

Cohesion and Schools in Hackney

Key findings

- (i) Available data suggests that Hackney schools are diverse with comparatively low segregation between pupils from different ethnic and income backgrounds.
- (ii) Expansion of secondary school places in Hackney to meet demand should be positive for cohesion. Hackney is currently a net exporter of pupils to other local authorities,
- (iii) 'Helping residents to become better qualified and raise educational aspirations' is one of the six priority themes within the Hackney Sustainable Community Strategy, with a particular focus on narrowing the attainment gap between pupils from different backgrounds. Many stakeholders argued that schools' main contribution to cohesion over the long-term lay in their potential to tackle unequal outcomes and improve social mobility. There is some evidence which links cohesion positively with attainment.
- (iv) Just under one-quarter of children educated in maintained Hackney schools are currently in a voluntary-aided religious school. Most of these schools have an ethnically diverse intake and high levels of pupils eligible for Free School Meals.
- (v) There are twenty-four independent schools in Hackney, attended by approximately 6500 children. The vast majority (23) are faith schools: sixteen are Jewish, three are Muslim, and four are Christian. They face a number of challenges. The long term impact on community relations of separate schooling for some of Hackney's children is uncertain, and a sensitive issue. We suggest sustained dialogue on how best to meet the educational needs of children from communities who do not wish to send their children to mixed non-denominational schools, and opportunities for contact with other local schools are made wherever possible.
- (vi) Most Hackney schools have a practical understanding of cohesion which predates the introduction of the statutory duty on schools in 2008. Ofsted inspections since 2008 capture much of the work that schools have done to work effectively with diverse pupil and parent groups and the wider community, together with much other work directly relevant to cohesion – including reducing inequalities in attainment, tackling bullying, and reducing truancy and exclusions. There is limited evidence (in Hackney or elsewhere) about good practice in relation to cohesion between pupils from different socio-economic/income backgrounds.
- (vii) Between September 2008 and the start of the study, 33 Hackney schools were inspected by Ofsted and given a grading for cohesion. Six were graded outstanding for their cohesion work, twenty-five were graded 'good', and two were graded 'satisfactory'. No schools were graded 'inadequate'.

(viii) Analysis of inspection reports suggests some important areas which Hackney schools may wish to focus on, including: integrating cohesion across the whole curriculum, monitoring and evaluation of cohesion work, and linking up with other schools in the UK outside London. There are many examples of good practice across Hackney schools which can be used as a resource by others.

(ix) The wider Hackney Cohesion Review notes some specific cohesion challenges, including intergenerational tensions between young people and adults, and so-called 'postcode' divisions, gang-related tensions and the impact of stop-and-search operations on young people's perception of cohesion. Many Hackney schools do address these issues, although they may not always label this work as 'cohesion'. Initiatives such as the 'Safer Schools Partnership' and the Hackney Junior Citizens scheme (run with Transport for London) have an important role in addressing these important dimensions of cohesion.

(x) The review did not look specifically at the teaching of different faith traditions. We recommend a joint discussion of Hackney SACRE and the Hackney Cohesion Review team to explore any opportunities to further strengthen understanding of shared values through schools' work on faith.

(xi) We recommend linking TLT's guidance and support for schools on cohesion and on equality in a way which makes it possible for schools to access both easily.

(xii) The two case studies from Kingsmead and Berger primary schools provide rich illustrations of the way that schools working in diverse communities take a practical, everyday approach to cohesion, building fairness, links with parents and the wider community, team work and acceptance and celebration of children's diverse backgrounds and needs into daily school life. The research suggests that good cohesion work is central to inclusion and to narrowing attainment gaps. Schools provide an important resource for deprived communities, and teachers and staff often provide a trusted and accessible source of information and advice about other services and opportunities. The visits, extra-curricular activities and opportunities that both schools provide give children exposure to other parts of London (and beyond) play an important role in raising Hackney children's aspirations and enabling them to feel part of wider society. Future economic circumstances may make it harder for schools to find funding for these initiatives: however, for the poorest families, with few resources of their own, it is a vital element of their children's education.

1. Background to the study

1.1 Cohesion was identified in Hackney's Sustainable Community Strategy as a 'cross-cutting' issue which was central to the achievement of the strategic vision for Hackney. The Hackney Cohesion Review started work in July 2009, and reported in 2010 : www.hackney.gov.uk/cross-cutting-policy-reviews

1.2 The steering group for the review agreed that three small studies should be carried out to inform the review. The studies focused on education, housing and culture – three areas of work considered to be particularly important for cohesion.

1.3 LBH Hackney and The Learning Trust collaborated on the study. This was a relatively short piece of work, which did not have the time or resources to do justice to the full range of cohesion issues in education in Hackney¹. It was agreed at the outset that the study would help to inform the findings of the Hackney Cohesion Review, rather than generate specific, definitive recommendations for education policy in Hackney. It explored the question

“How does the way Hackney’s children are educated affect cohesion and community resilience?”

1.4 There are four further sections to this report:

- **Section 2: Hackney’s children and young people and their education**
- **Section 3: how does the way Hackney’s children are educated affect cohesion and community resilience?** explores the ways in which Hackney schools contribute to cohesion.
- **Section 4: Evidence from schools** draws on Ofsted inspection reports to examine how schools have promoted cohesion in Hackney within the framework set out under the statutory duty to promote cohesion, and summarises some of the support provided by the Learning Trust for this work.
- **Section 5: Insights from research** summarises research carried out with Kingsmead and Berger schools by Coram to understand more about how schools engage with pupils, parents and community stakeholders around diversity, cohesion and resilience.

¹ Particularly because a decision was made not to include the work of children’s centres and Hackney Community College in any depth, although both clearly have a big role to play in promoting cohesion.

2. Hackney's children and young people and their education

2.1 Hackney's children and young people

2.1.1 Hackney has a young population, with people under the age of 20 making up 26% per cent of Hackney's population. Young people are even more diverse than the population of Hackney as a whole.

Ethnicity	Young People	Total Hackney Population
White	43.5%	58.7%
Black African	17.0%	12.0%
Black Caribbean	8.1%	8.9%
Black Other	10.7%	5.3%
Other	6.7%	4.4%
Indian	3.6%	3.6%
Bangladeshi	5.6%	3.2%
Other Asian	2.7%	1.8%
Chinese	0.9%	1.3%
Pakistani	1.1%	0.8%

2.1.3 Many of Hackney's children are affected by poverty and deprivation, with one of the highest rates for eligibility to free school meals in London, high rates of overcrowding, and many children living in families receiving benefits².

2.2 Where Hackney's children are educated

2.2.1 A total of 32,920 children attend schools in Hackney. This figure comprises the whole range of schooling available in the borough: nursery, primary, secondary, special schools, pupil referral units, academies and independent schools.³

2.2.2 During 2009, 61.3% of resident secondary pupils in Hackney attended schools maintained by the Local Authority. Hackney was a net exporter of pupils, with 38.7% of the Local Authority's resident secondary school population attended schools maintained by other Local Authorities.

2.3 Segregation and mix in Hackney's maintained schools

2.3.1 Data which looks at how segregated pupils eligible for Free School Meals are from their peers suggests that Hackney primary schools are the second least segregated, and Hackney's secondary schools are the eleventh least segregated in England⁴.

2.3.2 Analysis of the Annual Schools Census (see Appendix 2) on the site www.measuringdiversity.org.uk suggests that segregation of pupils from different ethnic backgrounds is low in Hackney's maintained and voluntary-aided schools in comparison to schools elsewhere in London.

² For more detail, see the Hackney Borough Profile, www.hackney.gov.uk

³ DCSF, January 2009

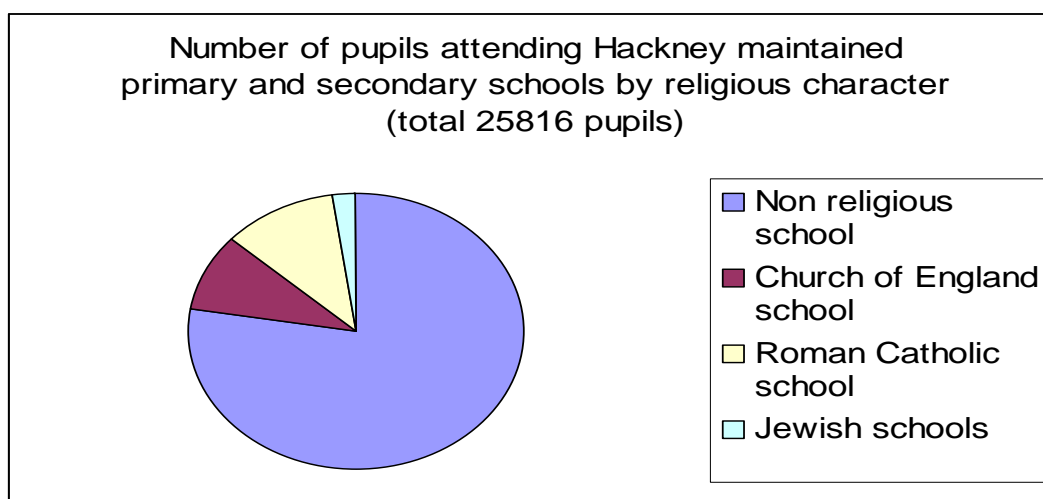
⁴ The Composition of Schools in England, DCSF, ONS Statistical Bulletin, June 2008,

2.3.3 Nationally, schools that are their own admission authorities tend to be less representative of their local areas than schools whose admissions are controlled by the local authority⁵. All Hackney’s new academies, and the majority of secondary schools, use fair-banding admissions systems⁶. Although academies are responsible for their admissions, the overarching context for academy admissions – as mixed ability, non-denominational schools - were all established by the local authority when the academy programme was established in Hackney.

2.4 The religious character of Hackney schools

2.4.1 Significant numbers of Hackney children attend faith-based schools in the maintained and independent sectors.

2.4.2 Out of 65 maintained, voluntary-aided and academy schools in Hackney, 48 are non-religious, 8 are Church of England, 6 are Roman Catholic, and 3 are Jewish, although not all pupils attending faith schools are from religious backgrounds.



Source: National Pupil Database 2009

2.4.3 There are also a number of independent schools in Hackney, almost all religious in character: 16 schools cater for Jewish pupils; 3 for Muslim pupils; 4 for Christian pupils. There is one non-religious independent school. Figures taken from Ofsted reports suggest around 6500 children attend independent schools in Hackney including roughly 5800 children who attend Jewish schools, and 500 attending Muslim schools.

⁵ ‘School admissions: Fair choice for parents and pupils’, Tough, S. and Brooks R., Institute for Public Policy Research, 2007

⁶ Hackney Free and Parochial, Our Lady’s Convent High School, and Yesodey Hatorah Senior Girls School are the only secondary schools not to use the fair-banding system.

3. The debate: how does the way Hackney's children are educated affect cohesion and community resilience?

3.1 This section draws on interviews and other evidence to examine some of the ways education and schools contribute to cohesion in Hackney. Throughout discussions, it was clear that schools contribute to community life in Hackney in multiple ways. A recurrent theme was the role that schools play as trusted focal points for the local community – and a 'bridge' to wider services and opportunities.

3.2 Three main kinds of contribution were noted

- (i) Schools are a vital local resource which bring communities together
- (ii) Education helps to promote social mobility and reduce inequality
- (iii) Schools can shape the way that children from different backgrounds engage with each other and with the wider community

3.4 **Schools are a vital resource which bring communities together**

3.4.1 It was widely felt that good schools encouraged people to stay in Hackney and that the community benefited when older children were educated in the borough instead of travelling elsewhere. This link is made clear in the Hackney Sustainable Community Strategy, and the target (now met, and exceeded) of providing places for 80% of Hackney's Year 7 pupils by 2010⁷:

"We want more parents to choose to send their children to Hackney secondary schools as this will lead to a more mixed (in terms of family income) school population that reflects our broader aspiration to build mixed and cohesive communities in Hackney".

The most recent available data suggests, on balance, more people leave than move into the borough due to schooling considerations. Two per cent of residents who had moved into Hackney cited moving into a school catchment area as a factor in their move, while nine per cent of people who were planning to move out of the area cited moving into a school catchment area as a factor in their decision. Schooling appears to play only a modest overall role in people's decisions to whether to move in or out of Hackney⁸.

A number of people told us they felt the focus on providing more local secondary school places in Hackney was important to cohesion, for several reasons:

⁷ In 2008, 78% of Hackney residents' first preferences at secondary school transfer stage were for Hackney schools

⁸ Housing Needs Assessment, Fordham Research, Final Report, July 2009. Note the survey was conducted in 2008: both availability of school places and results at secondary level have subsequently improved.

- Safety concerns (for pupils and other residents) where many young people are travelling on buses
- High competition for secondary school places in Hackney can lead to perceptions of unfairness
- Some examples of tensions when Hackney pupils are moved to schools in a very different local community: the closure of Homerton College of Technology, when many students transferred to schools in Tower Hamlets, was cited as an example
- Lower take up of other opportunities (for example, extended schools provision) and borough-wide community activities organised by the Learning Trust and others.
- Some concerns that children from non-Hackney schools are at more risk of getting 'lost' if they are involved in truancing, or are suspended, leading to disruptive and anti-social behaviour.

3.4.3 Schools are a focal point for their local community

People consulted during the review highlighted four roles they felt schools could play in supporting cohesion –

- (i) *As a place where parents from different backgrounds within the community meet and get to know each other.* The diversity of Hackney schools' pupils make them ideal meeting points, particularly at primary school, where parents are more likely to accompany their children to school. Evidence from Kingsmead and Berger schools (section 5 below) suggest this does happen in practice.
- (ii) *As a source of community identity and pride:* For parents and communities such as those around Kingsmead school, having a good, popular school in their midst, was seen as a real source of pride, particular for an area (Kingsmead Estate) which struggled in the past with notoriety and exclusion. Projects such Kingsmead Eyes helped to project a positive, confident identity for the local area.
- (iii) *As a resource which can be used for everyone's benefit.* All Hackney schools are on target to achieve the government's target of achieving the core of extended services by 2010 (including childcare, study support activities, parenting support and family learning, swift and easy referral to specialist support services, and wider community access to learning and recreational facilities). Councillors and others interviewed as part of the study argued schools could do more to open their buildings and facilities up to the wider community. Case studies (Appendix 3) show what can be achieved.
- (iv) *As (often) the nearest and most accessible public service in the area.* One striking finding from the research with Kingsmead and Berger schools, is schools' and teachers' capacity to develop confidence and trust with local residents – including those from marginalised communities, and from parents who had bad experiences at school themselves. Formally, and informally, both schools provided a 'bridge'

to other services and opportunities in the borough, for example: through headteachers 'going the extra mile', taking time for face-to-face discussions about secondary school choices and the application process with the parents/carers of all Year 6 children; providing opportunities for parents to accompany children on trips; involving other service-providers in the work of the school, including social workers, health visitors, the Traveller Team (at Kingsmead) and the community police team – as well as local voluntary organisations, housing providers and so on; and signposting parents to ESOL, benefits, and employment support services.

The bridging role between local government and residents played by the schools, demanded time, skills and knowledge of Hackney's different communities, a strong emphasis on face-to-face communications and informality, and investment in interpreting for important discussions. In general, this function is very positive. However, there were some instances where schools had to work hard to maintain trust and communication, for example, over secondary school applications, or where safeguarding issues arose.

3.5 **Education is one of the best ways to promote social mobility and reduce inequality**

3.5.1 The wider Hackney Cohesion Review argues that tackling deprivation and inequality is an important part of promoting cohesion – in Hackney and beyond. Equitable access to excellent education is one of the most important contributions a local authority can make to promoting equality. For many people, tackling inequality in achievement and aspirations was *the* key contribution that schools could make to cohesion. Raising aspiration and educational attainment, and narrowing inequalities in attainment is a key plank of Hackney's Sustainable Community Strategy. Stretch targets against previous LAA indicators included specific targets for attainment of children from Caribbean and Turkish/Kurdish background.

3.5.2 A snapshot of achievement data in Hackney shows a complex picture with substantial improvements in many areas, and much to do -

- substantial progress in overall attainment at secondary level – in 2010, the percentage of Hackney pupils getting at least 5 A – C grade GCSE's including English and Maths reached 56%
- 35% of Hackney children achieving in line with expectations at foundation stage, the lowest score in England.
- A relatively small achievement gap between pupils eligible for free school meals (FSM) and all pupils at Key Stage 2, which increases by Key Stage 4 (GCSE level)
- Pupils from Black Caribbean backgrounds perform least well at KS2, and also lag behind at KS4 (GCSE level).
- Turkish/Kurdish speaking pupils are the least well-performing at Key Stage 4.

3.5.3 Participants in some workshops for the main review and interviewees in this study suggested that parents (particularly from Black British, but also Turkish/Kurdish backgrounds) felt frustrated where they felt schools were not addressing differences in attainment adequately, but sometimes felt that schools were not responsive to their concerns.

3.5.4 For school management, the pressure to focus on attainment is intense. The study, particularly from the two detailed case studies, highlights the interrelationship between the work schools do to raise attainment, and the work they do to provide additional opportunities for arts, sport, music and learning beyond the classroom, enabling children to experience what children from other areas take for granted.

3.6 **Schools can have a positive influence on the way that children from different backgrounds engage with each other and with the wider community**

3.6.1 The third way that stakeholders felt schools could contribute to cohesion was through bringing children from different backgrounds together in a constructive way which supports cohesion.

3.6.2 **Schools bring children from different backgrounds together**

The diversity of most of Hackney's schools provides a very positive starting point for engagement and friendships between people of different backgrounds. But it also presents challenges which schools manage actively and creatively -

“In an area such as Stoke Newington, the divide between those who frequent the shops and cafes of Church Street and those who do not/cannot is immense and the opportunities for interaction is minimal. We believe that schools can play a vital part in providing platforms for people to mix, to learn and to understand.”

(Stoke Newington School and Sixth Form case study)

“Christenings, first communions, confirmations, weddings funerals and bereavement masses are all hugely significant community events. St Dominic's understands this and promotes opportunities for Gypsy, Roma and Traveller pupils to maintain and celebrate their religious and familial traditions. However, if Traveller pupils are consistently absent from school, we will monitor the reasons and attempt to regularise their attendance.”

(St Dominics Primary School case study)

“An emerging strength of the schools is increasing community cohesion through expanding interactions with mainstream pupils, so developing tolerance, understanding and respect for young people with Special Educational Needs. This is at its most effective when our pupils can surpass tacit assumptions about their capabilities, most notably

evidenced recently in our school's success at the borough-wide Paralympics event for schools."

(Stormont House case study)

"[Hackney Free and Parochial School] has worked hard to tackle some of the challenges which are prevalent in the local area. For example, rival groups, who have strong identities outside the school and cannot work together, feel able to do so inside the supportive school environment."

(Hackney Free and Parochial School Ofsted inspection report 2009)

3.6.3 Schools provide opportunities for children and young people to learn about diversity, fairness, citizenship and other key cohesion issues.

This central aspect of cohesion work – covered by the statutory duty - is addressed in detail further in section 4 below.

3.6.4 Schools' work on bullying has wider benefits

Some interviewees argued that more effective anti-bullying and diversity strategies in schools were needed, particularly (but not just) to address apparent increases in homophobic harassment and hate crime in the borough.

All schools in Hackney have anti-bullying policies in place, and - in common with other local authority areas - figures for Hackney show a decline in reported bullying in schools⁹. However, some people interviewed felt that implementation of anti-bullying policies in schools was patchy, with some very high performers, and some schools where policies were stronger on paper than in practice.

A 'Children and Young People's Anti-Bullying Strategy 2010 – 2013' will be agreed in autumn 2010, with a focus on ensuring that all establishments have and implement a clear code of practice on bullying. Consultations have highlighted safety on transport and on the internet.

3.6.5 Truancy/exclusions are linked to offending behaviour and so to cohesion.

Permanent exclusions have remained fairly steady in Hackney – with 30 permanent exclusions in most years between 2002/3 and 2007/8¹⁰, and - at 0.13% of the school population – around average for London. At 3.2% of all pupils in 2008, the proportion of Hackney pupils who are persistent absentees has declined and is lower than the London average. Nevertheless, there was concern amongst some stakeholders

⁹ Figures from TellUs3 and TellUs4 surveys – TellUs3 figures corrected.
<http://www.dcsf.gov.uk/rsgateway/DB/STR/d000908/index.shtml>

¹⁰ DCSF figures: there were 20 permanent exclusions in 2006/7, 40 in 2003/4 and 30 in all other years.

that some schools were more ‘quick to exclude’ than others, leaving other agencies to pick up the pieces and undermining cohesion.

3.7 The debate about faith-based education

3.7.1 In Hackney, as nationally, the issue of faith schools and faith-based education was one of the most controversial issues amongst stakeholders¹¹. Hackney combines a very diverse range of practising believers with one of the highest rates in London of people who have no religion.

3.7.1 Maintained faith-based schools

The position of the current administration in Hackney is that new schools will be non-denominational, and largely mixed – with retention of a non-denominational girls-only secondary school in the borough. None of the new academy schools are sponsored by faith groups.

Data on pupils ethnic background and eligibility for free school meals suggests that the majority of existing faith schools in Hackney provide an education to an ethnically and socially diverse group of pupils. A school’s faith background can support inclusion of particular groups: for example, the case study from St Dominic’s school highlights the link between religious observance and culture and tradition for many Gypsies and Travellers, and the importance of the schools’ understanding of this for their work with the community. Nationally, work commissioned by the Church of England suggests that faith schools achieve average cohesion gradings to similar to community schools at primary level, and outperform community schools at secondary level¹².

There were relatively few comments about maintained faith schools –

- some former pupils interviewed by Coram research contrasted the ‘level playing field’ and celebration of diversity they of their non-denominational primary school with what they felt was a less positive approach to different religions/beliefs at their (faith-based) secondary school.
- One interviewee commented that faith-based primary schools tended to take pupils from a wider area, and were therefore less rooted in the immediate neighbourhood.

We also heard some comments both about how comfortable mixed, non-denominational schools are for people of some religious backgrounds – for example, for staff who need space and time to worship on school premises; or for parents, who wish teenage children to attend single sex schools.

¹¹ Some of the issues are documented by a Runnymede research project on Faith Schools and Community Cohesion, for which Hackney was a case study area. See ‘Faith Schools and Community Cohesion: Observations of Community Consultations’, by Audrey Osler.

¹² “Strong schools for strong communities: Reviewing the impact of Church of England schools in promoting community cohesion”, Church of England Archbishop’s Office Education Division, November 2009

Hackney Community College described the opportunities and challenges involved in working towards a multi-faith chaplaincy, and the challenges it faced as a secular institution responding to students wishes to see a bigger role for faith in college life.

3.7.2 Independent faith schools

In Hackney the vast majority of independent schools (23 out of 24) are faith-based, and their impact on cohesion was raised by a number of interviewees.

Jewish schools

Hackney's communities tend to be equally spread and integrated throughout the borough, with the notable exception of the Charedi community, estimated at 7% of the population, which is concentrated in the north east of the borough in Stamford Hill. The review team recognised and respected that there are strong faith and cultural reasons why members of the community wish to live together. However, the significant extent of educational segregation of Charedi children does echo features of the "parallel lives" identified by cohesion reviews in other parts of the UK. In and of itself this is worthy of comment.

Around 14% of Hackney's children and young people aged 0-19 years are estimated to be from the Charedi community¹³, and the school-age Charedi population is thought to be growing¹⁴. The review counted 16 independent schools in Hackney serving the Charedi community in Hackney and neighbouring boroughs. For the Charedi community – schools are important community institutions¹⁵, and it is the review's understanding that Charedi parents are unlikely to send their children to mixed, non-denominational, schools in the foreseeable future.

Issues raised during the course of the review include¹⁶:

Funding: Many Charedi schools are poorly resourced, with less space and fewer facilities than maintained schools. Pupils are not eligible for free school meals. Financial support for SEN and family support for parents of disabled children is limited.

Planning: with acute pressure on premises and space, the purchase and development of new school sites has become a priority for independent schools. Recent well-publicised cases include controversy around the

¹³ Harper and Mayhew, *ibid*.

¹⁴ "Population Trends among Britain's Strictly Orthodox Jews", Report of the Community Policy Research Group, Board of Deputies of British Jews, Daniel Vulkan and David Graham, June 2008,

¹⁵ "Key strategic issues facing strictly Orthodox schools" Valins, O., Kosmin, B. and Goldberg, J., in 'The future of Jewish Schooling in the United Kingdom', Institute for Jewish Policy Research, 2002

¹⁶ For a wider discussion see "The Future of Jewish schooling in the United Kingdom: Key strategic issues facing strictly Orthodox schools", Valins, Kosmin, Goldberg, Institute for Jewish Policy Research, 2002

development of the former Skinners School site, and the order to close Beis Trana School.

National regulation of applications: the recent Supreme Court ruling in the case of R (E) v JFS, which means Jewish schools will not be able to set entrance criteria based on matrilineal Jewish descent, was mentioned by several interviewees, although the local authority has no role here.

Curriculum and standards: there is very significant variation between achievement across different schools. The balance between *kodesh* (religious studies) and *chol* (secular studies) is a common theme of many Ofsted reports. The difficulties of recruiting experienced and qualified teachers are highlighted by Interlink¹⁷ and Valins et al¹⁸.

Information on pupils: LAs have a duty to satisfy themselves that children who are not in the school system are receiving a suitable education. It was suggested during the review obtaining that statutorily required information could sometimes be problematic – for example, on the education of Charedi boys after around year 7/8, when many leave school to study in *yeshivot*, (seminaries for young, unmarried men) outside the formal UK educational system¹⁹.

Muslim independent schools

Three independent Muslim schools – Tawhid Boys School and Tayyibah Girls, and Alfalah Primary school – also run in the borough, with a mix of pupils from inside and beyond Hackney. Tawhid features in the review case studies – including for its work through the Schools Linking Programme: a structured programme of bridge-building between Muslim and Jewish schools (in Hackney’s case, between Tawhid and Simon Marks Jewish Schools).

Independent Muslim schools reported some of the same pressures as the Charedi community – particularly on planning permissions and space for development, the curriculum. However, the majority of Hackney’s young Muslims attend maintained schools, and 400 students between the two schools (including those from outside Hackney), the issues in terms of cohesion are significantly different.

¹⁷ Position paper on the issues affecting the Orthodox Jewish/Charedi Community from the perspective of the Charedi Voluntary Sector, 2007

¹⁸ op cit

¹⁹ Population Trends among Britain’s Strictly Orthodox Jews, op cit

4. How effectively do Hackney schools promote and support cohesion?

4.1 This section draws on The Learning Trust's (TLT) ongoing Review of Community Cohesion to provide an overview of how Hackney schools have performed against the duty to promote cohesion, and how they are supported by TLT.

Lessons from Ofsted inspections of community cohesion: national

4.2 Ofsted began inspecting against the new cohesion duty in February 2009. Following a year of inspections, we have identified three key reviews which looked at emerging themes and lessons nationally. These are summarised in Appendix 3. The issues highlighted include:

- Scores were generally higher in multicultural local authority areas, and in London
- Schools' approach to and use of data around ethnicity/cohesion was generally clearer than their approach to faith and social deprivation
- Outstanding schools addressed cohesion across the curriculum, with a clear direction and educational purpose for cohesion work, supported by strong local partnerships
- Local authorities play an important role setting clear directions, providing constructive challenge to education providers, using data to assess future needs provision for different groups
- There were few examples of links between different schools in the UK
- There was good work on support for learners, challenging prejudice and developing advocacy skills – this worked best when teachers had confidence and skills acquired through training.
- Improving intergenerational relationships and overcoming barriers for children and young people travelling outside their immediate neighbourhood were common issues where work was needed.

Lessons from Ofsted inspections of community cohesion: Hackney

4.3 We reviewed reports for 33 Hackney schools inspected during the period September 2008 (when community cohesion was first given a separate mark in school inspections) to the end of March 2010.

- 'Outstanding' - 6 schools: 2 academies, 1 secondary school, 2 primary schools and 1 special school
- 'Good' - 25 schools: 1 academy, 2 secondary schools, and 22 primary schools
- 'Satisfactory' - 2 schools: 2 primary schools

A comparison with the national figures in box 1 suggests that Hackney has an about roughly average number of schools graded 'outstanding', higher than average graded 'good', and a lower number than average of schools graded 'satisfactory'.

4.4 Comparisons with neighbouring boroughs: Using figures from the academic year 2008 – 9 (only), we compared Hackney schools' cohesion grades with neighbouring boroughs and schools across London. Note that low numbers mean that these percentages are unlikely to be fully representative.

Cohesion grades for primary and secondary schools inspected by Ofsted in 2008 - 9: Hackney, neighbouring boroughs and London

Local Authority	number of schools inspected	Outstanding	Good	Satisfactory	Inadequate
Islington	18	50%	44%	6%	0%
Waltham Forest	34	32%	50%	12%	6%
Haringey	22	41%	50%	5%	5%
Tower Hamlets	19	42%	47%	11%	0%
Newham	29	38%	38%	24%	0%
Hackney	16	19%	69%	13%	0%
All London	706	27%	51%	21%	1%

These figures suggest that the percentage of Hackney schools who are either 'outstanding' or 'good' is comparable with neighbouring boroughs. However, fewer schools rank as 'outstanding'. It may be that schools in Hackney are not recording their cohesion work as comprehensively as elsewhere, but there may also be scope for Hackney schools to strengthen their work in this area by reviewing their current work and adopting good practice.

4.5 Appendix 3 provides more detail drawn from Ofsted inspection reports and schools' own case studies. The box below highlights some of the common themes.

Common cohesion themes from Ofsted inspections

1. Links between cohesion, the curriculum and attainment
2. Engaging parents
3. Understanding and engaging with the local community
4. Pupils participating in the local community and local events
5. Charitable work
6. Links to the wider global and UK community
7. Pupil's participation in decision-making and peer support
8. Dedicated plans, cohesion leader, or approach to monitoring and evaluation
9. Specific strands for cohesion work: race, faith and socio-economic background
10. Other initiatives contributing to a cohesive school community.

4.6 Our overall impression is that ‘good’ Hackney schools were able to evidence practical, well-designed activities in each of the areas set out in the duty. ‘Outstanding’ schools can demonstrate how cohesion permeates and enriches all aspects of a school’s work, and a real depth of engagement with the wider community, with demonstrable impacts. This is consistent with Ofsted’s guidance for inspectors²⁰.

4.7 In general, some of the subtler ways in which the schools in the two in-depth case studies (see section 5) promoted inclusion, cohesion and a sense of community as part of the everyday life of the school, do not emerge so clearly in the inspection reports. We were also surprised that schools’ cultural and sporting activities – many of which have cohesion at their centre – did not feature strongly in most inspection reports. Schools may need to do more to demonstrate how everyday practice, cultural, and sporting activities are part of a well-thought out approach to cohesion. There is little in inspection reports about how schools address socio-economic differences.

The Learning Trust: support to cohesion

4.8 The Learning Trust is the not-for-profit company which runs all the education services for the London Borough of Hackney. It is responsible for schools, children’s centres, early years and adult education.

4.9 There are a number of well-established initiatives within TLT which contribute to cohesion. Most pre-date the duty on cohesion. For example:

- A Gypsy and Traveller team which supports schools in understanding and meeting the needs of pupils from that community
- An Ethnic Minority Achievement team which focuses on reducing gaps in attainment
- Well-established relationships with the Anne Frank Trust and the Holocaust Memorial Trust, supporting schools’ participation on Holocaust Memorial Day activities. Wide ranging work on Holocaust Memorial has included the Hackney Music Development Trust work ‘Hear our Voice’.
- ‘Facing History and Ourselves’: a partnership with an international organisation which supports cohesion by enabling students make the essential connection between history and the moral choices they confront in their own lives, through studying the historical development of the Holocaust and other examples of genocide and mass violence.
- Partnership with the editor of TimeLine magazine which The Learning Trust distributes to all schools www.timeline.org.uk celebrating local history, intergenerational learning and the diversity of Hackney’s different residents
- Collaboration with the Metropolitan Police to disseminate the cross-curricular PSHE/Citizenship resource missdorothy.com and the Watch

²⁰ Inspecting maintained schools’ duty to promote community cohesion: guidance for inspectors, Ofsted, February 2009

Over Me DVD and teachers resource for use in secondary schools. This resource includes modules on cohesion and extremism, supported through the Prevent programme.

- Working with the Metropolitan Police as part of the Safer Schools Partnership programme. The presence of police officers in secondary schools promotes respect, responsibility and good behaviour and enhances the prospects of increased educational achievement.
- Collaboration with Hackney Borough Police around safety in schools, including a recent DVD educational resource 'Stolen Lives' – a peer education programme addressing knife crime and gang culture.
- TLT and the Hackney 2012 Team are working on the Personal Best Programme which supports sporting achievement.
- Hackney's Junior Citizens scheme for all Year 6 classes runs in partnership with Transport for London and aims to promote safe and responsible behaviour on and around public transport.
- Initiatives such as '*Jamaica Talks*' (2005) the first ever resource pack to help primary school children from the Caribbean acclimatise to their new British schools.
- Living Under One Roof – an exhibition by Lorna Holder exploring the impact of immigration on family and cultural values, based on oral history with elders from the Caribbean community
- Supporting the Extended Schools programme which will provide additional services, opportunities and facilities for learners, their parents and the wider community
- Working with SACRE to develop and monitor the effectiveness of the Religious Education curriculum for non-denominational schools.

4.10 Since the schools' duty on cohesion was introduced, TLT has developed draft guidance and a policy for schools on cohesion, and has shared these with a number of schools who are developing their cohesion work.

The Learning Trust support for schools on cohesion: recommendations

4.11 Based on this review, and findings from inspections in Hackney and nationally, we recommend that the following forms part of a future TLT package of support to schools on cohesion.

4.12 An online cohesion toolkit for schools

- i. A short, plain-English guides to cohesion and the duty on schools
- ii. Downloadable policies and presentations (for governors, teaching staff etc) that the school can adapt and use to introduce and explore cohesion issues
- iii. A summary of cohesion issues in Hackney
- iv. A short step-by-step 'how to' guide with suggestions for schools on building, monitoring and evidencing the school's work on cohesion
- v. A range of supporting resources: detailed questions to guide schools' development of cohesion work; case studies, regularly updated to

reflect new issues in the borough or challenging areas/gaps in knowledge; and useful links and resources (Hackney and national)

4.13 Coaching, challenge and support

National reports suggests that schools respond more effectively to their community if they are aware of what other schools are doing and are challenged and supported to do so. This is an important role for The Learning Trust in the work it does to disseminate the toolkit and promote school-to-school learning.

4.14 Equality and cohesion

Schools should be able to access guidance on cohesion and equality/non-discrimination in a seamless way. These aspects of a schools' work are distinct, but are complementary and mutually reinforcing.

4.15 Gaps in good practice documentation and guidance

The following areas emerge as important (from national Ofsted reviews and/or the Hackney Cohesion Review) but are currently not well covered in case studies and the toolkit guidance. There is scope for future development work to focus on integration of cohesion across the whole curriculum; monitoring and evaluation of the impact of cohesion work (including evidencing the importance of subtle, 'everyday' practices which make a big difference to cohesion in the school); how schools can build intergenerational links and break down geographical barriers.

4.16 Skills and knowledge development

National reviews also suggest that there are often gaps in training for governors on cohesion, and training which equips teachers to deal confidently with sensitive issues and challenge entrenched views. Ways to address these gaps could be addressed as part of the rollout of the TLT toolkit.

4.17 Practical information for schools

Additional practical information, particularly in building links with schools and communities in the UK but outside London, would also be helpful.

4.18 Links with SACRE

This review did not look specifically at how at the teaching of different faith traditions. National reviews suggest 'faith' is often among the weaker aspects of schools' cohesion work, with limited opportunities for pupils to explore 'shared values'. We recommend a discussion with Hackney SACRE, to identify good practice and areas for potential capacity-building. We also suggest exploring opportunities to promote children and young people's understanding of Hackney's Charedi community.

5. The case studies: How can schools in Hackney contribute to resilience and cohesion in their community?

5.1 This section was written by Coram as the summary for a short piece of research conducted with two primary schools in Hackney: Kingsmead and Berger schools. The research aimed to explore how schools engaged with the local community and local issues in their work on cohesion. The full research includes detailed examples of the schools' work, and parents', pupils' and staff feedback, is available on line.

Key findings from Coram's research with Kingsmead and Berger schools

5.2 The two schools identified by the Learning Trust, Hackney for this study, Berger and Kingsmead, do indeed provide inspiring models of schools' contribution to community cohesion. Working in communities that face intense adversity, they take every opportunity to bring people together, to broaden horizons, and to improve children's life chances. They provide clear evidence of the positive role that schools can play to counteract the impact of deprivation and inequality in some of Hackney's poorest communities, and to provide trusted community resources for children and parents.

5.3 Cohesion is built through the way in which all the core activities of the school are undertaken. Far from featuring a series of isolated 'special projects' that could distract from the main business of education, this approach integrates celebration of and sensitivity to diversity of culture and faith with many initiatives aimed at ensuring children's maximum inclusion in learning – narrowing the achievement gap. The schools have taken advantage of a whole range of initiatives and funding streams, especially the extended schools provision, to increase opportunities for parents as well as children.

5.4 Both schools take a practical approach to community cohesion. Cohesion is understood not as an abstract 'good' but as integral to children's needs and concerns. Diversity is the reality for both schools, as for many London schools, and they have chosen to embrace this and build from it shared values and achievement. For children to grow up with a strong and confident sense of self alongside a respect for others who are different, many strands of support and challenge need to be present:

- listening and acceptance of children's diverse backgrounds to build self esteem and correctly appreciate children's needs
- celebration of cultural diversity to build mutual understanding and respect, and shared enjoyment
- parental engagement
- experiences of team work of many kinds.

5.5 Principles of fairness and effective engagement with parents and the local community were reflected throughout the work of the school. Cohesion was not a matter for 'special occasions'. The approach to cohesion of these schools was clearly located within a philosophical approach that was shared across the school communities. Children themselves identified fairness, a matter of keen importance to all children, as the first building block for

community cohesion. No amount of special occasions, however wonderful, would balance out any sense that in a conflict in the playground, children of one background might be favoured against those of another. In the same way, great care was taken in dealing with 'ordinary' school processes such as addressing safeguarding concerns, which was identified as essential to community relations as well as to children' and adults' welfare.

5.6 Schools in culturally diverse and economically deprived local communities can provide a vital resource for local communities, but have to work hard to establish trust with parents. Provision like a thriving breakfast club, a wide range of free or affordable after-school activities, and parent volunteering work counters poverty and exclusion both day by day and in the longer term through building both children and their parents' skills and confidence. The welcome at the 'front door' is particularly important where families may feel somewhat defensive, and this is evidenced through parents' reports of a warm personal welcome from staff as well as through a range of displays in foyers and corridors that reflect and deepen understanding of aspects of the school community. Children as well as parents were observed looking carefully at these displays, and children were reported to bring visitors to see, for example, a photo display showing activities undertaken in each month at Berger school.

5.7 In writing this report it has been difficult to find anything to leave out – so much of what the schools do contributes to community cohesion. Categorising activities against particular strands of intervention has been challenging as they often address several aims at the same time. To take one example: the international evening and international week, which were identified as particularly important, include features that

- bring local people of different backgrounds together in positive celebration
- teach children information about other cultures
- teach children song, dance and performance skills
- celebrate children's achievements through performances and displays
- expand children's and adults' experience of different types of food
- make direct links with individuals and schools in other countries
- build creative expression for both children and parents
- bring a wide group of parents and other community members on site, reducing barriers
- engage parents actively to contribute, building their sense of self and work experience
- give ex-pupils and 'ex-parents' of the schools a chance to renew links.

Teaching, learning and curriculum

5.8 Children's own backgrounds were used as a route to learning. For example, Kingsmead, through the International Primary Curriculum at the time of our visit was completing work on refugees, taught across the curriculum. As discussed above, many efforts are made in both schools to maintain the engagement with the curriculum of the maximum number of children. Both

schools make an active effort to bring children of different backgrounds together through mixed-ability grouping and buddying systems.

5.9 In both schools, respect for children's own active participation, and a creative approach to education are closely interwoven with processes to build cohesion. Berger is undertaking Unicef's Rights-respecting Schools programme, which is a whole-school process, and children were able to make the links from this agenda (for example about inclusion of disabled children) with issues of cohesion.

5.10 Offering a wide range of different options for creative activity, including sports, enabled wide participation. Boys and girls particularly valued football, and identified many ways in which this built cohesion, though cooperation, team work, and building friendships across cultural difference. Others mentioned various forms of music, dance, poetry, and performance as well as visual arts including photography.

Equity and excellence

5.11 The engagement of parents with children's education is well shown to be critical to children's achievement in education. Parents from disadvantaged communities are more likely to lack confidence in approaching schools. Where families face many challenges in relation to maintaining a decent life for themselves, education has to compete for priority with many other basic needs such as income, housing and health. The presence of family support and inclusion staff in school, and a flexible willingness to help as appropriate with form-filling and signposting, can both directly help families and also build relationships of trust that make space for more child-focused conversations in the future. There are processes in place to offer parents support during potentially stressful times such as secondary transfer.

5.12 Children themselves identified family learning initiatives such as Ocean Maths as contributing to cohesion and clearly felt strongly supported when their parents were welcomed to school in a range of capacities. Parents with limited English and/or perhaps limited education from their own childhood need support to support their own children. They may highly value education but not see clearly how they can best help their children to progress. Both schools also have a very proactive approach to 'catch up' initiatives that identify children who are falling behind at an early stage and offer extra help – sometimes individually but also in groups and with families.

5.13 Communication is obviously key to learning, and many local families speak another language at home. Some have little English. At Kingsmead when children start in the school, part of their welcome includes constructing together a map of the world that shows which countries children are connected to. Another display looks at mother tongues, with different language groups celebrated each month. Children's own account is taken seriously even when teachers wonder if they may be mistaken as to their parents' origins. Thus the multinational intake is acknowledged from the start in a positive way. The provision of a large number of interpreters at parents'

evenings at Berger has become an essential matter of routine, though extremely complex to organise.

5.14 Difficult behaviour can form a key barrier to learning for some children, and both schools address behaviour management in a positive way. The creative approach to teaching and learning may also successfully engage children who might be alienated by a narrower curriculum. Thus the cycle of disengagement that leads to school exclusion is broken, and children may be diverted from the many negative outcomes linked to challenging behaviour.

5.15 Raising aspiration and broadening horizons for children and parents is another key issue which both schools address strongly. People in poverty often suffer a great geographical isolation, rarely travelling beyond their own estate and the nearest shops and services. This is made worse by territorial issues where young people feel they cannot travel across 'postcodes'. For children to aspire to a full life, it is particularly important to help them travel more widely and meet a wider range of people. The schools regularly accept invitations involving travel across London, and take part in sporting and other competitions with other schools from across Hackney and more widely.

5.16 Teachers in both schools told of children's surprise at meeting children from more privileged backgrounds, for example at a debating competition, or at musical events. Berger had taken parents as well as children to visit Oxford and other universities.

Engagement and extended services

5.17 School-based initiatives to improve opportunities for adults to progress through education to employment can support cohesion in communities that face considerable economic deprivation. Berger runs a programme to support parents to volunteer in the classroom, building skills and confidence in a 'safe' environment. The schools also have employed a number of local parents who have progressed to teaching assistant and other professional roles through these routes, providing help to children and role models to other parents.

5.18 Both schools provide or link parents into a range of adult learning opportunities including ESOL classes, and Berger's new building will make this much easier in future. As well as potentially increasing income in the future, this provision can help parents to model study skills for their children.

5.19 Extended services wrapped around the school day support parents who are in employment or training, and at the same time provide respite for children in difficult home circumstances 'away from the stresses of home'.

Appendix 1: Terms of Reference

Cohesion and Education in Hackney: a small-scale study

1. Background

1.1 Cohesion is one of three areas identified in Hackney's Sustainable Community Strategy as 'cross-cutting' issues which are 'difficult' but central to the achievement of the strategic vision for Hackney (the other two are worklessness and child poverty).

1.2 The Hackney Cohesion Review started work in July 2009 and is due to report in January 2010. The review will not produce a separate cohesion strategy – but instead a set of recommendations and actions to be taken forward through LBH and Team Hackney partners.

1.3 The aim of the review is to “improve community cohesion and support people to live together with difference in Hackney”. The national indicator 1 - the percentage of Hackney residents who say that ‘people from different backgrounds get on well together in my local area’ – has been selected as a target for accelerated improvement in Hackney's Local Area Agreement.

1.4 The review is being managed by a steering group, chaired by Councillor Nargis Khan, on which the Chief Executive of the Learning Trust is represented.

1.5 Education has been identified as an area for further research, for three reasons :

- the potential long term impact on cohesion of engaging with children and young people,
- there is a clear policy framework – the statutory duty on schools to promote cohesion – and many examples of innovative approaches to promoting cohesion in schools
- schools are important community institutions and offer an ideal entry-point for discussions with community members about what they see as the most important cohesion issues.

1.6 This short study will be managed jointly by Hackney Council and the Learning Trust. Its primary purpose is to inform the findings of the Hackney Cohesion Review, but it should also support the Learning Trust cohesion review, which focuses on actions the Learning Trust can take to improve Community Cohesion judgements of schools and implementation plan.

2. Research issues

The study will explore the following question:

How does the way Hackney's children are educated affect cohesion and community resilience?

This will be explored through 3 sub-questions:

A. The borough context: Where are Hackney's children and young people educated?

Relying on existing data, this section will describe where Hackney's primary and secondary age children go to school, providing a picture of the percentage and profile of children attending maintained and non-maintained schools, faith and non-faith schools, and Hackney and non-Hackney schools. Where possible, the review will summarise what different stakeholders say about the impact of this provision on cohesion. This section is intended to set the context not make specific recommendations.

B. The school: How effectively do Hackney schools promote and support cohesion?

This section will draw on the findings of The Learning Trust's own Cohesion Review, using additional interviews, and documentation where needed to profile:

- The cohesion issues most commonly identified in schools;
- How effectively primary and secondary schools are judged by Ofsted to promote cohesion, and emerging lessons from Ofsted reviews in Hackney to date²¹;
- Examples of schools' work to promote cohesion with pupils and (where possible) their impact;
- Examples of good practice, where schools have worked effectively with local communities
- Any areas with potential for improvement or where there are possible tensions or issues which need to be addressed.
- The support and guidance provided by the Learning Trust
- Relevant learning and good practice from elsewhere

C. The community: How can schools in Hackney contribute to resilience and cohesion in their community?

This section will examine the role of schools as resources for the wider community. It will draw on research in two primary schools, ideally in contrasting neighbourhoods.

- What are the local cohesion issues
- How schools engage with community members and parents – through consultation, governance, and as a community venue and resource

²¹ Including the forthcoming thematic Ofsted study 'Communities: learning and growing together – How education providers promote social responsibility and community cohesion'. Ofsted has been inspecting schools on their cohesion duty since February 2009. Note that the duty focuses on race, faith and socio-economic background, while the Hackney Cohesion Review is also considering disability, age, gender and sexual orientation as relevant dimensions of cohesion.

3. Management and reporting

The study will be jointly conducted and managed by Nicola Baboneau from the Learning Trust, and Frances Winter from London Borough of Hackney.

Findings from the study are part of the wider Cohesion Review and will be reviewed by the review steering group.

4. Scope and Approach

4.1 Where existing data and documentation is available, the study will cover both primary and secondary schools, and maintained and non-maintained schools. It will focus on education provision for 5 – 18 year olds.

4.2 The wider Cohesion review covers all aspects of identity: age, disability, race, religion/belief, gender and sexual orientation. However, the main focus of this stuffy will follow that of the statutory duty: on race, religion/belief, and socio-economic status.

4.3 The study will exclude Hackney Community College, ESOL provision, and children’s centres.

4.4 The study will touch on inequalities in educational outcomes, but this is a major area of work within the Children and Young People’s plan, and is not the main focus of this review.

4.5 Section C – “The community: How can schools in Hackney contribute to resilience and cohesion in their community?” will be based in two primary schools in the maintained sector. The schools will be identified by the Learning Trust on the basis of their interest, and will ideally be located in two contrasting neighbourhoods.

4.6 The table below provides more detailed information on the research issues and where we will look for information:

A. The borough context: Where are Hackney’s children and young people educated?		
	Lead officer	Input required from
Hackney’s children, 5-18 year olds <ul style="list-style-type: none">• Short profile: ethnicity, poverty and geography• 0-5 years profile and future trends in demands on schools: implications for cohesion.	Frances Winter (1 day)	Strategic Policy and Research/ Children and Young People’s Plan
Hackney’s maintained schools Profile of 5 – 18 year olds attending maintained schools. <ul style="list-style-type: none">• Primary schools: profile of pupils; profile of children attending faith-based vs. non-faith based	Frances Winter (2 days)	Learning Trust

<p>schools. How far do primary schools represent their communities? Are there any which could be described as segregated?</p> <ul style="list-style-type: none"> Secondary schools: profile of pupils; pupils attending secondary schools in other boroughs; profile of children attending faith-based vs. non-faith based schools. How far do secondary schools represent their communities? Are there any which could be described as segregated? 		
<p>Children not in maintained schools</p> <ul style="list-style-type: none"> This will include children who attend school in other boroughs, and children who attend non-maintained schools in Hackney. What do we know about these children, their background, where they live, and where they go to school? 	Frances Winter (2 days)	
<ul style="list-style-type: none"> What do stakeholders say about provision of education 	Frances Winter (4 days)	Interviews with community organisations and others to include questions about schools. 5 additional semi-structured interviews focused on schools and cohesion. Incorporate findings from Runnymede Trust study of faith schools.
<p>B. The school: How effectively do Hackney schools promote and support cohesion?</p>		
<p>The cohesion issues most commonly identified in schools; How effectively primary and secondary schools are judged by Ofsted to promote cohesion, and emerging lessons from Ofsted reviews in Hackney to date; Any areas with potential for improvement or where there are possible tensions or issues which need to be addressed. The support and guidance provided by the Learning Trust</p>	<p>Nicola Baboneau (relevant parts summarised by Frances Winter)</p>	<p>This information will be provided by an ongoing Learning Trust Learning & Standards review of Community Cohesion, timing aligned to this review. Relevant parts of the report will be summarised for inclusion in this review.</p>
<p>Examples of schools' work to</p>	Nicola	A list of good practice

<p>promote cohesion with pupils and (where possible) their impact.</p> <p>Examples of good practice, where schools have worked effectively with local communities</p>	<p>Baboneau and Frances Winter (4 days total)</p>	<p>examples will be agreed based on the Learning Trust's knowledge and documented through interviews with schools : to form an annex to this review and be incorporated in Learning Trust toolkit.</p>
<p>C. The community: How can schools in Hackney contribute to resilience and cohesion in their community?</p>		
<p>Prepare Terms of Reference for small scale research with two primary schools – identifying key questions, and including interviews and participatory research with children, teachers, parents and local community members.</p>	<p>Frances Winter (2 day)</p>	<p>Nicola Baboneau</p>
<p>Recommend respected researchers with qualitative and participatory research skills and track record working with children.</p>	<p>Nicola/Frances (2 days)</p>	
<p>Recommend two possible schools and assist negotiations and agreement</p>	<p>Nicola Baboneau (supported by Frances) 4 days</p>	
<p>Arrange quotes, contracts, and payments</p>	<p>Frances Winter (4 days)</p>	
<p>Briefing meeting, management of research, review of report</p>	<p>Frances Winter & Nicola Baboneau Frances leads on making arrangements (3 days)</p>	
<p>Implementing research</p>	<p>Consultants (10 days over 6 week period)</p>	
<p>D. Report drafting</p>		
<p>Draft overall report</p>	<p>Frances Winter (4 days)</p>	<p>Nicola Baboneau and Rosalind Hardie-Ejiohu to review</p>
<p>Discuss draft report with Learning Trust and LBH stakeholders before incorporating into the review.</p>	<p>Nicola Baboneau and Frances Winter (2 days)</p>	

Appendix 2: Segregation in Hackney’s schools by ethnicity

This appendix uses data from a recent analysis of the Annual Schools Census, www.measuringdiversity.org.uk, which provides a range of measures of diversity and segregation by ethnicity within schools. It covers all maintained schools, including academies.

Primary schools

The ethnicity profile of children attending Hackney’s primary schools is very different from primary pupils across London.

Percentage of primary school pupils from different backgrounds	Hackney 2008	London 2008
Group	Primary	Primary
White	15.41%	34.90%
Black Caribbean	13.94%	6.24%
Black African	21.15%	12.68%
Indian	5.86%	5.08%
Pakistani	1.21%	3.96%
Bangladeshi	5.90%	5.01%
Chinese	0.46%	0.65%
Other	34.91%	29.17%
Missing	1.15%	2.31%

There are no ‘**majority white**’ primary schools – where 80% or more of the pupils are White British – in Hackney.

Seventy nine per cent primary schools in Hackney are ‘**minority white**’ schools – where at most 20% of the pupils are white British. The increase in ‘minority white’ primary schools has increased significantly from 58% in 2002. The figure is much higher than the 36% of ‘minority white’ primary schools across London.

The **Dissimilarity Index** measures how much the school population reflect the wider population in the local authority. The values show the proportion of the minority group population that would have to change schools to achieve the same distribution of that of the LA. So – for example – in Hackney, 31% of Bangladeshi primary school pupils would have to change schools to match the wider population. The closer the value is to 0, the more integrated schools are, with values below 0.3 considered ‘low dissimilarity’. As the table shows, the mix of pupils in primary schools in Hackney more closely reflects the wider LA population than elsewhere in London.

Dissimilarity Index : primary Pupils in Hackney and London	Hackney 2008	All London 2008
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Dissimilarity Index : primary Pupils in Hackney and London	Hackney 2008	All London 2008
White	0.36	0.50
Black Caribbean	0.20	0.45
Black African	0.27	0.39
Indian	0.45	0.56
Pakistani	n/a	0.59
Bangladeshi	0.31	0.66
Chinese	n/a	0.45
Other	0.16	0.26
Missing	n/a	0.57

The **Isolation Index** measures exposure between pupils of a specific ethnic group and other all pupils: how likely is it that minority group members of a certain group come into contact with members of the same group, rather than other ethnic groups? The closer the index is to 0, the more integrated the group. As the index shows, primary pupils in Hackney are more likely to come into contact with members of other ethnic groups than elsewhere in London.

Isolation Index: primary pupils in Hackney and London	Hackney 2008	London 2008
White	0.12	0.30
Black Caribbean	0.04	0.09
Black African	0.09	0.11
Indian	0.08	0.16
Pakistani	n/a	0.12
Bangladeshi	0.06	0.29
Chinese	n/a	0.01
Other	0.03	0.09
Missing	n/a	0.14

Secondary Schools

The ethnicity profile of children attending Hackney's secondary schools is very different from secondary pupils across London.

Group	Hackney 2008	All London 2008	
	Secondary	Middle	Secondary
White	16.70%	25.93%	40.17%
Black Caribbean	13.60%	4.28%	6.11%
Black African	21.41%	8.75%	10.91%
Indian	5.46%	17.98%	6.82%
Pakistani	1.57%	3.93%	3.77%

Group	Hackney 2008	All London 2008	
	Secondary	Middle	Secondary
Bangladeshi	5.61%	0.88%	4.39%
Chinese	0.44%	0.78%	0.83%
Other	34.85%	35.33%	24.93%
Missing	0.36%	2.15%	2.06%

There are no '**majority white**' primary schools – where 80% or more of the pupils are White British – in Hackney.

Eighty eight per cent of secondary schools in Hackney are '**minority white**' schools – where at most 20% of the pupils are white British. The increase in 'minority white' secondary schools has increased significantly from 56% in 2002. This is much higher than the 31% of 'minority white' secondary schools across London.

The **Dissimilarity Index** measures how much the school population reflect the wider population in the local authority. The values show the proportion of the minority group population that would have to change schools to achieve the same distribution of that of the LA. So – for example – in Hackney, 18% of Black Caribbean secondary school pupils would have to change schools to match the wider population. The closer the value is to 0, the more integrated schools are, with values below 0.3 considered 'low dissimilarity'. As the table shows, the mix of pupils in secondary schools in Hackney more closely reflects the wider LA population than elsewhere in London.

Dissimilarity Index : Secondary Pupils in Hackney and London	Hackney 2008	All London 2008	
	Secondary	Middle	Secondary
Group			
White	0.26	0.38	0.46
Black Caribbean	0.18	0.23	0.40
Black African	0.28	0.29	0.35
Indian	0.43	0.34	0.55
Pakistani	n/a	0.26	0.56
Bangladeshi	0.41	0.34	0.67
Chinese	n/a	0.29	0.40
Other	0.15	0.17	0.26
Missing	n/a	0.35	0.49

The **Isolation Index** measures exposure between pupils of a specific ethnic group and other all pupils: how likely is it that minority group members of a certain group come into contact with members of the same group, rather than other ethnic groups? The closer the index is to 0, the more integrated the group. As the index shows, secondary pupils in Hackney are more likely to

come into contact with members of other ethnic groups than elsewhere in London.

Isolation Index: secondary pupils in Hackney and London	Hackney 2008	London 2008	
	Secondary	Middle	Secondary
Group			
White	0.06	0.16	0.28
Black Caribbean	0.02	0.01	0.07
Black African	0.08	0.04	0.08
Indian	0.05	0.12	0.18
Pakistani	n/a	0.02	0.10
Bangladeshi	0.05	0.01	0.36
Chinese	n/a	0.01	0.01
Other	0.08	0.04	0.08
Missing	n/a	0.02	0.25

Appendix 3: Evidence from schools – Ofsted inspections and case studies

National Evidence

The review found three publications from Ofsted which summarise lessons from the first wave of school inspections against the cohesion duty.

Community Cohesion: Submission to the Ofsted Board, September 2009

This report summarises findings from the first year of inspections.

- Nationally, 15% of schools were graded outstanding, 51% good, 33% satisfactory, and just over 1% inadequate.
- Schools in London are almost twice as likely as elsewhere to be graded outstanding. Multicultural local authorities scored best, but this did not always translate into a high proportion of schools scoring ‘outstanding’ for cohesion.
- Schools often use data about ethnicity effectively, but are not always so confident in considering social deprivation. Information about faith groups is limited, which makes work around religion/belief harder, and harder to evidence.
- Work on faith is generally weakest, with a focus on ‘differences’, and sometimes little focus on the values shared by different faith groups
- There is scope for schools to focus more on promoting a ‘sense of belonging’ by developing an understanding of what is special about ‘our’ community.

Schools graded outstanding for community cohesion, March 2010

This review looks at secondary schools judged outstanding for promotion of community cohesion.

Characteristics of the most effective schools included:

- A cohesive school community with evaluation of actions and their impact
- Well-designed extra curricular provision: building links with the local community and with schools in different areas
- Strong local partnerships with other schools, professional and voluntary groups, with a clear focus on engaging ‘hard to reach’ groups
- School ‘twinning’ with a clear educational and cohesion purpose
- Cohesion issues threaded through the whole curriculum

Learning together: How education providers promote social responsibility and community cohesion, February 2010

This study used an additional survey and visits to education providers from (children centres, schools and further education providers) in seven local authority areas.

Key findings include:

- Local authority strategic leadership helps to bring communities together, and provides clear direction for education providers
- Schools were helped to respond to their communities when they received information, data and constructive challenge about how they were doing compared to others
- Best practice includes information sharing and transition support for learners: this often worked better during the early years, than between secondary schools and colleges.
- Strategic multi-agency partnerships really benefited learners but weren't always well evaluated.
- Good local authorities used demographic data and trends to spot what provision might be needed for particular groups. The speed of change, insufficient coherence and confusion about funding sometimes hindered provision of essential language programmes to meet the needs of newly arrived learners.
- A rich curriculum was very important. Provision of citizenship education was variable in colleges, where it is not a statutory requirement.
- There were few examples of links with different schools in the UK.
- There were good examples of bringing learners together to challenge views and prejudices, but these were not evaluated systematically.
- The best providers offered training in advocacy skills for learners
- Teachers who had received training in helping learners tackle sensitive issues and challenging views had more confidence and skills than those who had not.
- Training for governors on cohesion was variable.
- Improving intergenerational relationships and overcoming barriers to travel beyond the immediate neighbourhood were common issues where more work was needed.

Hackney evidence

Common cohesion themes from Ofsted inspections in Hackney

1. Links between cohesion, the curriculum and attainment
2. Engaging parents
3. Understanding and engaging with the local community
4. Pupils participating in the local community and local events
5. Charitable work
6. Links to the wider global and UK community
7. Pupil's participation in decision-making and peer support
8. Dedicated plans, cohesion leader, or approach to monitoring and evaluation
9. Specific strands for cohesion work: race, faith and socio-economic background
10. Other initiatives contributing to a cohesive school community.

The sections below use Ofsted reports and some of the case studies provided by schools during this review to illustrate these themes.

1. Schools who demonstrate links between their work on **cohesion, the curriculum and attainment** are singled out for special praise.

“The school had identified the underachievement and disaffection of some Black Caribbean boys as an issue for concern. In response, the school has appointed several Black Caribbean role models to the staff and is working on a number of projects aimed at raising the achievement of this group of pupils. This work is already bearing fruit and is one of many examples of the school’s good contribution to the cohesion of the local community.” (Northwold)

“The school is involved in many activities to help the school community to become more cohesive. The rigorous analysis of assessment data shows that no group of pupils is being left behind as the school strives for higher standards.” (Mandeville)

“The promotion of equality of opportunity is a fundamental driver, and the academy works very hard to eliminate barriers to success, such as its extensive enhancement and enrichment programme designed to give all students opportunities to achieve as well as possible.” (Mossbourne)

“The school’s own units of work provide outstanding links between subjects in innovative and creative ways. For example, pupils used maps to trace the journey of a refugee boy as part of an extended project linked to a novel by Benjamin Zephaniah.” (Woodberry Down)

Community cohesion across the curriculum: Hackney case studies

Jubilee Primary school is one of only 50 schools in the country which is a school of creativity, in partnership with Lauriston School. Among the cohesion work described in their case study is ‘The World Was All Before Them’, the school’s own opera, celebrating the school’s cultural diversity. The opera was built on stories collected by the school community, acted and sung by pupils, with other children involved in all of the other activities involved in a theatre production. Families came together through the sharing of stories, and parents and carers helped with scenery, costumes and supporting the children. The opera and its focus on cohesion was also central to an adaptation of the curriculum: providing an opportunity to establish the creative arts through a cross-curricular model.

2. One clear strength for a number of schools is **parental engagement**, particularly where the school provides tangible support for parents and has taken concrete steps to be inclusive. This is most evident in inspection reports for *primary* schools.

“The school’s engagement with parents and carers and others in the community is exceptionally well developed with regular opportunities

for consultation and a good range of quality communication between school and home. This strength has helped the school to develop a good understanding of its context in relation to promoting community cohesion.” (Sebright)

“[The school] is making a difference to its parents and local community through activities such as classes in information and communication technology and for parents who speak English as an additional language” (Nightingale)

“The onsite parents’ centre gives parents access to accredited courses in English language, sewing, catering and information technology. Several have trained to become teaching assistants.” (De Beauvoir)

Parental Engagement: Hackney Case Studies

Sebright Community and Parental Involvement

Sebright school’s case study describes how the school has developed its approach to community and parental involvement, particularly since the launch of Sebright Children’s Centre. Since it was formed in 2008, the ‘Friends of Sebright’ has raised money for the school, helped with consultation and planning events, and supported the development of maths skills for parents. The school also runs a successful volunteer programme, an Employability project with a local regeneration company, regular in-school surgeries from a parent adviser from Job-Centre plus, Literacy and ESOL classes, a housing surgery in partnership with Thomas Fairchild school, father and child workshops, and courses for parents on positive parenting and positive sexual relationships. More detail on these initiatives and the school’s partners can be found in the case study.

Stormont House: Contributing to community cohesion

Stormont House’s case study describes the practical steps taken to deepen engagement with some parent carers, including a very successful open afternoon for parents to experience learning alongside pupils, effective use of a specialist mental health nurse, and commissioning additional speech and language therapy to allow more personalised work with families.

3. A school’s **understanding of the local community** and engagement with specific local issues – particularly where they affect learners - is recognised in several reports. In some cases this is identified as a gap.

“The school has a thorough understanding of its local community and has had a strong impact across the local area. It has worked hard to tackle some of the challenges which are prevalent in the local area. For example, rival groups, who have strong identities outside the school and cannot work together, feel able to do so inside the supportive school environment.” (Hackney Free and Parochial)

“[Pupils] make an extremely positive contribution to their local community ... taking a great interest in the massive regeneration project that is affecting their homes.” (Woodberry Down)

“Creative work, including the Year 6 Lubavitch Voices project, helps pupils to value diverse experiences through finding out about the lives of others within their community.” (Lubavitch)

“The academy has a mature understanding of its role in promoting community cohesion within its local community. It identifies religious, ethnic and socio-economic issues in its strategic analysis and seeks to address them in its planning and provision.” (Mossbourne)

“Senior leaders acknowledge the promotion of cohesion within the wider community is at an early stage.” (Grazebrook)

Engagement with the local community: Hackney case studies

Extended Schools: Hackney Free and Parochial CE School

The case study provided by Hackney Free and Parochial CE School, which provides a wide range of services and projects to the local and wider Hackney community, demonstrates what can be achieved. Amongst the very wide range of activities described in the case study are projects which specifically promote cohesion – with a strong focus on intergenerational learning – including ‘Stir it Up’ cookery classes, family ‘keep fit’ classes, and ESOL, and involvement in the national launch of 2009’s LGBT History Month – those which use the schools’ sports facilities to provide free community ‘keep fit’ activities during evenings and weekends and opportunities to children from other schools in the cluster. Much of this outward-facing work is built on things that work well in school: for example, the new Hackney Youth Leadership Academy for the Borough which runs outside school hours, is built on the school’s own outstanding student leadership provision.

A detailed description of the school’s work is available in an informative case study.

4. Pupils’ **participation in the local community** is also highlighted in several reports.

“Annual participation in activities such as the local carnival procession does much to cement multicultural and community awareness.” (Sir Thomas Abney)

“Pupils sense of care and compassion is strongly reflected in the work they do with Elders in the Caribbean community.” (De Beauvoir)

“[Pupils] benefit from strong links with the church, collect food for the homeless, sing carols at a local old people’s home and take part in regular recycling activities.” (St Pauls)

Pupils participation in the local community: Hackney case studies

Monsters and Mayhem: A community celebration

Stoke Newington's case study describes how it built on its status as a Media Arts and Science College to mount a six-week arts project in 2008, involving over 300 children from five local primary schools, culminating in a Carnival linked to Stokefest. Working with the London based Brazilian arts organisation TARU, the project focused on percussion as a way of developing teamwork and respect, and developed costumes and giant puppets using recycled materials. The project was repeated in 2009, and another carnival is planned for 2010, although on a smaller scale, since StokeFest is no longer happening.

5. Learners' involvement in **charitable work** is noted in many reports.

"Learners ... raise money for a variety of charities" (Northwold)

"Pupils are aware of those less fortunate than themselves, and collect clothes and shoes for charity." (Randall Cremer)

"They show concern for others through charity fundraising." (Whitmore)

6. Schools' links with the **wider UK or global community** are important. This also tends to be the only area of cohesion work where gaps are mentioned explicitly.

"Good work to extend links beyond the school and local community are under way but these are at an early stage." (Sebright)

"Cohesion in relation to the United Kingdom community is less well promoted." (Nightingale)

"Pupils also have long-established relationships with pupils in a school in Ghana. They have recently taken part in a Global Partners project with pupils in New York schools." (Woodberry Down)

"There are very good programmes of trips and visits, including one to France, which teach the students effectively that new things can be learned in many different situations." (Stormont House)

"The school has been quick to capitalise on its many different cultures by establishing links with diverse communities extending beyond the United Kingdom to places as far away as Beijing." (Berger)

7. **Pupil's participation in decision-making, or in peer support** is frequently mentioned in relation both to cohesion and to spiritual, moral, social and cultural development. Alongside very frequent references to the role of the school council, there are a number of other comments.

"A particularly good example of the way the academy develops young leaders is through the work of students in improving teaching and learning." (Petchey)

“Students ... often support and help to calm others who are experiencing emotional or behavioural difficulties.” (Stormont House)

“Pupils take their responsibilities as school councillors and ‘playground friends’ ... very seriously.” (Northwold)

8. Schools with a **dedicated plan, cohesion leader, or approach to monitoring and evaluation** are noted.

“The school has been effective in implementing its good plan for community cohesion.” (De Beauvoir)

“[The school] continuously evaluates its impact, has a middle leader with specific responsibility in this area ..” (Daubney)

9. The three areas identified in the schools’ cohesion duty – ethnicity, faith and socio-economic background – receive surprisingly little attention. The reports did not mention pupils’ income backgrounds explicitly. **Religion/faith issues** are mentioned – both in relation to cohesion and to spiritual, moral, social, and cultural development.

“While spiritual development is particularly strong, students would welcome more opportunities to interact with those of other faiths.” (Our Lady’s Convent School)

“The school’s role in community cohesion is at a relatively early stage but links with some faith and community groups are good.” (Simon Marks)

“[Pupils’] spiritual awareness is less well developed.” [Whitmore]

“Kodesh [Jewish] studies foster pupils’ outstanding spiritual, moral and social development and successfully emphasise equality and respect for differences.” (Lubavitch)

Cohesion 'strands': Hackney case studies

TLT and St Dominics: Inclusion of Gypsy, Roma & Traveller communities

This case study describes how St Dominics collaborates with The Learning Trust's Traveller Education Service to promote inclusion and achievement for the school's GRT children, but also to promote cohesion through supporting cultural awareness across the school through whole school assemblies, classroom activities and participation on Gypsy, Roma Traveller History Month which celebrate Traveller Culture.

Tawhid Boys School and Simon Marks Jewish Primary School: The Schools Linking Programme

This case study describes a programme launched in September 2007, a pioneering initiative that brings together students from Muslim and Jewish single-faith schools over time. It has included the introduction of topics of the new 'Identity and Diversity' element of the citizenship curriculum. Students from the two schools meet, tour the East End together and learn about the migration histories of local Jewish and Muslim communities. Students have visited the exchange school, and community organisations, with opportunities to ask questions, explore commonalities between their backgrounds, and build relationships with others.

Stormont House: Contributing to cohesion between SEN and non SEN pupils

Stormont House's case study shows how the school works to promote cohesion by expanding interactions between Stormont House pupils with mainstream pupils, so developing tolerance, understanding and respect for young people with SEN. Examples include involvement in the borough-wide Olympics/Paralympics events for schools, as well as singing and music, where Stormont House pupils compete and perform alongside children from across the borough. Although disability is not formally a strand within the cohesion duty, Stormont House's cohesion work was recognised as 'outstanding' at a recent inspection.

Stoke Newington School and Sixth Form: LGBT issues and cohesion

Stoke Newington School's case study describes the work that the school has done with pupils, staff and the local community to to change attitudes to LGBT people. Using LGBT history month as a starting point, the school has incorporated LGBT-relevant projects across the curriculum, and worked with the whole staff team to tackle homophobia across the school. The school has also worked with other partners and other schools in the borough to promote a borough-wide LGBT history month: including teaming up with Hackney Free and Parochial to hold an annual national pre-launch event to reinforce the solidarity between LGBT History Month and faith schools. The school's work has received national profile and coverage.

10. **Other initiatives** which contribute to a cohesive community in the school are also referenced.

"The mantra concerning learning recited at the start of each lesson ... re-enforces [pupils'] excellent spiritual, moral, social and cultural development." (Mossbourne)

"Opportunities such as the 'International Day' celebrate the cultural diversity of the school." (Orchard)

"The school recently held a hugely successful, well-attended 'Building a Cohesive School Community' evening with an outside speaker and selection of workshops for parents." (Lauriston)

“There is a ‘rights respecting’ ethos within the school ... Diversity evenings have resulted in members of the community volunteering as storytellers and reading volunteers.” (Millfields)

Building a cohesive school community: Relevant Hackney case studies

One and other: exploring individual and collective identities in a changing world.

This case study describes how four primary schools – Shacklewell, Sebright, Brook and St Scholasticas – worked with A Space and Iniva as part of the Enquiry Schools programme to explore themes linked to identity, memory, belonging, and sense of self. Year 6 pupils looked at food, architecture, language and sound and music, making links between their own and their families’ experiences and the wider community. In the project, they worked with their parents and carers, and with other schools, and visited a gallery in Shoreditch where their work was exhibited.