

Annex 1: Initial checklist for developing a Community Focused Schools approach

Vision

(For more information, see Section 2 of *Community Focused Schools: Making it Happen – a Toolkit.*)

Does the school have a vision for Community Focused Schools?	
Does the vision link with the School Development/Improvement Plan? How?	
Is the vision based on the priorities of the school and on local and national priorities?	
Is the vision shared by others in the community? (NB If there is not enough local support, the activities/services will not be sustainable.) Or, at least, are there plans to consult people about the vision?	
Is the vision clear and achievable?	
Have you communicated the vision to all those you consulted?	
If you are working as a school cluster, do you have a vision for the school cluster?	
Do the visions of individual schools feed into that of the cluster?	

What's currently happening?

(For more information see Section 2 of *Community Focused Schools: Making it Happen – a Toolkit.*)

Is the school already providing Community Focused Schools services/activities?	
What are they and who are they provided for? <ul style="list-style-type: none"> • Children and young people • Families • Parents • The wider community • Community groups and organisations • Community use of facilities (eg sports hall, meeting rooms) • Other 	
When do these services/activities take place (am – before school; at lunch time; pm – after school; in the evenings; at weekends; during school holidays)?	



Are current services/facilities well attended?	
Are current facilities well used?	
Do all activities/services take place on the school site?	
How do you rate current provision: <ul style="list-style-type: none"> • Does it meet the needs of pupils (and link with school development/school improvement)? • Does it meet the needs of the wider community? • Is it easily delivered in terms of capacity – space, staffing (not necessarily teachers)? • Are those attending and those providing the services/ activities committed to it? • Is it sustainable? 	
If you answered ‘no’ to any of those questions, what are the issues?	
Which organisations/partners is the school working with to deliver Community Focused Schools services and activities?	
How are current activities being funded?	

Developing potential/future provision

(For more information, see Section 2 of *Community Focused Schools: Making it Happen – a Toolkit*.)

Does the school have plans to develop/extend/change current provision?	
If so, what are these?	
How far has this been planned (for example, is it just at the ‘ideas’ stage or has a detailed action plan been developed)?	
Has provision been planned to link with school development/school improvement, meeting community needs and the vision for Community Focused Schools?	

What are the potential implications in relation to space, accessibility to the school, staffing, caretaking and cleaning arrangements?	
Has an audit been carried out to discover what is happening and what other facilities are available elsewhere in the community?	
Has a consultation/assessment of needs been carried out? (Remember to link with other organisations in the community/local authority who may already have carried out consultations or audits – you do not want to duplicate work.)	
Do planned services/activities respond to gaps identified by the audit and to needs identified during consultations?	
How will further services/activities/facilities be funded?	

Assessing physical capacity

(For more information, see Section 2 of *Community Focused Schools: Making it Happen – a Toolkit*.)

Does the school have enough space to provide current services/activities?	
Does the school have enough space to provide more services/activities?	
If not, what are the issues?	
What potential is there to develop further provision with other schools in the cluster and/or other facilities in the community?	

Physical accessibility

(For more information, see Section 4 of *Community Focused Schools: Making it Happen – a Toolkit*.)

Is the area where activities/services are provided easily accessible to the community – is there a clearly signposted, independent entrance or will people need to use the main school entrance? Do people know where they need to go?	
Do certain parts of the school need ‘locking off’ to the public (both during and outside core school hours)?	
Is there enough car parking?	
Are rooms/facilities/toilets accessible for disabled people?	
What arrangements are in place if a disabled person wants to attend services/activities or use community facilities?	
Is the school easily accessible by public transport?	
Are the school grounds well lit at night?	

Policies and procedures

(For more information, see Section 4 of *Community Focused Schools: Making it Happen – a Toolkit*.)

<p>Are there current policies/procedures which cover Community Focused Schools provision, and which are known to all involved, on:</p> <ul style="list-style-type: none">• child protection?• health and safety?• accessibility?• the responsibilities of providers and participants when using the school buildings (for example, by what time they have to vacate school buildings, the condition in which they leave rooms, who they contact if there is a problem while they are using the school’s facilities, who locks up the school buildings)?• other issues?	
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Management and staffing capacity

(For more information, see Section 3 of *Community Focused Schools: Making it Happen – a Toolkit*.)

Is there a person who is responsible for managing Community Focused Schools developments in the school? Who is this?	
Does this person provide a link between Community Focused Schools developments and the School Development/Improvement Plan?	
Does this person provide a link between the school and its partners and the wider community?	
Are appropriate governance arrangements in place to manage Community Focused Schools developments?	
What are the current arrangements for caretaking and cleaning?	
Is there enough caretaking and cleaning capacity for current provision, and for any future provision?	