

# Falmer High School

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CUPP's role in the Self Evaluation of a  
Full Service Extended School

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# School Context

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- ❑ A school facing challenging circumstances
- ❑ 50% of students with SEN
- ❑ 35%+ entitled to free school meals
- ❑ Area of socio-economic deprivation
- ❑ Dysfunctional family life affects many
- ❑ Students suffer a variety of barriers to their learning



# Our Vision

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1. To place Falmer High School at the heart of the local community by becoming the community's focus for learning, support and guidance.
  2. Develop enterprise learning with the aim of becoming a specialist business and enterprise school
  3. Developing a positive attitude to learning across the community – a “can do” school, where everyone can succeed.
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# Our Aims

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To collaboration with a full range of providers by:

- ❑ Raising standards of achievement across the community
  - ❑ Developing a commitment to lifelong learning
  - ❑ Raising aspirations & achieving economic well being
  - ❑ Providing opportunities to contribute positively to the community and build social capital
  - ❑ Encouraging healthy living
  - ❑ Promoting safety
  - ❑ Supporting families
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# How? Three Key Themes

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1. Adult, family & community learning -  
The Bridge Centre
  2. Health & guidance for young people -  
MAC's Place
  3. Study support & childcare in  
partnership with primary feeder schools
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# Successes to Date

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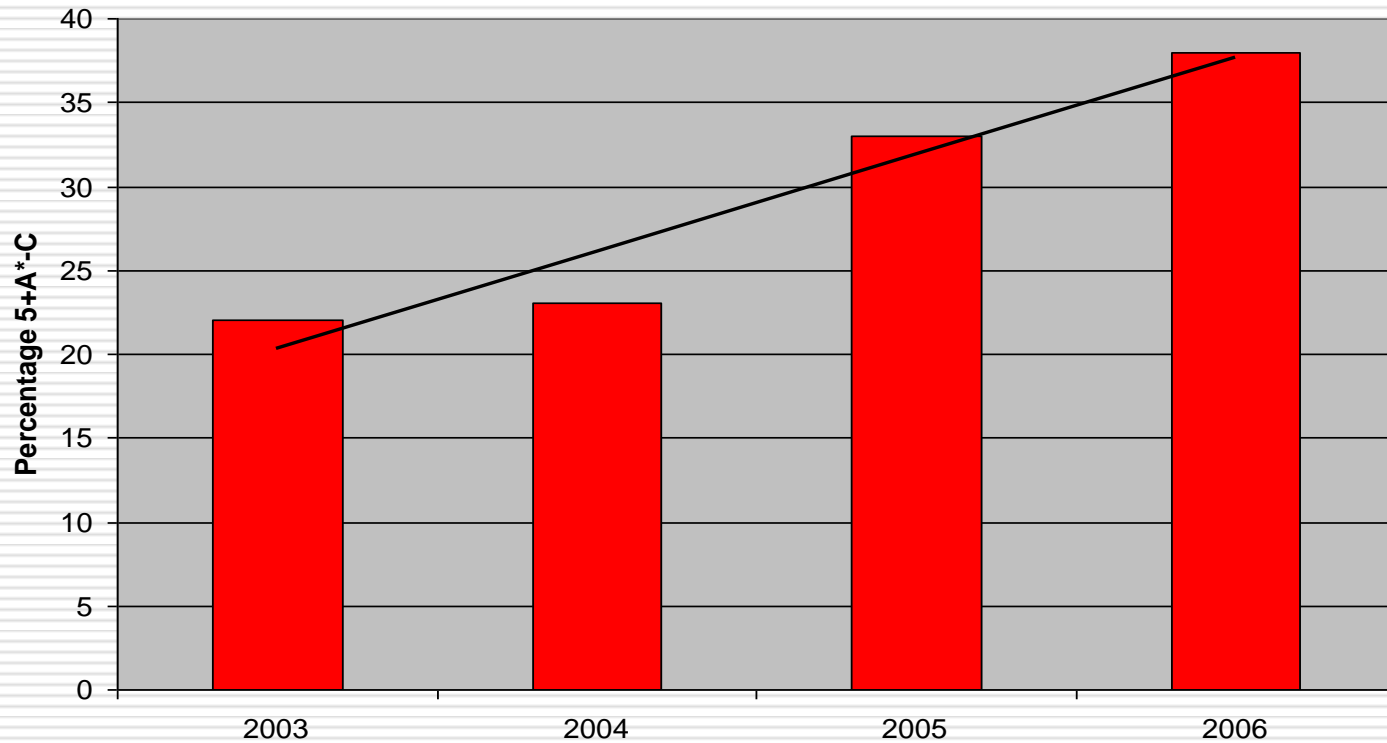
- ❑ MAC's Place
- ❑ Transition activity
- ❑ Study support programme
- ❑ More adult learners
- ❑ "Can do" ethos – success is rewarded
- ❑ A powerful cluster
- ❑ Thriving PTA
- ❑ Enterprise linked to community



# Examination Results

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Falmer High School GCSE Results



# The Brighton University as independent evaluator

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- ❑ BSCKE (Brighton and Sussex Community Knowledge Exchange) approached to evaluate the 'extended services' programme
  - ❑ BSCKE a part of CUPP
  - ❑ BSCKE provided most funding – School provided some match funds
  - ❑ Approach made late 04 – funding approved January 05 – project underway Feb 05
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# Context for evaluation

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- ❑ Government's *Every Child Matters* sets out full framework of desired outcomes
  - ❑ Very full set of specific outcomes under five main headings:
    - being healthy
    - staying safe
    - enjoying life and achieving
    - making a contribution
    - achieving economic wellbeing
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# How realistic?

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- ❑ Important to make the point that this programme shares features with many other Government initiatives
  - ❑ Small funding in the face of the huge problems of poverty and deprivation – east Brighton lost 7000 jobs in the 1970s
  - ❑ Specific outcomes include:
    - 'live in decent homes' (NB housing expenditure)
    - 'live in households free from low incomes (NB poverty actually worsening)
  - ❑ Short time horizon – instant results expected – no 'Year Zero' set-up time
  - ❑ No proper co-ordinated evaluation programme organised and funded by Government
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# Evaluation project principles

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- ❑ Make it sustainable after the 15 month BSCKE project funding ends
  - ❑ Form and train team of local residents/parents to carry on the work
  - ❑ Make the evaluation 'organic' – not something imposed from 'outside'
  - ❑ Make it qualitative as well as about 'numbers'
  - ❑ Try to assess the broader the effects outside the school
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# Methodology – set of surveys

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- ❑ Plan was to run 4 small surveys on the three main areas of 'extended services' – Mac's Place, Bridge, Study Support – plus a Staff survey
  - ❑ To repeat these surveys each term
  - ❑ To related the surveys closely to the '*Every Child Matters*' agenda
  - ❑ To consult as widely as possible on indicators for the specified outcomes
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# Problems/lessons – 1

## Team formation issues

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- ❑ Was expected that evaluation team could quickly be formed from PTA members
  - ❑ Expected first round of surveys would be in Summer Term 2005
  - ❑ But didn't happen like this – all too fully stretched with other PTA activities
  - ❑ Team formed only in summer 2005
  - ❑ Therefore not possible to implement the first full survey round in that term
  - ❑ Organisation of team activity required input from BSCKE 'manager' that was far more than funded time allowance
  - ❑ But a start made with the Study Support survey
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# Set of survey forms designed

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- ❑ Extended Services Co-ordinator, Mac's Place and Bridge convenors involved in the design of surveys
  - ❑ Questions organised under the five main ECM headings
  - ❑ Tried to cover as many of the specific outcomes as possible – resulted in quite long forms
  - ❑ Principle of face-to-face questioning
  - ❑ Training given for data entry and analysis
  - ❑ First full round carried out in Autumn Term
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# Problems/lessons – 2

## Survey process too complicated

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- ❑ Need to cover ECM agenda led to over-long forms with too many questions
  - ❑ Language not at appropriate level in some cases (wide age range being surveyed)
  - ❑ Problems of engaging participants in the survey-completion process
  - ❑ Need for very 'hands-on' management of the survey process (difficult without a Manager)
  - ❑ Team members worked hard and were committed – but several had big issues in their lives (NB the general problems in this area)
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# Current state of play...

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- ❑ Process could only be properly managed when a Team Manager found – Tracy Whittle (Sept 05)
  - ❑ After that the process worked quite well and surveys carried out – data entered and analysed
  - ❑ Input from BSCKE supervisor ended February 06
  - ❑ Survey round carried out in Spring Term 06
  - ❑ Active contact made with Haverstock School (Camden) and Grove School (Hastings) to compare progress
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# Standing back....some issues for discussion

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- ❑ Is this basically a ministerial 'wheeze'?
  - ❑ Are the Govt. resources committed to the programme commensurate to the desired outcomes ('end poverty in the area'!)
  - ❑ Does the programme contribute to the school's main agenda - is it basically an 'add-on'?
  - ❑ Should some 'buy-out' of staff time have been part of the funding?
  - ❑ Is this process seriously catalytic – will it change either local material situations or educational processes in the school?
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