

THE RIDGEWAY SCHOOL
Community Policy

Consultation History

Governors / Staff	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	

Policy

The community plays a major role in The Ridgeway School's vision "The Ridgeway School educates for success". The concept of community includes: the development of the School as a community, with the goal of mutual respect amongst all members; external liaison with specific members and groups within the community; use of the community as a resource for learning; and opportunities for the local community to use the School as a resource for learning and leisure.

The Ridgeway School is committed to developing the value of life-long learning, and to promote opportunities for learning within the wider community. The School will also seek to establish and sustain partnerships with business, industry and the community in order to support learning at the School.

Linked Policies

Marketing Policy; Lettings Policy; Teaching and Learning Policy; Curriculum Policy; Extra-Curricular Activities Policy; Spiritual, Moral, Social and Cultural Policy; Communication with Parents Policy

A. The Values of Community Education

In managing community education and learning in the School, there are some key values for the school community and the wider community, including:

- a. Access to high quality learning is the right of all
- b. Learning is a lifelong, life-enhancing process
- c. Involvement with the wider community enriches the curriculum, and teaching and learning enrich community life
- d. Learning to enable all to develop as informed, responsible, confident, caring members of society

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- e. Democratic structures and processes which empower individuals and communities to identify their needs and participate in decision-making
- f. Equitable distribution of resources, recognising the priority of individual needs
- g. Collaborative partnerships between services, agencies and institutions to respond to people's needs and aspirations
- h. Quality development and assurance with the planning, delivery, evaluation and review of learning involving all participants
- i. Improving the quality of life for the greatest number of people through the recognition and development of individual worth and common effort

The benefits of community education include:

- a. Good practice in opening up and sharing the provisions and opportunities of the education service with the community
- b. Good communication and links between the School and the community to improve the management of the School and the effectiveness of its prime purpose of enriching and improving learning
- c. A contribution to the further development of School's positive public image
- d. Acknowledgement of the School's responsibility to foster partnerships with other services and agencies, not least in support of life-long learning.

B. The community curriculum, including teaching and learning

- 1. Citizenship aims to help pupils to acquire and understand essential information so that as adults they can take on an informed active role in the community.
- 2. Citizenship and other subjects across the curriculum, but in particular English, Geography, History and Technology, provide opportunities for pupils to learn about the community, including local investigations, case studies and fieldwork. The Citizenship Audit undertaken by the Team Leader for PSHE and Citizenship provides full details for all years. The annual Citizenship week has a focus on all aspects of Citizenship and community life.

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3. Extra-curricular activities such as the Sponsored Activities Day and other fund-raising events, the Eco-schools Project, Young Enterprise and educational visits can enable pupils to gain greater knowledge and understanding of the community and their future responsibilities.
4. The School Council and other opportunities to contribute to decisions being made in School further extends the pupils' experience of the community within the School and their sense of responsibility as members of the School.
5. The local community is a useful resource to pupils' learning and understanding about the community, including parents and members of the community sharing skills and expertise, industry and business links, all of which can be used in a variety of subjects across the curriculum.
6. Pupils have access to particular community resources, including business mentors for the Work Related Learning course, and visitors to the school who contribute to pupils' understanding of their role in the community. The individual business mentoring also provides the means of raising pupil self-esteem and sense of purpose as well as helping to develop communication skills.
7. Pupils also gain from the different approaches and styles from working in or with the community, particularly where they are involved in collaborative and practical activities.
8. Community service and work experience provide specific planned opportunities for pupils to develop understanding of their roles and responsibilities within the community.
9. Assessment in Citizenship provides the opportunity to evaluate the contribution which the School's links with the community make to pupils' attainment and personal development. Additionally, the Citizenship GCSE Short Course will formalise this assessment opportunity.

C. The School as a centre of learning for the community

1. The School provides facilities for further, adult and continuing education covering a range of courses and recreational programmes, particularly in out of school hours and in the holidays. The local community is consulted regularly on their interests and preferred opportunities as part of the School's Marketing and Lettings Policies.
2. The provision responds to a wide age range in the community, including Rascals and the Children's University to classes and meetings for adults.

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3. The Ridgeway Leisure Centre enables the joint use of sports facilities by the School and the community. The provision has developed a particular focus on health and fitness, with resources aimed at enhancing the community facilities as a whole.
4. The School site has the potential to provide facilities for the local community, which is currently served by lettings. The Learning through Landscapes project to develop a paved area of the School as an additional play area for pupils and for community use, will extend the range of provision available and complement the existing facilities.
5. Where facilities are being enhanced, the needs of the community are considered in addition to those of the pupils and staff of The Ridgeway School through consultation.
6. The provision of community education is evaluated and reviewed annually through consultation and survey.

D. Liaison with the Community

Apart from community education opportunities, the School seeks to liaise with the local community.

1. The School's Publicity and Lettings Manager liaises regularly with Wroughton Parish Council and with the local press, edits The Ridgeway News, continues to extend the lettings facilities and facilitates some of the School's events.
2. Local residents are always made aware in advance of occasions when the School has evening events which might affect parking. Local residents are invited to School events such as concerts. The Headteacher or other designated member of staff aims to respond rapidly to any concerns expressed by local residents.
3. The School seeks to maintain excellent working relations with the local police.
4. Charity fund-raising activities in the School are usually in aid of charities chosen by pupils. Local charities are supported and representatives from those groups invited in to speak to pupils in assemblies about their charity.

E. The role of Governors

1. Governors have a statutory responsibility to report to parents annually on the community.
2. The Governing Body sets the strategic direction for all aspects relating to the Strategic Plan for School Improvement, including community and life-long learning. Mainly through the work of the Curriculum Committee and the Premises, Health and Safety Committee, Governors consider strategy and monitoring in relation to aspects described in this policy.
3. Opportunities for evaluation of the role of the community in education are included within the Strategic Plan for School Improvement, in the Community and Life-Long Learning section.