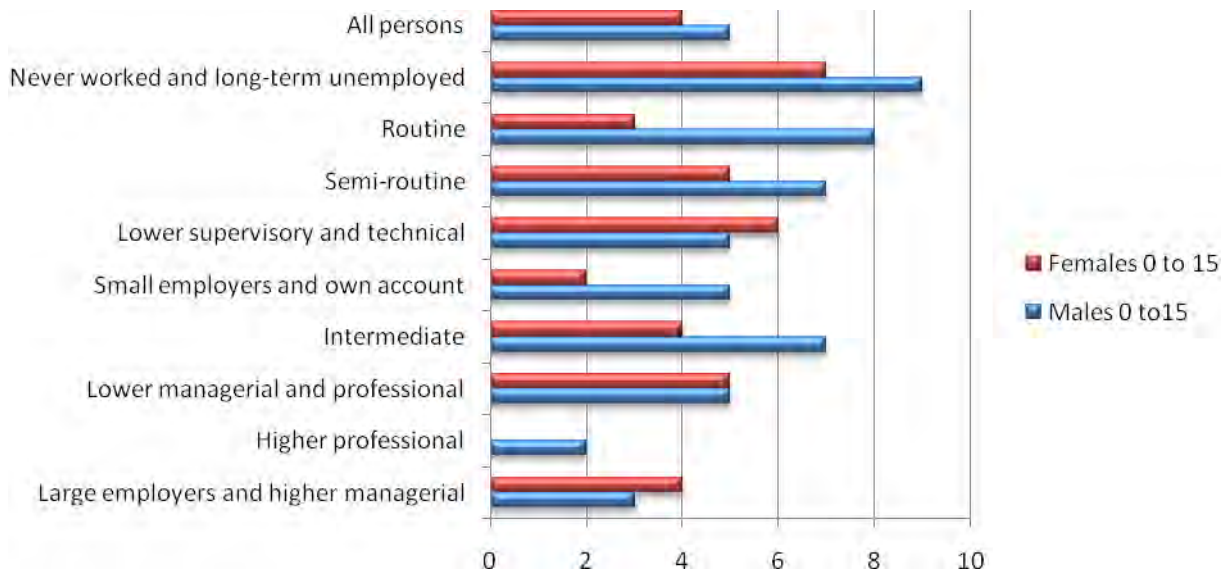
Source: DCSF 2009d

Exemplar 3: Demographic information: other variables

Locally, the need to understand the composition of the population is critical. This may be in relation to the support needs of disabled children, for example, or in relation to the type of children who are most at risk (by reason of their living circumstances) of a negative outcome (whether attainment related or longer-term).

The General Household Survey provides an indication of the prevalence of limiting, longstanding illness (LLSI) among children aged 0 to 15 in households of different socio-economic types. Information on older children (aged 16 to 19) is not publicly accessible as it is reported at aggregate level from age 16 to 44. In terms of reported frequency, the proportion of children with LLSI in 2008 appears greater among the lower socio-economic groups, particularly among the long-term unemployed, and is also higher for boys than girls in these groups (see Figure 8). Information was missing for higher professional females.

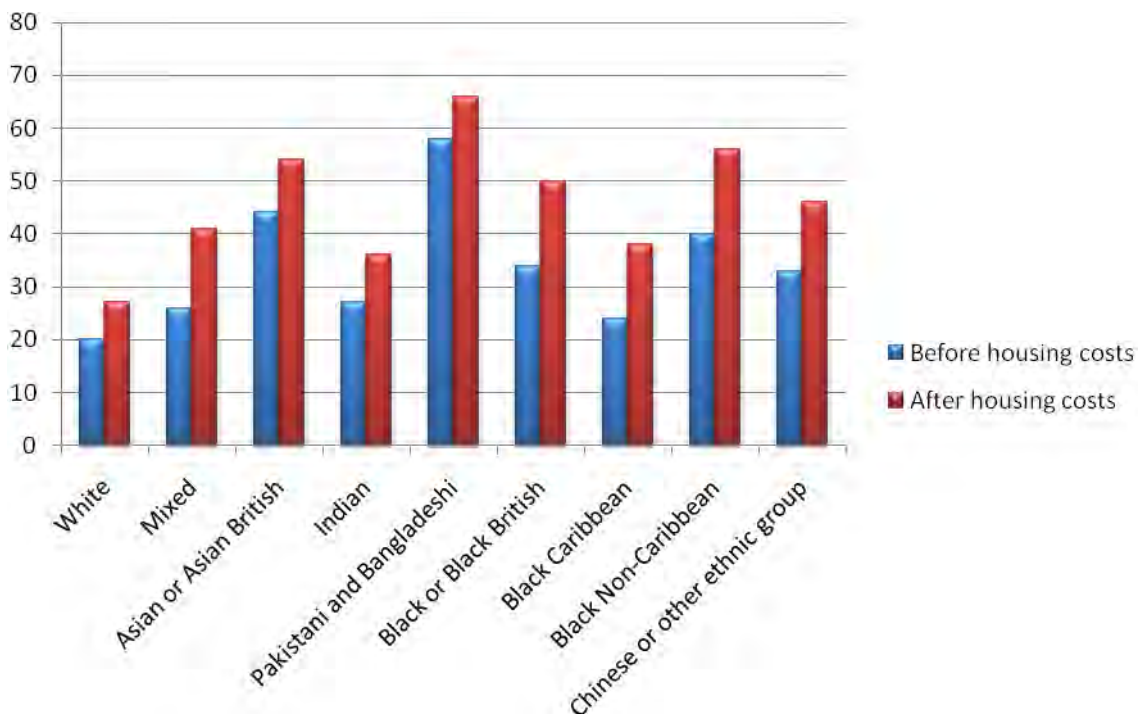
Figure 8 Children and young people with LLSI: by socio-economic group



Source: ONS 2008

The proportion of children living in low income households appears to be highest for those from Pakistani and Bangladeshi backgrounds and lowest for those from a white background (Figure 9).

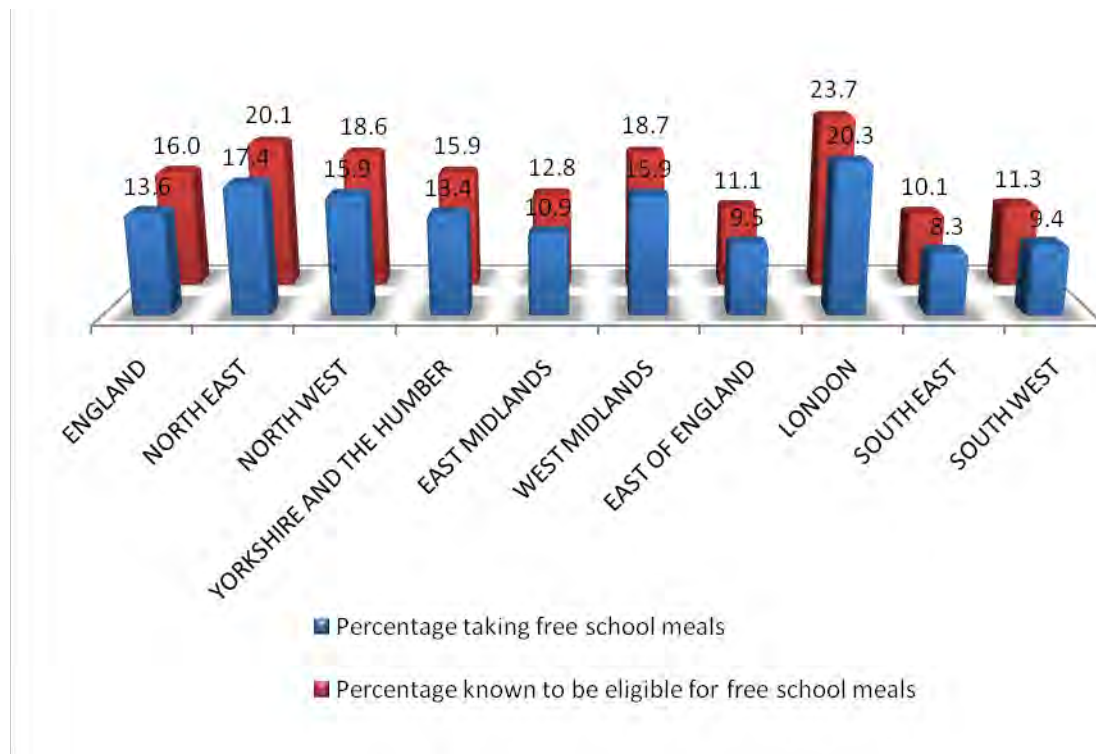
Figure 9: Children living in low-income household (2008/09): by ethnicity



Source: DWP 2010

The proportion of pupils eligible for free school meals (FSM) and those who take up the offer of FSM is shown in Figure 10.

Figure 10: Eligibility and uptake of free school meals (FSM) by region



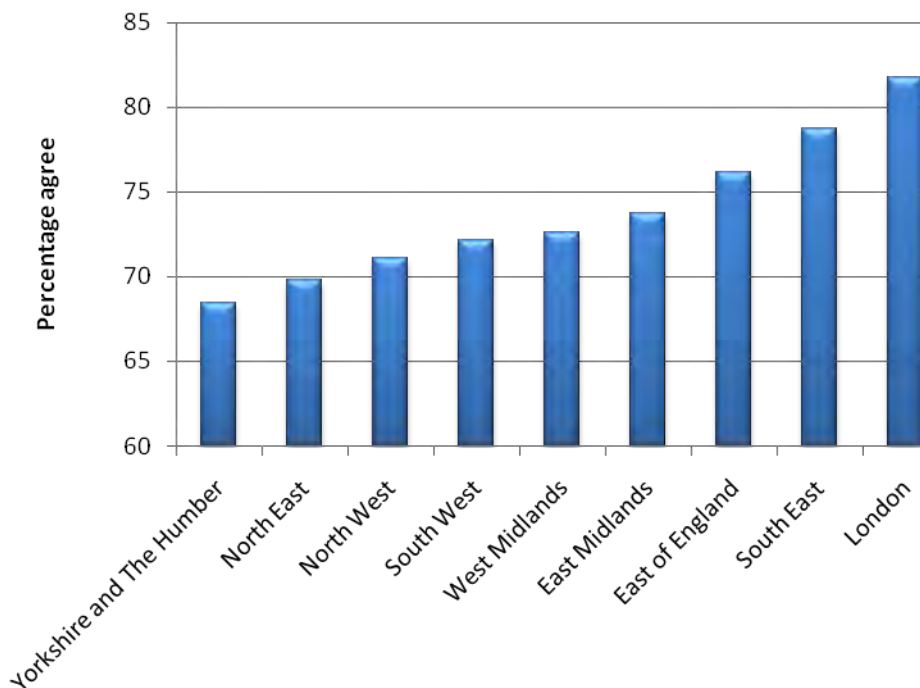
Source: DCSF 2009e

The southeast, southwest and east of England appear to be the areas with the lowest proportions of pupils eligible for free school meals, and all of these areas seem to have relatively good take-up. London appears to have the highest proportion of pupils eligible for free school meals.

Exemplar 4: Attitudes to the local area, education and school involvement

We found some examples of data relevant to this theme’s interest in social cohesion and parental involvement with education, largely drawn from longitudinal cohort studies. One aspect of young people’s perceptions of social cohesion is documented in data collected by the Longitudinal Study of Young People in England. There appeared to be some regional variation in the feelings of young people asked to consider if their area was somewhere that people of different backgrounds mixed well together (Figure 11). Those in London and the southeast of England seemed to be more likely to agree with the statement, while the areas where fewer young people agreed included Yorkshire and the northeast – although it should be noted that more than 60 per cent of young people in each area agreed with the statement.

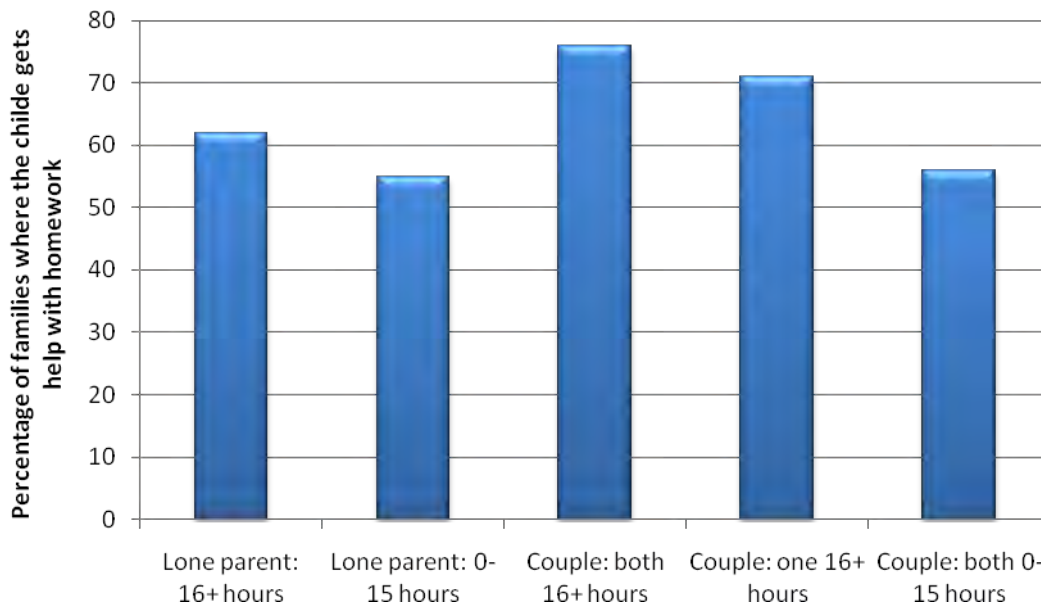
Figure 11: Agreement with statement: 'My local area is a place where people from different racial, ethnic and religious backgrounds mix well together' by region



Source: DCSF 2009f

One of the ways of exploring parental involvement with their child’s schoolwork is to consider the involvement of parents with homework (see Figure 12).

Figure 12: Families where one or both parents help their child (aged 11-16) with their homework by family unit work status



Source: Philo *et al* 2009

More than half of all families in the Families and Community Study said that one or both parents helped their child with homework. Slightly higher proportions of families where at least one parent worked 16 hours or more said that they get involved in their child’s homework. Of course, out of the families that said the parent(s) did not help with homework, we do not know the reasons why they were not giving help. This could be for a variety of reasons: for example the child may not need help with their work; the parent might not feel they are able to assist; or the parent and/or child might not want to work on it together.

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Appendix 1: Knowledge review methods

The review includes literature identified by a C4EO scoping study (Wilkin *et al* 2009) as being relevant to the review questions. The scoping study used systematic searching of key databases and other sources to identify over a thousand items: these were then screened on the basis of the study titles to rule out obviously irrelevant material and 524 items were coded (see Appendix 2 for the parameters document, search strategy and coding frame). Fifty of these items were identified as 'priority references' for more in-depth consideration in the subsequent research review (Statham *et al* 2010), supplemented by reference harvesting (in particular from a mapping review of school-level actions to promote community cohesion by Dyson and Gallannaugh 2008). This updated knowledge review incorporates additional literature that has become available during the first half of 2010, identified by members of the Theme Advisory Group or through scanning of key websites and journals.

The review team used a 'best evidence' approach to select literature of the greatest relevance and quality for the review. This entailed identifying:

- The items of greatest relevance to the review questions.
- The items that came closest to providing an ideal design to answer the review questions.
- The quality of the research methods, execution and reporting.

The team reviewed all priority items and summarised their findings in relation to the review questions. The reviewers also assessed the quality of the evidence in each case. In judging the quality of studies, the team was guided by principles established to assess quantitative research (Farrington *et al* 2002) and qualitative studies (Spencer *et al* 2003).

Relevant data was identified from national datasets and national cohort studies. The main data sources are the Department for Education (on educational attainment and attendance and progression outcomes) and a number of different national cohort studies and cross-sectional ad hoc surveys (on attitudes and perceptions). The Department for Education data, alongside some health and survey data, provides indications of the extent of community diversity (as represented by pupil backgrounds, disability and mental health). The cross-sectional and longitudinal surveys are sources of information on perceptions of community cohesion and engagement. There is no clear measure of the national, regional or local extent of parental involvement.

The knowledge review also incorporates evidence gathered from stakeholders (service providers and users (see Appendix 7) and from validated local practice (see Appendix 6).

Appendix 2: Scoping study process

The first stage in the scoping study process was for the Theme Lead to set the key review questions and search parameters and agree them with the National Foundation for Educational Research (NFER) team. The list of databases and sources to be searched was also agreed with the Theme Lead.

The keywords comprised a 'schools' set covering schools in their extended services role, joint and partnership working, outreach and school-family/community relationships. A second, 'community' set contained keywords covering the concepts of community/social cohesion, community engagement/involvement/participation, community relations, and various ethnic, religious and minority groups. There was a final set, 'family' including terms relating to family wellbeing and family or parental participation/engagement/involvement.

In selecting the keywords, reference was made to:

Dyson, A. and Gallanaugh, F. (2008) *School-level actions to promote community cohesion: a scoping map* (EPPI-Centre report no. 1613), London: Institute of Education, Social Science Research Unit, EPPI-Centre.

Members of the Theme Advisory Group (TAG) were invited to suggest relevant documents and websites. Websites were searched on main keywords and/or the publications/research/policy sections were browsed as appropriate.

The next stage in the process was to carry out searching across the specified databases and web resources. The database and web searches were conducted by information specialists at NFER and, in the case of ChildData, by an information specialist at the National Children's Bureau (NCB).

The records selected from the searches were then loaded into the EPPI-Reviewer database and duplicates were removed. The review team members used information from the abstract to assess the relevance of each piece of literature in addressing the key questions for the review. They also noted the characteristics of the text, such as the type of literature, country of origin and relevance to the review question. A 10 per cent sample was selected at random and checked for accuracy by another member of staff.

The numbers of items found by the initial search, and subsequently selected, can be found in the following table. The three columns represent:

- items found in the initial searches
- items selected for further consideration (that is those complying with the search parameters after the removal of duplicates)
- items considered relevant to the study by a researcher who had read the abstract and/or accessed the full document.

Table A2.1. Overview of searches

Source	Items found	Items selected for consideration	Items identified as relevant to this study⁴
Databases			
Applied Social Sciences Index and Abstracts (ASSIA)	287	98	28
Australian Education Index (AEI)	1165	144	68
British Education Index (BEI)	920	178	103
ChildData	953	131	46
Education Resources Information Center (ERIC)	4170	157	75
PsycINFO	1213	126	77
Social Policy and Practice	1789	383	105
Internet databases/portals			
British Education Index Free Collection (BEIFC)	235	12	0
CERUK Plus	105	2	0
Educational Evidence Portal (EEP)	233	9	0
Research Register for Social Care	112	0	0
Social Care Online	1357	38	20
TAG recommendations (including texts and items found on recommended websites)	Not applicable	91	2

⁴ 524 items were identified as relevant to the study

Search strategy

This section provides information on the keywords and search strategy for each database and web source searched as part of the review.

All searches were limited to publication years 2003-2009, in English language only.

A brief description of each of the databases searched, together with the keywords used, is outlined below. The search strategy for each database reflects the differences in database structure and vocabulary. Smaller sets of keywords were used in the more specialist web-based databases and for those databases which provide non-UK coverage. Throughout, the abbreviation 'ft' denotes that a free-text search term was used and the symbol \$ denotes truncation of terms. Due to the very high volume of items found, terms were not automatically 'exploded' to search on all narrower terms in those databases offering this facility. However, wherever possible, narrower terms were included in the search string.

Applied Social Sciences Index and Abstracts (ASSIA)

(Searched via CSA 09.06.09)

ASSIA is an index of articles from over 500 international English language social science journals.

Schools set

- #1 schools
- #2 religious schools
- #3 further education
- #4 extended school year
- #5 outreach programmes
- #6 extracurricular activities
- #7 out of school time
- #8 enrichment programmes
- #9 cultural enrichment programmes
- #10 integrated services
- #11 joint working
- #12 school linked services
- #13 multicultural education
- #14 inclusive education
- #15 home-school relationships
- #16 children\$ trust\$ (ft)
- #17 extended school\$ (ft)
- #18 partnerships and schools
- #19 collaboration and schools
- #20 parent teacher relationships
- #21 parent teacher communication
- #22 parent teacher collaboration
- #23 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22

Community set

- #24 social cohesion
- #25 social integration
- #26 inclusion
- #27 interagency collaboration
- #28 community cohes\$ (ft)
- #29 community relations
- #30 community solidarity
- #31 community support programmes
- #32 community-based programmes
- #33 community development
- #34 sense of community
- #35 sense of belonging
- #36 community participation
- #37 community mobilization
- #38 community engagement (ft)
- #39 community cooperation (ft)
- #40 community involvement (ft)
- #41 community-oriented (ft)
- #42 ethnic groups
- #43 minority groups
- #44 refugees
- #45 migrants
- #46 immigrants
- #47 gypsies
- #48 travellers
- #49 interfaith
- #50 racial integration
- #51 race relations
- #52 ethnic relations
- #53 ethnic minorities
- #54 well-being or wellbeing (ft)
- #55 #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41 or #42 or #43 or #44 or #45 or #46 or #47 or #48 or #49 or #50 or #51 or #52 or #53 or #54

Family engagement/wellbeing set

- #56 family cohesion
- #57 parental participation
- #58 parent-teacher collaboration
- #59 parent-teacher communication
- #60 parent-teacher relationships
- #61 parental support
- #62 family professional collaboration
- #63 family roles
- #64 family environment
- #65 home environment
- #66 home school relationships
- #67 wellbeing or well-being (ft)
- #68 family involvement (ft)
- #69 families
- #70 #56 or #57 or #58 or #59 or #60 or #61 or #62 or #63 or #64 or #65 or #66 or #67 or #68 or #69
- #71 #23 and #55
- #72 #23 and #70

Australian Education Index (AEI)

(searched via Dialog Datastar 18.06.09)

AEI is Australia's largest source of education information covering reports, books, journal articles, online resources, conference papers and book chapters.

Schools set

- #1 schools
- #2 extended school\$ (ft)
- #3 integrated service\$ (ft)
- #4 school\$ and cluster\$ (ft)
- #5 school involvement
- #6 home school relationship
- #7 school community relationship
- #8 parent school relationship
- #9 faith school\$ (ft)
- #10 post secondary education
- #11 after school programs
- #12 school community programs
- #13 extended school day
- #14 community schools
- #15 school community relationship
- #16 extended school year
- #17 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16

Community set

- #18 interfaith relations
- #19 ethnic groups
- #20 minority groups
- #21 minority group children
- #22 migrants
- #23 immigrants
- #24 asylum seek\$ (ft)
- #25 refugees
- #26 racial integration
- #27 school community relationship
- #28 community cooperation
- #29 community involvement
- #30 community attitudes
- #31 community services
- #32 community needs
- #33 community relations
- #34 community participation (ft)
- #35 community development
- #36 social cohes\$ (ft)
- #37 cohesion (ft)
- #38 community cohes\$ (ft)
- #39 social inclusion (ft)
- #40 school community programs
- #41 school community relationship
- #42 #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41

Family engagement/wellbeing set

- #43 well-being
- #44 parent participation
- #45 parent school relationship
- #46 family programmes
- #47 family involvement
- #48 family environment
- #49 home environment
- #50 home school relationship
- #51 parental involvement (ft)
- #52 #43 or #44 or #45 or #46 or #47 or #48 or #49 or #50 or #51
- #53 #17 and #42
- #54 #17 and #52

British Education Index (BEI)

(searched 7.06.09)

BEI provides bibliographic references to 350 British and selected European English-language periodicals in the field of education and training, plus developing coverage of national report and conference literature.

Schools set

- #1 schools
- #2 sixteen to nineteen education or further education
- #3 children\$ trust\$ (ft)
- #4 strategic partnerships\$ (ft)
- #5 extended school\$ (ft)
- #6 extended school day
- #7 extended school year
- #8 extracurricular activities
- #9 school-community relationship
- #10 enrichment activities
- #11 shared resources and services
- #12 integrat\$ service\$ (ft)
- #13 outreach programmes
- #14 educational cooperation
- #15 institutional cooperation
- #16 school cluster\$ (ft)
- #17 wide\$ offer (ft)
- #18 school involvement
- #19 home school relationship
- #20 school community relationship
- #21 parent school relationship
- #22 curriculum enrichment
- #23 cultural enrichment
- #24 inclusive education
- #25 multicultural education
- #26 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25

Community set

- #27 social inclusion (ft)
- #28 social integration
- #29 ethnic groups
- #30 minority groups
- #31 minority group children
- #32 migrants
- #33 immigrants
- #34 asylum seek\$ (ft)
- #35 refugees
- #36 gypsies

- #37 travellers-itinerants
- #38 Romani people
- #39 racial integration
- #40 religion
- #41 interfaith
- #42 community involvement
- #43 community attitudes
- #44 community services
- #45 community needs
- #46 community relations
- #47 community participation
- #48 community development
- #49 social cohes\$ (ft)
- #50 cohesion (ft)
- #51 community cohes\$ (ft)
- #52 school-community relationship
- #53 community cooperation
- #54 belonging (ft)
- #55 well-being or wellbeing (ft)
- #56 #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41 or #42 or #43 or #44 or #45 or #46 or #47 or #48 or #49 or #50 or #51 or #52 or #53 or #54 or #55

Family engagement/wellbeing set

- #57 parental involvement (ft)
- #58 parent aspiration
- #59 parent support (ft)
- #60 parent participation
- #61 parent school relationship
- #62 family programmes
- #63 family involvement
- #64 family environment
- #65 home environment
- #66 home-school relationship
- #67 family role
- #68 well-being or wellbeing (ft)
- #69 #57 or #58 or #59 or #60 or #61 or #62 or #63 or #64 or #65 or #66 or #67 or #68
- #70 #26 and #56
- #71 #26 and #69

British Education Index Free Collection

(searched 17/06/09)

The free collections search interface of the British Education Index (BEI) (formerly the British Education Internet Resource Catalogue) includes access to a range of freely available internet resources as well as records for the most recently indexed journal articles not yet included in the full BEI subscription database.

Community set

- #1 community cohesion (ft)
- #2 community cohesiveness (ft)
- #3 social inclusion (ft)
- #4 social exclusion (ft)
- #5 community engagement (ft)
- #6 community involvement (ft)
- #7 cohesion (ft)
- #8 community in the school (ft)
- #9 community within the school (ft)
- #10 community solidarity (ft)
- #11 community mobilization (ft)
- #12 community support program\$ (ft)
- #13 sense of belonging (ft)
- #14 sense of community (ft)
- #15 schools at the centre (ft)
- #16 community participation (ft)
- #17 well being (ft)
- #18 schools in the community (ft)
- #19 school in the community (ft)
- #20 asylum seekers (ft)
- #21 Roma (ft)
- #22 community attitudes
- #23 community cooperation
- #24 community development
- #25 community relation
- #26 community services
- #27 community support
- #28 cultural isolation
- #29 ethnic groups
- #30 ethnic relations
- #31 gypsies
- #32 immigrants
- #33 interfaith relations
- #34 intergroup relations
- #35 migrants
- #36 migration
- #37 minority groups
- #38 racial integration

- #39 racial relations
- #40 refugees
- #41 school community relationship
- #42 social integration
- #43 social isolation
- #44 travellers (itinerants)
- #45 well being
- #46 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41 or #42 or #43 or #44 or #45

Schools set

- #47 schools
- #48 religious schools (ft)
- #49 faith schools (ft)
- #50 co-located services (ft)
- #51 schools delivering a wider offer (ft)
- #52 collective accountability (ft)
- #53 further (ft)
- #54 16-19 (ft)
- #55 16 to 19 (ft)
- #56 strategic partnerships (ft)
- #57 extended schools (ft)
- #58 extended services (ft)
- #59 extended school day (ft)
- #60 extended school year (ft)
- #61 extended services schools (ft)
- #62 childrens trusts (ft)
- #63 integrated services (ft)
- #64 multiagency (ft)
- #65 out of school time (ft)
- #66 before school (ft)
- #67 after school (ft)
- #68 positive activities (ft)
- #69 cluster working (ft)
- #70 clusters (ft)
- #71 collaboration (ft)
- #72 inclusive education (ft)
- #73 cooperation
- #74 curriculum enrichment
- #75 educational cooperation
- #76 enrichment activities
- #77 extracurricular activities
- #78 further education
- #79 institutional cooperation
- #80 multicultural education
- #81 outreach programmes

- #82 shared resources and services
- #83 #47 or #48 or #49 or #50 or #51 or #52 or #53 or #54 or #55 or #56 or #57 or #58 or #59 or #60 or #61 or #62 or #63 or #64 or #65 or #66 or #67 or #68 or #69 or #70 or #71 or #72 or #73 or #74 or #75 or #76 or #77 or #78 or #79 or #80 or #81 or #82
- #84 #46 and #83

Family engagement/wellbeing set

- #85 family engagement (ft)
- #86 family wellbeing (ft)
- #87 family well being (ft)
- #88 parental engagement (ft)
- #89 carer engagement (ft)
- #90 family involvement (ft)
- #91 parental involvement (ft)
- #92 carer involvement (ft)
- #93 family participation (ft)
- #94 carer participation (ft)
- #95 family support (ft)
- #96 parent support (ft)
- #97 home learning environment (ft)
- #98 home school partnerships (ft)
- #99 parent school partnerships (ft)
- #100 well being
- #101 family environment
- #102 family influence
- #103 family involvement
- #104 family role
- #105 home environment
- #106 home school relationship
- #107 parent aspiration
- #108 parent attitudes
- #109 parent participation
- #110 parent role
- #111 parent school relationship
- #112 parent teacher cooperation
- #113 #85 or #86 or #87 or #88 or #89 or #90 or #91 or #92 or #93 or #94 or #95 or #96 or #97 or #98 or #99 or #100 or #101 or #102 or #103 or #104 or #105 or #106 or #107 or #108 or #109 or #110 or #111 or #112
- #114 #83 and #113

CERUK Plus

(searched 17/06/09)

The CERUK Plus database provides access to information about current and recently completed research, PhD level work and practitioner research in the field of education and children's services.

- #1 extended services
- #2 extended schools
- #3 community cohesion
- #4 community schools
- #5 community involvement
- #6 social integration
- #7 social inclusion
- #8 racial integration
- #9 wellbeing
- #10 family involvement
- #11 home school relationship
- #12 parent school relationship
- #13 parent support
- #14 family support

ChildData

(searched 9/07/09)

ChildData is the National Children's Bureau database, containing details of around 80,000 books, reports and journal articles about children and young people.

Community set

- #1 social inclusion (ft)
- #2 social exclusion
- #3 racial integration (ft)
- #4 social integration (ft)
- #5 integration (ft)
- #6 community cohesi\$ (ft)
- #7 social cohesi\$ (ft)
- #8 community relations (ft)
- #9 community strategies (ft)
- #10 community engagement (ft)
- #11 community involvement (ft)
- #12 community cooperation (ft)
- #13 cohesion (ft)
- #14 social connect\$ (ft)
- #15 community in the school (ft)
- #16 community within the school (ft)
- #17 diversity
- #18 intercultural (ft)
- #19 multicultural (ft)
- #20 race relations
- #21 ethnic relations (ft)
- #22 ethnic minorities (ft)
- #23 ethnic groups
- #24 religions
- #25 culture
- #26 extremism (ft)
- #27 anti-terrorism (ft)
- #28 radicalisation (ft)
- #29 minority groups (ft)
- #30 inclusion
- #31 equality (ft)
- #32 refugees (kw)
- #33 migrants (ft)
- #34 asylum seekers (ft)
- #35 gypsies (ft)
- #36 Roma (ft)
- #37 travellers
- #38 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37

Schools set

- #39 schools
- #40 childrens trusts
- #41 children's trusts (ft)
- #42 strategic partnerships (ft)
- #43 extended schools
- #44 extended services (ft)
- #45 extended service schools (ft)
- #46 outreach
- #47 wider offer and schools (ft)
- #48 co-location and schools (ft)
- #49 cluster working and schools (ft)
- #50 schools linking network (ft)
- #51 schools within the community (ft)
- #52 school-community relationship (ft)
- #53 schools as community-based organisations (ft)
- #54 community-school relationship (ft)
- #55 voluntary aided schools
- #56 school-home partnerships (ft)
- #57 schools working in partnership (ft)
- #58 curriculum
- #59 #39 or #40 or #41 or #42 or #43 or #44 or #45 or #46 or #47 or #48 or #49 or #50 or #51 or #52 or #53 or #54 or #55 or #56 or #57 or #58

Family engagement/wellbeing set

- #60 family well-being (ft)
- #61 family engagement (ft)
- #62 parental engagement (ft)
- #63 family involvement (ft)
- #64 parental involvement (ft)
- #65 families in poverty (ft)
- #66 family support
- #67 family poverty (ft)
- #68 family environment (ft)
- #69 home learning (ft)
- #70 home learning environment (ft)
- #71 home-school partnerships (ft)
- #72 poverty
- #73 wellbeing
- #74 home school relations
- #75 home school agreements
- #76 #60 or #61 or #62 or #63 or #64 or #65 or #66 or #67 or #68 or #69 or #70 or #71 or #72 or #73 or #74 or #75
- #77 #38 and #59
- #78 #38 and #76

Educational Evidence Portal (EEP)

(searched 17/06/09)

EEP provides access to educational evidence from a range of reputable UK sources using a single search.

- #1 community cohesion (ft)
- #2 family well being (ft)
- #3 community involvement (ft)
- #4 community cooperation (ft)
- #5 community planning (ft)
- #6 community cooperation (ft)
- #7 community schools (ft)
- #8 parental involvement (ft)
- #9 home school relationship (ft)
- #10 extended services (ft)
- #11 extended schools (ft)

Education Resources Information Center (ERIC)

(searched via Dialog Datastar 22.06.09)

ERIC is sponsored by the United States Department of Education and is the largest education database in the world. Coverage includes research documents, journal articles, technical reports, program descriptions and evaluations and curricula material.

Schools set

- #1 schools
- #2 extended school\$ (ft)
- #3 extended school day
- #4 school community relationship
- #5 community schools
- #6 school\$ and cluster\$ (ft)
- #7 outreach programmes
- #8 multicultural education
- #9 faith school\$ (ft)
- #10 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9

Community set

- #11 social inclusion (ft)
- #12 social integration
- #13 ethnic groups
- #14 minority groups
- #15 minority group children
- #16 migrants
- #17 immigrants
- #18 community relations

- #19 community participation (ft)
- #20 community cohes\$ (ft)
- #21 community involvement
- #22 community cooperation
- #23 social cohes\$ (ft)
- #24 cohesion (ft)
- #25 racial integration
- #26 interfaith relations
- #27 religion
- #28 religious factors
- #29 #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28

Family engagement/wellbeing set

- #30 family school relationship
- #31 family involvement
- #32 parent school relationship
- #33 well being and family
- #34 parent participation
- #35 #30 or #31 or #32 or #33 or #34
- #36 #10 and #29
- #37 #10 and #35

PsycINFO

(searched via Ovid SP 17.06.09)

PsycINFO contains references to the psychological literature including articles from over 1,300 journals in psychology and related fields, chapters and books, dissertations and technical reports.

Schools set

- #1 extended year (ft)
- #2 partnership\$ and school\$ (ft)
- #3 multicultural education
- #4 extended service (ft)
- #5 further education (ft)
- #6 integrated services
- #7 interagency coordination (ft)
- #8 schools
- #9 parent school relationship
- #10 extended school\$ (ft)
- #11 out of school (ft)
- #12 school family partnership (ft)
- #13 faith school\$ (ft)
- #14 outreach programs
- #15 after school programs
- #16 extended day (ft)
- #17 multi\$agency (ft)
- #18 children\$ trust\$ (ft)

- #19 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18

Community set

- #20 minority groups
- #21 community participation (ft)
- #22 community involvement
- #23 social integration
- #24 social cohes\$ (ft)
- #25 interfaith (ft)
- #26 communities
- #27 community cohes\$ (ft)
- #28 social interaction
- #29 group participation
- #30 community relations (ft)
- #31 racial and ethnic relations
- #32 #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31

Family engagement/wellbeing set

- #33 well being
- #34 parent school relationship
- #35 parental involvement
- #36 school family partnership\$ (ft)
- #37 family engagement (ft)
- #38 family involvement (ft)
- #39 family participation (ft)
- #40 parental participation (ft)
- #41 family and well being
- #42 #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41
- #42 #19 and #32
- #43 #19 and #42

Research Register for Social Care (RRSC)

(searched 17/06/09)

The RRSC provides access to information about ongoing and completed social care research that has been subject to independent ethical and scientific review. Student research was excluded.

- #1 community cohesion (ft)
- #2 cohesion (ft)
- #3 social inclusion
- #4 social exclusion
- #5 social integration
- #6 community
- #7 family
- #8 parents
- #9 home

- #10 #6 or #7 or #8 or #9
- #11 school
- #12 #10 and #11
- #13 extended services (ft)
- #14 extended schools (ft)
- #15 racial integration (ft)

Social Care Online

(searched 18/06/09)

Social Care Online is the Social Care Institute for Excellence's database covering an extensive range of information and research on all aspects of social care. Content is drawn from a range of sources including journal articles, websites, research reviews, legislation and government documents and service user knowledge

Community set

- #1 communities
- #2 social inclusion
- #3 race relations
- #4 refugees
- #5 asylum seekers
- #6 gypsies
- #7 cohesion (ft)
- #8 integration (ft)
- #9 wellbeing (ft)
- #10 Roma (ft)
- #11 traveller (ft)
- #12 interfaith (ft)
- #13 ethnic
- #14 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13

Schools set

- #15 schools
- #16 further education
- #17 childrens trusts
- #18 multidisciplinary services
- #19 outreach services
- #20 interagency cooperation
- #21 interprofessional relations
- #22 extended (ft)
- #23 faith schools (ft)
- #24 religious schools (ft)
- #25 colocated services (ft)
- #26 wider offer (ft)
- #27 cluster (ft)
- #28 religious education (ft)
- #29 multicultural education (ft)
- #30 integrated services (ft)

- #31 school linking (ft)
- #32 #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31
- #33 #14 and #32

Family engagement/wellbeing set

- #34 parents
- #35 parenting
- #36 family support
- #37 family centres
- #38 engagement (ft)
- #39 participation (ft)
- #40 aspiration (ft)
- #41 home (ft)
- #42 families
- #43 wellbeing
- #44 #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41 or #42 or #43
- #45 #32 and #44

Social Policy and Practice

(searched via Ovid 12.06.09)

Social Policy and Practice is a bibliographic database with abstracts covering evidence-based social policy, public health, social services, and mental and community health. Content is from the UK with some material from the USA and Europe.

Schools set

- #1 out of school care
- #2 interprofessional relations
- #3 interagency relations
- #4 further education
- #5 faith school\$ (ft)
- #6 outreach
- #7 extended services (ft)
- #8 extended day
- #9 schools
- #10 childrens trusts
- #11 childrens services
- #12 multicultural education
- #13 after school care
- #14 inclusive education
- #15 home school relations
- #16 joint working and schools
- #17 curriculum
- #18 integrated service\$ (ft)
- #19 partnerships and schools
- #20 extended school\$ (ft)
- #21 multiagency

#22 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21

Community set

#23 immigration
#24 travellers
#25 ethnic groups
#26 race relations
#27 Roma
#28 refugees
#29 social cohes\$ (ft)
#30 interfaith (ft)
#31 asylum
#32 gypsies (ft)
#33 communities
#34 community relations (ft)
#35 community cohes\$ (ft)
#36 social integration (ft)
#37 community involvement (ft)
#38 community participation (ft)
#39 community engagement (ft)
#40 #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39

Family engagement/wellbeing set

#41 family and participation
#42 family engagement (ft)
#43 parental engagement (ft)
#44 parents and participation
#45 family support
#46 wellbeing
#47 home school relations
#48 family environment (ft)
#49 family involvement (ft)
#50 #41 or #42 or #43 or #44 or #45 or #46 or #47 or #48 or #49
#51 #22 and #40
#52 #22 and #50

Organisations

A list of key organisations was recommended by the Theme Advisory Group and then supplemented with others considered relevant by the NFER team. The following websites were browsed for additional sources not already found in the database searches. This entailed browsing through the publications and/or research and policy sections.

Organisation	URL	Records initially selected by NFER library ⁵
Cabinet Office Social Exclusion Taskforce	www.cabinetoffice.gov.uk/social_exclusion_task_force	3
C4EO	www.c4eo.org.uk	3
Communities and Local Government	www.communities.gov.uk	2
Department for Children, Schools and Families (DCSF) Research	www.dcsf.gov.uk/research/index.cfm	35
Children's Workforce Development Council (CWDC)	www.cwdcouncil.org.uk	0
Family and Parenting Institute (FPI)	www.familyandparenting.org	10
FutureLab	www.futurelab.org.uk	1
Home Office	www.homeoffice.gov.uk	1
Improvement and Development Agency (IDeA)	www.idea.gov.uk	6
Institute of Community Cohesion	www.cohesioninstitute.org.uk	5
Institute of Education	www.ioe.ac.uk	2
• Centre for the Wider Benefits of Learning	www.learningbenefits.net/	1
• Thomas Coram Research Unit	www.ioe.ac.uk/research/174.html	0
• Eppi-Centre	http://eppi.ioe.ac.uk/cms	0
Local Government Association (LGA)	www.lga.gov.uk	1
Making Research Count	www.uea.ac.uk/menu/acad_depts/swk/MRC_web/public_html	2
National Academy for Parenting Practitioners	www.parentingacademy.org	4
National College for School Leadership (NCSL)	www.ncsl.org.uk	7
National Foundation for Educational Research (NFER)*	www.nfer.ac.uk	0
Research in Practice (RIP)	www.rip.org.uk	1
Specialist Schools and Academies Trust (SSAT)	www.specialistschools.org.uk	0
Training and Development Agency for Schools (TDA)	www.tda.gov.uk	3

*No additional items located

⁵ 50 of these items were identified as relevant to the study

Appendix 3: Parameters document

(Copy of parameters document agreed by the National Foundation for Educational Research and the Theme Advisory Group for the scoping study.)

1. C4EO Theme: Schools and Communities

2. Priority 3:

Strengthening family well-being and community cohesion through the role of schools and extended services.

3. Context for this priority

This priority has two related strands.

Firstly, it responds to the new duty on schools to promote community cohesion and the emphasis placed in *21st Century Schools* on schools being at the heart of their local communities. In practical terms, this means schools being more outward-facing and welcoming to their community, sharing their resources and expertise with community members and, in turn, being more influenced by them. This is seen as enabling schools to be better able to respond effectively to the diversity of local need within their school population and to run more inclusive schools, in which all children – irrespective of their backgrounds – can prosper and achieve, without this seeming to be an additional burden on schools. There is also a need to consider the role new technology can play in extended services (See further note on the community cohesion policy at the end of this document and the definition under Section 6).

Secondly, it also responds to the need for schools to strengthen relationships with parents and carers and play their role in working with other services to identify and respond to the whole needs of the child, not just to their learning. This, in turn can impact on the well-being and educational outcomes of children and contribute to more general improvements in family well-being and community cohesion.

C4EO's work on these two strands will thus support more effective implementation of the DfE's extended schools and services policy, with its desire to improve outcomes for all children through ensuring access to high quality extended services, among other strategies.

The C4EO Parents' and Carers' Panel is supportive of considering the sense of belonging, participation and well-being of all children (and families).

The priority has strong links with the C4EO Families, Parents and Carers Theme.

- 4. Main review questions to be addressed in this scoping study (no more than five; preferably fewer)**
- 1. What are the challenges and barriers for schools and their Children's Trust partners seeking to strengthen family well-being⁶ and community cohesion⁷ through extended schools and services?**
 - 2. What has the evidence to tell us about which strategies work best for schools and other services in supporting and engaging more effectively with families, in order to improve children's educational and other outcomes?**
 - 3. What has the evidence to tell us about which strategies work best for schools and other services in strengthening community cohesion, in order to improve the ECM outcomes for all children and young people?**
 - 4. What are the implications (of supporting families and improving community cohesion) for schools and their Children's Trust partners in terms of improving governance, strategy, processes and frontline delivery?**
- 5. Which cross-cutting issues should be included?**
- Equality and diversity
 - Integrated service delivery
 - Leadership
 - Workforce development

⁶ Final definition for family well-being relevant to this review needed. See Section 6.

⁷ For definition and discussion about community cohesion, please see Sections 6 and 13 for more information.

6. Definitions for any terms used in the review questions¹

This priority is about redefining and developing the relationships between schools and communities and building local networks in order to strengthen family well-being.

Family well-being. In the context of this review, this term is taken to relate to schools and their partners – through extended schools and services - engaging and working effectively with families (parents and carers) to strengthen their capacity to support their children’s learning, school-based achievement and well-being. In turn, this will help improve general family well-being.

Community cohesion:

The DCSF Guidance to Schools on the duty to promote community cohesion (DCSF 2007) sets out the aim of ‘working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community’ It goes on to explain that Cohesion is about how to avoid the corrosive effects of intolerance and harassment: how to build a mutual civility among different groups, and to ensure respect for diversity alongside a commitment to common and shared bonds.

7. What will be the likely geographical scope of the searches?

UK for questions 1 and 4

UK, plus Europe, USA and other English-speaking countries for Questions 2 and 3

8. Age range for CYP:

The focus will be on the current Year 7, who will be the first to be affected by raising the participation age to 17.

5-19

9. Literature search dates

Start year

2003

10. Suggestions for key words to be used for searching the literature.

Key words and phrases:

- ‘the school within the community and the community within the school’; schools at the centre of the community;
- extended schools and extended services; schools delivering a wider offer;
- co-located services; cluster working; sharing resources; collective accountability of schools and their partners;
- community cohesion; community engagement;
- outreach; family support; strengthening family well-being; partnership with parents; home learning environment; parental aspirations; home-school partnerships; Report Card;
- diversity; equality; inclusion and inclusive schools
- activities and opportunities to enrich the lives of children, families and the wider community;
- leadership; workforce development.

For a full list of key words and phrases, see Appendix 1.

11. Suggestions for websites, databases, networks and experts to be searched or included as key sources.

DCSF; NCSL, CWDC; TDA; RiP; MRC; IoE; IDeA, FPI, NAPP, SSAT, LGA and NFER websites and publication databases

ASSIA, CERUK Plus and Research Register for Social Care

Institute of Community Cohesion publications and research

Futurelab.

12. Any key texts/books/seminal works that you wish to see included?

13. Anything else that should be included or taken into account?

Key policy documents that should help frame the context section in the main review:

Department for Children, Schools and Families (2008b) *21st century schools: a world-class education for every child*, London: DCSF (available at <http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-01044-2008.pdf>, accessed 6 September 2010) sets out some ambitious goals for the future of schooling and indicates the ways of achieving these, with a particular focus on: raising standards, supporting children's progress, developing their wider personal skills and ensuring their healthy and enriched childhoods, meeting their additional needs through early intervention and ensuring effective parental engagement and community cohesion.

Department for Children, Schools and Families (2008c) *The Children's Plan one year on: a progress report*, London: DCSF (available at www.dcsf.gov.uk/oneyearon/ae/uploads/documents/progress.pdf, accessed 6 September 2010) has been published and identifies a range of areas which now need strengthening across the ECM outcomes.

Department for Children, Schools and Families (2008d) *Children's Trusts: statutory guidance for inter-agency cooperation*, London: DCSF (available at <http://www.governornet.co.uk/linkAttachments/ACF9F23.pdf>, accessed 6 September 2010)

- emphasises both the partnership role within Children's Trusts that schools now need to play and the more holistic approach to ensuring children's well-being that they now need to adopt more decidedly.
- *Community Cohesion Useful Links for Schools (ICoCo) and Learning Together to be Safe (DCSF)*

Appendix 1: Key Words and Phrases for Family Well-being and Community cohesion Priority

Set 1 Community cohesion

Social inclusion
Social exclusion
(Social or racial) integration
Community cohesion/cohesiveness
Social cohesion/cohesiveness
Community relations
Community strategies
Community engagement/involvement
Community cooperation
Cohesion
Social connection/connectedness
Community in or within the school
Diversity
Intercultural
Multicultural
Race relations
Ethnic relations/minorities
Inclusion
Equality
Refugees
Migrants/immigrants
Asylum seekers
Gypsies, Roma,
Travellers

Set 2 Schools and Communities

School (s)
Children's Trusts/ Strategic Partnerships
Extended schools
Extended services
Extended service schools
Outreach
Wider offer + schools
Co-location + schools
Cluster working + schools
Schools linking network
School (s) within the community
School-community relationship
Schools as community-based organisations
Community-school relationship
School-home partnerships
Schools working in partnership
Curriculum

Set 3 Well-being

Family well-being

Family/parental engagement

Family/parental involvement

Families in poverty

Family support

Family environment

Home learning environment

Home-school partnerships

The following keywords and phrases were added following the TAG meeting in June 2009.

Religion

Preventing terrorism

Preventing violent extremism

Appendix 4: National Indicators and key data sources

This appendix contains the National Indicators (NI) and data sources relevant to this review.

National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Date of first data collection	Latest date of data collection	Links to data source
Enjoy and Achieve							
NI 87	Secondary school persistent absence rate	DCSF: <i>Pupil absence in schools in England, including pupil characteristics: 2008/09</i> (statistical first release 07/2010) (DCSF 2010a)	National, regional and LA	Annual	Trend data from 2005 onwards available	2009	http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000918/index.shtml
Additional indicators	Self-reported occurrences of skipping school by family unit work status	<i>Families with children in Britain: findings from the 2007 Families and Children Study (FACS)</i> . Department for Work and Pensions: research report no 578 (Philo <i>et al</i> 2009)	Representative sample survey of low-income families. Some data is available at regional level	Annual	1999	2007	http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep578.pdf

Strengthening family wellbeing and community cohesion through extended schools

NI 108	Key stage 4 attainment for black and minority ethnic groups	DCSF: <i>GCSE attainment by pupil characteristics, in England 2008/09 (statistical first release 34/2009.)</i> (DCSF 2009c)	National, regional and local authority (LA)	Annual	Trend data from 2006 onwards available	2009	www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml
NI 92	Narrowing (closing) the gap between the lowest achieving 20 per cent in the Early Years Foundation Stage Profile and the rest	DCSF: Foundation Stage Profile (DCSF 2009d)	National, regional and LA	Annual	2007	2009	www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml
Additional indicators	Families where one or both parents help their child with their homework by family unit work status	<i>Families with children in Britain: findings from the 2007 FACS.</i> Department for Work and Pensions: research report no 578. (Philo <i>et al.</i> 2009)	Representative sample survey of low-income families. Some data is available at regional level	Annual	1999	2007	http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep578.pdf
Be healthy							
Additional indicators	Children and young people with LLSI by socio-economic	General household survey (ONS 2008)	National	Sample survey, annual	1971	2007	www.statistics.gov.uk/STATBASE/Product.asp?vlnk=5756

Strengthening family wellbeing and community cohesion through extended schools

	group						
NI 52	Percentage of pupils who have school lunches	DCSF: <i>Schools, pupils and their characteristics: January 2009</i> (DCSF 2009e)	National, regional and LA	Annual	Trend data available from 2004	2009	www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml
Achieve economic wellbeing							
Additional indicators	Children living in low-income households, by ethnicity	Households below average income (HBAI)	National and regional	Population statistics, annual	1991	2008/09	http://research.dwp.gov.uk/asd/hbai_arc.asp
Stronger communities							
NI 1	Percentage of people who believe that people from different backgrounds get on well in their local area	DCSF: <i>Youth Cohort Study and Longitudinal Study of Young People in England: the activities and experiences of 17 year olds: England 2009</i> (DCSF 2009f)	National – England	Annual	2004	2008	www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/index.shtml

Appendix 5: Links to relevant sites and resources

The following resources may assist schools and their partners to strengthen community cohesion.

The **Schools Linking Network** supports local authorities to establish linking projects and helps individual schools to find links: www.schoolslinkingnetwork.org.uk/

DCSF has produced an **online resource pack** to help schools review and develop their work to promote community cohesion:
www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack

Respect for all is a **downloadable audit tool** that schools can use to assess their current inclusion practice and plan improvements:
www.culturaldiversity.org.uk/docs/68.pdf

The **Institute of Community Cohesion** website contains links to publications, research, guidance, toolkits and resources on cohesion including a database of examples of good practice submitted by practitioners:
www.cohesioninstitute.org.uk/home

The **Improvement and Development Agency** offers a range of guidance, advice and good practice on community cohesion for local councils and their partners:
www.idea.gov.uk/idk/core/page.do?pagelId=8799335

Community cohesion – an action guide was published by the Local Government Association in 2004. It includes specific chapters on action that can be taken by education and children/ young people’s services.
<http://www.lga.gov.uk/lga/aio/6396003>

Guidance on addressing bullying around racism, religion and culture is available on: www.beyondbullying.com/uploads/84a37a61198753420726152.pdf

The Qualifications and Curriculum Development Agency has produced a **curriculum planning guide for schools** called *Community cohesion in action*:
http://curriculum.qcda.gov.uk/uploads/Community_cohesion_in_action_tcm8-16069.pdf

The National College for Leadership of Schools and Children’s Services has developed a strategic evaluation tool to support the development of ‘community-facing leadership’. www.nationalcollege.org.uk/community-cohesion

Vschools is a support programme delivered by v, the National Young People’s Volunteer Service, to support teachers in creating volunteering opportunities for young people in their local communities. www.vschoools.org.uk

Appendix 6: Validated local practice processes and assessment criteria

What is validated local practice?

Validated local practice examples describe how local authorities and their partners have successfully tackled key challenges and improved outcomes for children and young people. Their success in achieving improved outcomes has been assessed as being sufficiently well evidenced to merit inclusion within the review.

Collection methods

C4EO collected practice examples by sending invitations to local authorities and children's services to submit promising or proven practice examples to C4EO relevant to each theme after the knowledge workshops. A call for practice examples was also placed on the C4EO website and publicised through various publications. Members of the Theme Advisory Groups were also asked to use their own contacts and networks to publicise the call for practice examples. Respondents submitted examples in hard copy or via email.

Validation process

Local authorities and their partners were asked to submit their practice examples in a form that was designed to encourage them to fully describe their practice and to provide evidence of how it had improved outcomes. The forms were then assessed by a validation panel made up of a small group of sector specialists, professionals drawn from across the children's sector who have an expertise and a track record of achievement in [theme]. Two sector specialists assessed each example against the following validation criteria:

Adequacy of the information supplied. Is there enough to apply the validation process? If not, and if the practice has potential, NFER will request more information; we will try to do this at screening stage.

Strength of the rationale. Was the intervention/practice fit for purpose and based upon a clear and sound rationale? Was it based on prior and good quality evidence of need and what works in similar contexts?

Sufficiency of impact and outcome evidence. Is there sufficient external and/or internal evaluation evidence that the practice/intervention has made a difference and led to improved outcomes? Are there good practitioner, service user and other stakeholder views? Do others implementing the same or similar practice or strategy changes or interventions report similar findings?

Evidence of what has/has not worked and why. Is there some good guidance here which will be useful to others? What are the golden threads for what works? What barriers and ways of overcoming these have been documented?

Actual or potential for replication or transfer to other contexts and settings. What evidence is there that the practice has already been successfully transferred to different settings, or has the potential for replication? Which elements are especially transferable? What elements are non-negotiable, and which are open to adaptation to suit other contexts? What do people need to put in place to transfer the practice, without substantial loss of effect?

Where two sector specialists assessed an example as being strongly supported by practice experience and evidence or describing promising practice along with a good rationale for the intervention and some evidence of success and potential to be replicated, the Theme Lead was asked to review the assessment. Only examples which were endorsed by the Theme Lead were validated.

Appendix 7: Stakeholder data

Children and young people

The views of children and young people were obtained through a survey organised by the National Children's Bureau, which received 226 responses from young people aged 10 to 18 (over three quarters were aged 14 to 17). The survey was developed using an online survey tool and piloted with the help of six Young NCB members. A link to the survey was posted on the Young NCB website and sent out through several other networks of professionals working directly with children and young people, including:

- UK Youth Parliament
- NCB Members' Bulletin – a bulletin sent out monthly to professionals employed in the children's sector
- Participation Works – a consortium of six national children and young people's agencies that enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives
- NCB's Participation Working Group – a cross-NCB group comprising participation workers
- PEAR Group – a group of young people supported by NCB's research department to develop research skills and engage with adult researchers
- C4EO Young Researchers Group – a group of young people supported by C4EO and NCB's research department to develop research skills.

It is important to bear in mind that the young people who responded to this survey were not sampled in a rigorous manner, and are therefore not a representative sample of all young people aged 10 – 18 in England.

A focus group was also held with 45 members of Brent Youth Parliament, to provide qualitative feedback on the areas investigated in the survey. The group comprised 26 girls and 19 boys, mostly attending sixth form (20) or secondary school (19) but also including six primary school pupils. The majority were from black or minority ethnic groups.

Parents and carers

Evidence from parents and carers was collected through a C4EO panel run by the Family and Parenting Institute (FPI). This panel comprises 40 parents and carers from across the nine English regions. The executive summary from the earlier research review was sent to the Parents and Carers Panel by email, and group discussions were also held in London in March 2010. Feedback was collated by FPI and forwarded to the review team.

Service providers

Evidence was gathered from service providers and managers during discussion groups at C4EO knowledge workshops (events at which the authors presented findings from the Schools and Communities research reviews). These were held in Newcastle, Manchester, Birmingham, London and Bristol during May 2010. Fifty - nine service providers took part in facilitated groups, focusing on the following questions for discussion:

- How are schools and other services working effectively to promote community cohesion in your area?
- What challenges do you face in ensuring effective practice, and how can these challenges be overcome?
- How do you (or could you) ensure that data/knowledge/skills are shared between schools and services to support community cohesion?

SEPTEMBER 2010

Strengthening family wellbeing and community cohesion through the role of schools and extended services

This knowledge review tells us what works in strengthening family wellbeing and community cohesion through the role of schools and extended services. It is based on a rapid review of the research literature involving systematic searching; analysis of key data; and views from service users and providers. It summarises the best available evidence that will help service providers to improve services and, ultimately, outcomes for children, young people and their families.

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