

A whole school approach to tackling early school leaving

Manchester Communication Academy's (MCA) Pastoral Tracker Programme and the Family Zone of Schools

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Three part webinar

1. Show you an example from Patsy's school
2. Tools for thinking about Early School Leaving (ESL)
3. School experience

Questions to think about during the webinar:

- Is there anything you would ideally like to do to tackle ESL in your school context?
- What would be the barriers to doing this?
- How might those barriers be overcome?

Manchester Communication Academy

[Manchester Communication Academy video](#)

- 11-16 year olds (Years 7 -11)
- 1,200 students – from the local neighbourhood
- Top 10 most disadvantaged neighbourhoods in England
- 60-70% of students qualify for additional funding for disadvantage (Pupil Premium)
- “Pastoral support” – supporting students’ whole well-being (physical and emotional health, ability to cope with challenging situations, make good decisions, stay safe, etc)

A whole child, whole school approach

Personalised teaching and learning support

Family support

- Financial – housing needs, food
- Confidence – parent & child

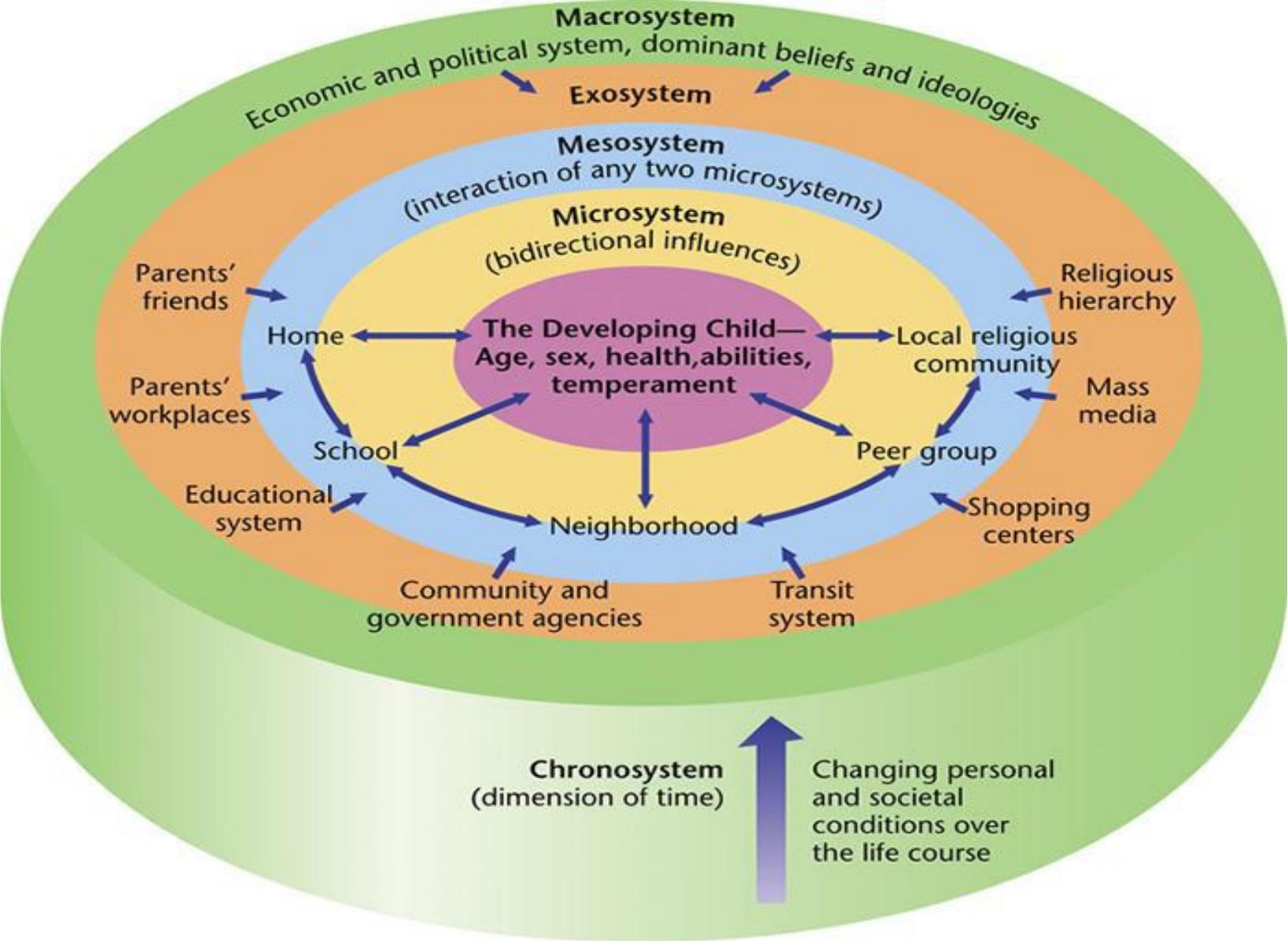
Partnerships

- School-to-school
- Schools and external services – health, voluntary and community groups, housing

Creating positive pathways

- Being helped to see what I can achieve
- Attending school more often
- More engaged in learning
- Better learning outcomes

Socio-ecological system



5 aspects of a whole school approach to tackling early school leaving

1. School governance
2. Learner support
3. Skilled teachers
4. Parents and families
5. External stakeholder involvement

Teaching and learning	Social Investment Department		Family Zone (17 schools)
Broad curriculum	Community programmes	Health and well-being programmes	Child at home
Creative pedagogies	Careers	Pastoral support	Child at school
Links to employment and further education	Cultural opportunities	Material needs	Child in the community
Learning outside the classroom	Resident-led organisations	Specialist staff	



- Holy-Trinity-Church of ...
- Irk Valley Community Sc...
- Oasis Academy Harpur Mo...
- Manchester Communicatio...
- Manchester Communicatio...
- St Chads RC Primary Sch...
- St Malachy's R C Primar...
- Saviour C Of E Primary ...
- Collyhurst Nursery Scho...
- Abbott Community Primar...
- St.Patricks R C Primary...
- Moston Lane Community P..
- Lily Lane Primary Schoo...
- Broadhurst Primary Scho...
- St Edmund's R C Primary...
- St Augustine's C Of E P...

The Family Zone
Whole child,
whole school,
whole
neighbourhood
approach

The Family Zone of Schools and the Pastoral Tracker Programme



Six wishes for our children:

1. Our children will be asset rich and resilient to the effects of area and personal disadvantage
2. Our children will make good or better academic progress at each key stage of their education
3. They will be physically, socially, emotionally safe and healthy
4. They will be able to secure the employment opportunities of their choice.
5. They will be able to contribute positively to the community
6. The children and their families will have very positive perceptions of their lived reality in their locality





What about the children?

1. English as an additional language
2. Environment
3. Poverty
4. Health
5. Safeguarding (abuse; alcohol misuse; crime; domestic violence; mental health; substance misuse)
6. Special Education Needs
7. Trauma
8. Traveller (Roma) Families
9. VISA/INA
10. Young Carers (caring responsibility for family members – parents/siblings)

Population: 70 million

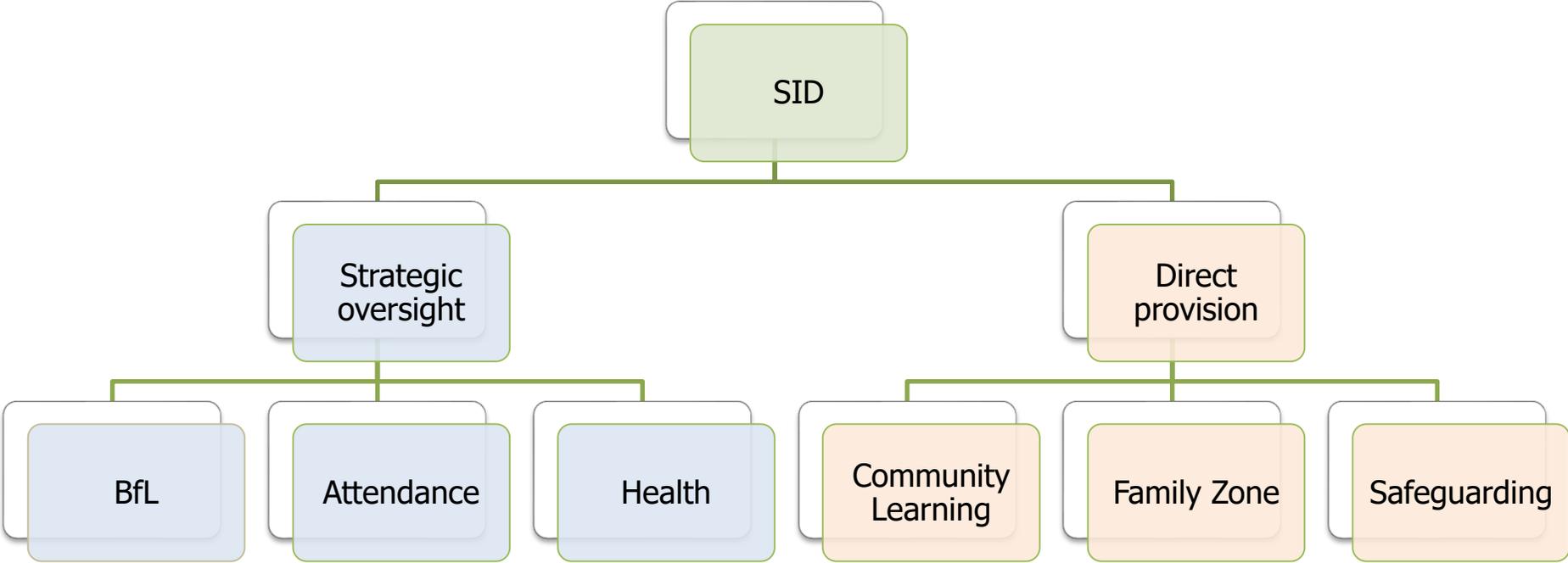
Divided into areas with 1,500 population (LSOA)

*Statistics about the population are gathered regularly using seven categories

GMAT catchment area is in the top 1% of the most disadvantaged LSOA in England and Wales

In the Family Zone, schools have 'Master Tracker' which scopes the extent of disadvantage as it presents in children's lives

Greater Manchester Academies Trust Corporate Service: Social Investment Department (SID) Structure





Reflections on the webinar

- Is there anything you would ideally like to do to tackle ESL in your school context?
- What would be the barriers to doing this?
- How might those barriers be overcome?