



## CHRIST CHURCH CEP SCHOOL

AUGUST 2011

### BUILDING AND SUSTAINING COMMUNITY COHESION

#### **Prelude:**

Christ Church CEP School has demonstrated a commitment and engagement with *Community Schools* from the very conception of the Extended Schools agenda. The notion that our school needs to be a hub within our community has been engrained in our ethos and proven to be a key driving force behind much of school improvements over the past decade. As the school has evolved and progressed along the quality framework its effectiveness in utilising study support provision has likewise improved.

It became clear however that what we could offer was restricted by the site itself, and the perceived lack of facilities. Hence from 2005 onwards we have striven to establish a purpose built building that would permit the school to continue and develop further its potential as an extended school.



After much financial frugality to accrue a surplus, repeated requests for external funding and securing a substantial loan the prospects for a *Community Building* came closer to fruition and was subject of our Impact study for QES Advanced status in 2007.

**Local Authority**  
Kent County Council

**School /Centre**  
Christ Church CEP School

## Momentum:

Once funding was in place, and the architectural design vision agreed, the Community Building then became a matter of construction. The process is outlined on our school website [www.christchurchfolkestone.com](http://www.christchurchfolkestone.com) The Community Building opened in September 2010 and immediately made a significant difference to our facilities and scope for greater community cohesion as identified below:

Objective	Evidence for Impact
<p>The establishment of the Community Building will enable greater development of community cohesion as it will serve as the venue (and springboard) to further promote our capacity as an extended school.</p>	<ul style="list-style-type: none"> <li>• Improvement to site security and safeguarding:</li> <li>• Enhanced engagement with Community Groups including               <ul style="list-style-type: none"> <li>- Folkestone Chair Lift</li> <li>- Guildhall North Residents</li> <li>- Shepway Management Training</li> <li>- Counsellors</li> <li>- CP inter-agency meetings</li> <li>- Boot fairs</li> <li>- School Nurse</li> </ul> </li> <li>• Impact re teaching and learning               <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> ICT facility (16 laptops) and use for flash meetings for international dimension</li> <li>- Improved facilities for RWI and G&amp;T groups, 1-1 for reading recovery and numeracy counts and for teaching and learning in music</li> <li>- Unrestricted use of KS2 library</li> <li>- BLP training and Federation collaboration re standards in writing</li> <li>- Relocation of Breakfast Club</li> </ul> </li> <li>• Impact on inclusion               <ul style="list-style-type: none"> <li>- Multicultural activities including adult education (ESOL) and meetings with EAL parents</li> <li>- Space for packed lunches (rather than in classrooms)</li> <li>- Opening Ceremony “What we imagine we get” – Power Point outlines key benefits and inspires children to aim high</li> </ul> </li> <li>• Impact upon stakeholders               <ul style="list-style-type: none"> <li>- Parent/Teacher Consultations included facilities for refreshments to be offered parents, crèche in same building, plus sessions for homework and learning at home with parents and an opportunity to survey their views on how well the school is doing</li> <li>- PFTA meetings</li> <li>- Study Support Club/Activities</li> <li>- Summer Schools (August)</li> </ul> </li> <li>• Impact upon Leadership and Management               <ul style="list-style-type: none"> <li>- Unrestricted use of HT, DHT and AHT</li> </ul> </li> </ul>

	<p>offices for L&amp;M duties</p> <ul style="list-style-type: none"> <li>- Increased the overall effectiveness of the Business Manager</li> <li>- Venue for Governor and SMT meetings</li> </ul>	
<p>School plans are derived from an incisive analysis of its religious, ethnic and social-economic context at local and national levels and in turn have a markedly beneficial impact upon community cohesion and beyond by</p> <ul style="list-style-type: none"> <li>- engaging with a wide range of groups beyond the school community and the immediate locality</li> <li>- pupils from different background get on well with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning <ul style="list-style-type: none"> <li>- Shepway Orchestra (Primary pupils from across Shepway)</li> <li>- Strange Cargo for Years 5 &amp; 6</li> <li>- Community Warden for KS1</li> <li>- Young Enterprise</li> <li>- KCA Sunlight Project</li> <li>- Pent Valley drama for year 2</li> </ul> </li> <li>• AofCW <ul style="list-style-type: none"> <li>- Reverend Hayton KS1 And KS2</li> <li>- Infant</li> </ul> </li> <li>• Stakeholders use <ul style="list-style-type: none"> <li>- Karate Club</li> <li>- Indoor table top sales</li> <li>- NASUWT meetings</li> <li>- Folkestone Town Council Meetings</li> <li>- Shepway District Council Meetings</li> <li>- Slimming World</li> <li>- K college</li> <li>- French exchange – Etaples</li> <li>- Vista Leisure Centre</li> <li>- Children’s birthday parties</li> <li>- Extended Services Art Attack</li> <li>- Triennial workshop</li> <li>- Ante natal classes</li> <li>- Dynamo Utd first aid and child protection</li> </ul> </li> <li>• Child Welfare/outside agencies <ul style="list-style-type: none"> <li>- Speech therapy</li> <li>- Causeway, etc</li> </ul> </li> </ul>	

Clearly there is a wide range of usage that is closely anchored to our analysis of need within the community and how our vision for the Community Building is unfolding since its first year of operation.

**Sustaining and developing:**

An essential element of this vision rests upon providing part or the whole of the building to many voluntary groups free of charge such as the Guildhall North residents association, for training sessions and youth clubs.

Furthermore, our lettings charges have been deliberately set significantly lower than might be expected for a venue of this calibre to enable local residents from our disadvantaged area to access our facility.

<b>Hire Charges 2010/11</b>		
<b>Room</b>	<b>3 hr sessions £</b>	<b>Per hour rate £</b>
Main hall	30.00	15.00
Half hall with IWB	20.00	10.00
Half hall near facilities	20.00	10.00
Counselling room	15.00	10.00
Meeting room	20.00	10.00

A laptop trolley with 16 laptops is available to hire at an additional cost of £150.00 per 3 hour session. The building has wireless internet access, under floor heating, movement sensor lighting, kitchen facilities and toilets, including baby changing facilities.

Current maintenance costs (excluding cleaning and caretaking) are approximately £106 per month. In the same period, lettings from the building have generated an income of £142 per month. Although not all costs are being met at present the Community Building has not posed a severe drain on school resources. The huge potential of the facility is well on its way to being fulfilled, and without doubt the direction for its use will be determined in large part by the needs and interest of those within our community.

### **Summary:**

What are some of the improved outcomes to date?

- An exciting Parents' Forum
- The reinvigoration of the Guildhall North Residents Association
- Improved attendance at school for 2010/11 – we are not at the national average!
- Pupil behaviour is very good as individual needs are robustly met on a daily and weekly basis

The Community Building has enabled Christ Church School to continue and excel in its role as an extended school. The effectiveness of Community Cohesion at the local, national and international levels has been enhanced as an outcome from this five year project. Our capacity to cater for our pupils, parents and stakeholders before, during and after the school day and during school holidays has improved greatly. We now can begin the next stage of our evolution as an extended school with renewed vigour and vision.

### **Case Study Reference:**

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