What Next ?

Twenty One Ideas for Twenty First Century Education

By Charles Leadbeater

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1. The Pragmatopians

A national Expert Learner Programme, akin to the Expert Patient Programme in health, should be set up so children can learn to become peer learning mentors to other children and in the process gain credits towards their qualifications.

Monolithic, mass secondary schools should be broken up – if not physically then at least organisationally, into smaller units of no more than 450, so that even large schools feel small when you are within them. That would allow more different learning environments – vocational, specialist, academic, catch up - to co-exist within a single school.

Families at significant risk of early drop out from learning, school exclusion, teenage conception, drug and alcohol use should be allocated personal support workers with an integrated "family support budget" to devise self directed family support plans. These plans would be designed to re engage children in learning, stabilise families and avoiding the long term, wider social costs associated with of low educational attainment.

Young people clearly at serious risk of leaving school with no qualifications should be given an individual learning mentor and an individual budget to devise learning programmes in Years 10 and 11 to maximise their chances of getting qualifications that could support them in work.

All young people should have an electronic Personal Learning Plan and Portfolio which would record their work, achievements and set targets and goals.

All pupils in Years 7, 8 and 9 should spend at least part of the summer term engaged in a personal challenge which they choose, collaborate with others to undertake and gives them the opportunity to learn outside school.

The standard school day should become a thing of the past: children should be able to opt to learn early – 7.30 till 1pm or late 1pm – 7pm – so they are better

able to make learning part of their lifestyle rather than something imposed upon them.

All children at age 11 should be given the opportunity to acquire skills of emotional resilience that will support their ability to learn with others.

All schools should be the base for a productive, social enterprise of some kind – such as a recycling centre – so that children associate learning with work, get pleasure from working productively together and contributing to a business.

These are just some of the policy ideas that emerge from a group of highly innovative schools and local authorities which are trying to create next practices[i]: approaches to learning that will be relevant to the UK in the century, one in which information and knowledge will be more readily available from many more sources; learners will expect to have more choice and more opportunities to participate in learning; social skills will be increasingly important, especially the ability to collaborate and empathise, in a largely innovation and services driven economy; economic and social life will be marked by rapid change and instability, feeding for many a sense of insecurity and for some compounding deep inequalities.

The schools in this group are focussing on different aspects of how education may change – from timetables and lessons, the buildings and the curriculum, to support for parents and emotional and social skills – they share some vital common ingredients which run through the account in this report of what education, learning and schools could become.

Learning is most effective when it is personalised, it means something to the learner.

That happens when people feel they are participants and investors in their own learning, shaping what and how they learn, and able to articulate its value to them.

That means learning has to be something done with people not to them or for them. Learning is an activity to be enabled not a service or package of knowledge to be delivered.

As learning is best done with people that means the quality of relationships a learner has are critical to its success: relationships with teachers, other learners, parents, peers.

All environments for learning – schools, workplaces, museums, libraries, family living rooms – support relationships that encourage learning. A school or a workplace is best understood as a place where certain relationships become possible; between teachers and pupils, buyers and sellers, employers and employees.

Instead of seeing schools and education as a system of years and grades, with key stages and examinations, targets and regulators, they should be seen as sets of relationships between teachers, pupils, parents and the wider community. Learning and good outcomes are virtually impossible unless these key relationships are healthy.

The idea that education is a system invites the idea that the best way to improve it is through the techniques of mass customisation, efficiency and quality improvement, driven on by central targets, national strategies and inspection regimes. All the schools profiled in this report take standards seriously, they want to do well for their children and deliver result in the common currency of examination league tables. But they seek to achieve these outcomes by focussing on the key relationships that sustain learning. That is what their very different efforts at innovation hone in on: to ensure children have the kinds of relationships they need to motivate them to learn. That is why so many of these efforts to refashion the experience of school focus on creating new "communities of learning" akin to villages or neighbourhoods.

But there is a further, more radical implication, of this relationship based approach to learning. Success does not just, or even perhaps mainly, depend on the

relationships children have with teachers and schools. Relationship based strategies need to take account of the whole set of relationships children have which could influence their learning: relationships with their peers, family, friends and the wider community.

It also follows that the skills of teaching – to convey knowledge, ideas, concepts and skills – need to be combined with and often depend on the ability to motivate learners. Motivation is like the reserve currency of learning: everything else depends on it.

The outstanding feature of these schools is their determination to innovate, often in extremely challenging circumstances, serving deprived and dislocated communities that seem on the verge of tipping off the edge of society. They maintain the momentum for innovation by being in the words of Derek Wise, head teacher at Cramlington Community high School, pragmatopians: they are propelled by a vision of learning as route to personal liberation and creativity but they are canny enough to know they have to deliver results as well.

Bridgemary, an 11-16 school for 984 pupils in Gosport has a track record for innovation. Pupils are often taught by ability rather than age, with accelerated learning for some and longer catch up sessions for others. Bridgemary has extensive system of student voice, with a student leadership shadowing the school's and an intensive system of pastoral care and social support. The school is introducing one to one mentoring for pupils and experimenting with an "early window" for learning starting at 7.30 which early evidence suggests could attract about 25% of children.

Cramlington Community High School in Northumberland, a 13-19 school which from September 2008 will become 11-19 with 2,300 pupils, is developing a competency based curriculum and making learning to learn programmes standard in its efforts to personalise learning. Other developments include a freshly designed curriculum for Years 7 & 8, a new approach to humanities called iCitizen and new buildings which create many different large and small settings

for learning. The school plans to redivide itself into a series of villages for learning.

Darlington Education Village is a federation that serves 1,400 children brought together from a primary, special needs and secondary school in a single campus. The Village has used the techniques and skills of the special school to address the needs of disaffected and often disruptive pupils in the senior school creating personalised learning plans for them.

Winsford Education Partnership is a grouping of local schools which are designing an All Years School for the town, pooling their different skills and resources. The aim is to provide learning where and when it is appropriate, to any family in the town and to change aspirations and ambitions to learn, with a Winsford curriculum.

EastFeast is a collaboration of 16 schools in East Anglia to use a mix of gardening, art and food to provide open, shared learning environments for more participative learning experiences. Children might learn about maths and science on an allotment or do art by making ceramic plates for a feast.

Yewlands is a family of several primary schools feeding a secondary school that together are developing a shared curriculum around key competencies and social skills such as self management, collaboration, teamwork and creativity.

The research visits to these highly innovative sites were supplemented by discussions with Directors of Children's Services in about 20 authorities and drawing on case studies of the other 34 innovative schools the Innovation Unit is working with. [ii]

Many of these schools and authorities are engaged in innovations with organisational changes that are vital to make personalised learning possible:

- Timing of learning – allowing it to happen earlier or later, in longer or shorter periods.

- Pacing of learning – allowing some to accelerate ahead of their "age" while allowing others much more time to embed their learning and catch up.

- Settings for learning – with new and redesigned buildings, which often allow more collaborative styles of learning, some in small groups around tables, others in rooms for 60 pupils at a time, as well as more opportunities to learn beyond the boundaries of the school.

- Styles of learning – ranging from instruction and directed learning to more independent and inquiry led learning.

- Support for learning – by deploying a wider range of skills and people, beyond the teaching staff, for instance drawing on expertise in the community, amongst parents and especially among teaching assistants and support staff.

- Aims of learning – developing curricula based more on generic social and learning skills – such as resilience, resourcefulness and responsibility – than purely on knowledge and content.

- Technologies for learning – using computers and video to access virtual learning platforms and encourage the use of bulletin boards, message groups and wikis.

The purpose of this pamphlet is not to report in detail on each of these developments but instead to explore the ideas that underpin these approaches and the schools that embody them to see whether the ideas that have inspired innovative practice could also inspire innovative policy making.

That is vital because we are badly in need of a new story of what education is for, where it happens and how it improves.

2. A New Story for Education

Lasting public innovations are invariably deeply collaborative undertakings, which succeed only with the mobilisation and collaboration of many different participants. In the case of changes to education these players involve at least pupils and parents, teachers and governments, politicians and policymakers, both national and local, as well as related public agencies, employers and the community around a school. Public innovation is more like mobilising a social movement, like the civil rights movement or setting a standard in a high tech industry – like the adoption of the GSM standard in mobile phones – around which a variety of competing and collaborating companies can work. That process of open, collaborative innovation, to mobilise large groups of actors to change what they do is impossible unless they share common goals and frames of reference. Without that people will talk and act at cross purposes.

For the best part of 20 years the frame of reference for policy driven innovation and improvement in education has been a relatively straightforward story of what education is for and how it should be delivered. That story has the merit of clarity and simplicity.

The goal of education is to raise standards of attainment in subjects covered by a national curriculum, to better equip children to earn their way in the world and play a full part in society. The main means to achieve this goal is to improve teaching and learning within better organised schools, with improved facilities, better trained teachers and crucially, more effective leadership. To create commons standards for quality and achievement a national curriculum was introduced and with it a series of tests at key stages, which provided information for league tables of performance which in turn were used to push up performance. That was allied to an inspection regime to route out poor performance. National government's power to direct education was enhanced at the expense of local authorities.

This standards driven story has many merits: not only are the goals clear, so are the means to achieve them. The field of play and the number of players are fairly contained: schools and teachers. If we get more children, into better run schools for longer, then we should get better results and more satisfied children and parents.

Yet this dominant story is now running out of steam for three inter-connected reasons.

The Achievement Plateau

First, improvements in educational attainments seem to have hit a plateau after early gains in the first few years of the Labour government driven by higher funding and new national strategies. [iii] Sharp increases in attainment between 1995 and 2000 in Key Stage tests in English and Maths seem to have petered out. [iv] Every years 6 to 7 % of children leave primary school with very poor literacy and numeracy skills and about 10% of young people leave school with fewer than 5 GCSEs of any grade. Further improvements are proving stubbornly difficult to achieve with the now standard approach. National targets, strategies and systems of inspection to drive system wide improvements in quality and to challenge complacency, have the equally powerful downside of driving out initiative, discretion and local innovation. The system as a whole seems at a stalemate which has in turn provoked searches for more effective strategies for improving standards which turn on personalised learning: motivating learners to learn and equipping teachers to devise strategies tailored to the different needs of different learners rather than relying on central direction and targets. These innovators do not want to return to the "anything goes" caricature of the hey day of progressive education. They want to find better ways to meet standards while also developing more appropriate and inclusive measures of achievement, which motivate non academic children to learn.

Inequality

Second, the plateau in performance and attainment is intimately linked to inequality. Continued low educational performance seems to be linked to deep seated deprivation and social dislocation although in complex ways. Schools and towns with very similar levels of deprivation can deliver very different educational outcomes for their children. The attainment gap between pupils from different social backgrounds remains stubbornly at the same level. Extra spending and improved facilities have improved education for many but as a result those who are left behind, often in places facing multiple forms of deprivation and disinvestment, are falling even further behind. To put it in bald terms: if 75% of 16-year olds are now leaving school with some form of useful qualification, that still leaves many who fall below that level and

a small minority with nothing. In Leeds 4,000 young people a year join those with no education, employment or training. Across the system as a whole perhaps 90,000 children a year leave education with little to show for it. Only 19.5% of those eligible for free school meals get five good GCSE's including English and Maths. [v] About two fifths of young people now go on to university, but only 17% of those whose parents are in the bottom income quartile, compared with 50% in the US.

So despite significant increased in spending per child since 1997, improved investment in child care, SureStart and Children's Centres, there improvements in educational attainment are proving difficult to maintain in large part because it is proving difficult to crack deep seated social inequalities.

The Goals of Education

Third, behind all of this is a nagging debate about what education should be for amid rapid social, economic and technological changes. The British economy is increasingly driven by its capacity for innovation, to combine and recombine ideas, skills and resources. That puts a premium on people with the social and cognitive skills to work together flexible and creatively. Society seems increasingly fractured and fragmented, which puts a new value on social and citizenship skills, tolerance and civic responsibility. The spread of the web and the mobile phone is allowing people to search for and access information from many sources. Young people increasingly see themselves as participants in creating information and ideas, not merely spectators and the social networks and games they play online encourage a spirit of lateral, peer to peer collaboration. An education system designed to impart a fixed body of knowledge and skills from the top down seems hopelessly slow, controlled and cumbersome for a world in which information is emerging the whole time on the web. This puts a premium on equipping people to search and sift information for themselves, rather than relying on what they are told. Learning should teach people how to open up their minds rather than fill it with a quota of information.

The current system, in contrast, often seems to reward teachers who can teach to the tests set by national policy makers and regulators. Good test results seem to have become an end in themselves. Not just a measure of achievement but the system's goal. This focus on test results moreover may particularly disadvantage children who

would benefit from a different curriculum and styles of teaching, those most likely to be turned off by academic subjects and traditional teaching.

In other words the most effective way to close the attainment gap and reduce inequality would be to provide a story of what education is for and what it entails which would engage and motivate the least motivated 30% of the school population. Personalised learning is not the enemy of social justice but the route to achieve it.

The need for a new story of learning is for then raises fundamental questions about what schools should be like. Schools, especially large, secondary schools, often with more than 250 people in a year, seem increasingly out of kilter with the organisational models and culture of the age, which are increasingly networked, collaborative and open.

These three factors – the achievement plateau, deepening pockets of inequality, questioning the goals of education – have set off a search for an alternative animating story for education that can guide link practice and policy.

The 2007 Children's Plan was a significant step in that journey because it announced an important shift in policy to focus on quality of life in childhood not just educational attainments. That shift from standards to childhood is bringing further changes in its wake.

Good teaching and effective learning are part of a wider range of strategies and services to support children. The field of play widens out, from the school to the community. The number of players also grows, from teachers, schools and pupils, to a wider range of public agencies – including social and youth services – as well as social enterprises and employers. Policy has become more ambitious, but as a result more complex and demanding to implement. Achieving the Children's Plan's more ambitious goals will demand more sustained radical innovation in the way that schools work and especially how they mobilise their pupils, their families and the communities they work within.

The schools profiled in this report are exploring the very same terrain. All are trying

to develop schools that become very different places for learning from those people knew ten or twenty years ago. They aim to: provide a safe environment for learning, without being completely cut off from the world around them; offer more scope for collaboration and individual initiative, inquiry led learning and problem solving; develop to non-cognitive as well as cognitive skills; encourage children to combine knowledge from different disciplines as well as learning within them; establish discipline and order based on a culture self-disciplined, motivated learning; change the culture of the communities that they serve, raising aspiration and ambition, to underpin commitment to the school.

3. Relationships for Learning

Underlying the various reforms that these schools are attempting is a very simple story of what makes learning successful.

Learning is best done with people rather than to or for them. It is more effective when learners are participants rather than merely passive recipients.

Learning "with" works only when a child can rely on the kind of relationships they need for this collaborative endeavour. A huge amount of theorising has gone into understanding the dialogic, interactive and co-created nature of learning. Boiled down, and turned into practice in these schools, the implications are fairly straightforward. Learning is sometimes the transfer or transaction of knowledge from a teacher to a pupil waiting to absorb it. The process of absorption inevitably requires the learner to make sense of what they have been told, interpret and question it, reframe it in their own terms, internalise it and make it their own. Learning can come from skilled instruction and guidance by a teacher. Yet often it comes from the way ideas and knowledge are shared: it happens between the teacher and the pupil. That approach to learning as a process of sharing and combining ideas and knowledge is the pre-condition for learning eventually to become an independent, self-managed activity.

Successful organisations usually have signature processes [vi] , distinctive ways in which they mobilise know how, resources and create value. From Fed Ex to Zara and eBay these signature processes – activities, routines, ways of working – define what makes organisations special: it is how they do their work. All these schools have, or are developing, signature processes, approaches to learning which depend on how they provide children with relationships that encourage them to learn. Four aspects of these "relationships for learning" stand out.

First, they are relationships that build **participation**, they encourage children to become participants in their own learning, setting objectives, choosing the tools they want to use to learn, their own goals and ways to present their work. Relationships with teachers are not those of equals but they are less hierarchical than in traditional

schools: teachers are seen as partners in learning rather than just as sources of authority. At EastFeast, for example, teachers, children and the gardeners constantly talked about the allotments that children worked on as "levelling" environments where adults and children cooperated more openly than in a classroom and in the process learned maths, science, geography and art. At Cramlington all Year 9s engage in summer term personal challenge, with teachers, for example a coast to coast cycle ride across England, which builds up relationships of trust with teachers. They see teachers as allies rather than instructors. At Bridgemary, this ethic of participation underlies the extensive programme to promote student voice in the running of the school: the school's management team are shadowed by a team of pupil leaders. These schools are designed to draw out the child's contribution to make them participants in learning.

Second, children need relationships that provide them with a sense of **recognition**. Children need to be recognised for who they are, where they come from, their goals, contributions and achievements. Schools are in little "economies of regard" places where people can build a reputation for their identity and achievements. [vii] Recognition is critical to young people who want to establish their sense of identity. Often the disaffection that some young people feel from education can be explained by their search for recognition and reputation outside school, at the extreme through involvement in drugs, crime and sex. Schools that provide children with a sense of recognition that matters to them are more likely to engage them in learning. This is rarely just a question of providing recognition for academic achievement or in terms understood by teachers and adults. Often the recognition that counts for young people comes for their peers. Moreover it is peer-to-peer respect that ultimately underlies discipline, order and calm in schools. To feel safe children need to feel respected not just by adults but also by their peers.

All these schools have invested heavily in building up this "economy of regard and respect". Bridgemary has vertical tutor groups in which older children look after younger children. Cramlington is creating personal learning plans which will allow children greater scope to record and present work there are proud of. Darlington Education Village's effort to engage its most disaffected pupils depends on the staff's understanding and recognition that the often violent instability of their home life is

likely to come with them to school, often in the form of being poorly slept, washed, dressed and fed.

Third, children need relationships that make them feel **cared** for, safe and secure. Feeling cared for depends on your distinctive needs being attended to, having a voice in what happens to you and being treated with dignity and respect. Providing care[viii] generally involves: being attentive, sensitive, noticing or even anticipating when someone might be in need; being responsive, engaging with the person to understand what they need; respectful of them as a person. All these schools are trying to make sure that children feel better cared for and better able to look after their own emotional needs, either through mentoring programmes, family support work or through emotional resilience training to impart vital social skills. Bridgemary and Cramlington, for example, are moving to a one-on-one mentoring system for children. All the schools were working with a minority of children, small in some schools, significant in many, who face significant emotional and social challenges in their lives, through, amongst other things, family break up, domestic violence or drug and alcohol dependency among the adults in their lives.

Fourth, and most importantly, children need relationships that will **motivate** them to learn. Understanding personal motivation (and demotivation) is highly personal, lengthy undertaking. Motivating someone often requires building up confidence and capability; setting realistic but stretching goals; widening aspiration and ambition; setting structured challenge to do better; relevant rewards and recognition. Time and again head teachers stressed that the staff skills they most valued were the ability to understand and motivate children to come to school, to want to learn and achieve. Once that motivation is in place it becomes much easier to teach and learn. Good teachers often have these motivational skills. However good motivators can be other children, older peers and siblings, parents and other adults, including teaching assistants, social workers and role models in the community.

Children learn when they have access to a set of relationships, at home and in their social networks, as well as through school, which motivate them to participate in their learning, in part because they feel cared for and get the kind of recognition they seek. In a sense it's blindingly obvious. The focus on relationships also opens up common

ground between the aims of the system and school and the aims and experience of the child. Instead of seemingly being at odds, relationships provide a common currency. Why do most children want to do to school? Relationships: to see their mates. Children value and understand relationships that count to them in a way that most of the paraphernalia and bureaucracy of schools passes them by.

Yet much of the school and education reform programme, with its emphasis on Sats and Key Stages, league tables and inspections, sees education not through the lens of relationships but as a system to be improved, targets to be set, exams to be marked. Children learn when they are supported by the right set of relationships. All too often, and especially in secondary school, they feel they are being processed by a vast and impersonal educational machine.

Seeing learning as the outcome of relationships that motivate, engage, care and reward children has several benefits.

It is more holistic than approaches that focus exclusively on teaching and learning: the social and emotional conditions for learning are addressed as a pre-condition for the more traditional cognitive aspects of learning.

It should particularly benefit the least motivated. The holistic approach matters for all children, regardless of ability, need or background. But motivational and caring relationships will have a special value for the least motivated and most likely to drop out.

Relationships change as learning needs change. For some tasks, at some stages of a child's development, benefit from learning by instruction and guidance, traditional teaching. However as a child develops a more mature approach to learning that relationship needs to adjust to accommodate more shared and independent styles of learning.

Many relationships influence learning not just that between teacher and pupil. An exclusive focus on the teacher as the prime agent influencing learning is too narrow. Many other relationships can influence learning. Pupil-to-pupil relationships matter

for discipline, order, motivation, support and collaborative learning. Parental relationships and aspirations for children are vital to provide motivation and care and so to attainment. [ix]Teacher-to-teacher relationships are vital to open up opportunities for new approaches to collaborative learning and innovative practice, often involving non-teachers. Parental relationships with the school matter to underpin shared goals for learning.

The teacher's relationship with the child, in the classroom, is just one, and often a highly episodic, relationship that matters for learning. Other relationships are often more powerful and they make themselves felt most powerfully outside the classroom, at the school gate, on the way home, at home, on the internet, on housing estates, in clubs and pubs, parks and gangs. In other words to influence relationships for learning an education system would have to operate in all these settings not just in the classroom, focussed on the episodic and limited relationship that a teacher has with a child, usually just for 45 minutes at a time, in a group of 30.

The relationship focus gives schools a clear design philosophy, to redesign their space, timetable, year groups, pastoral programmes, curricula, workforce, disciplinary regimes to reinforce relationships for learning. Many good primary and special schools work because they operate at a scale and with a culture that provides children with relationships that support, motivate, care for and reward them. But often in secondary schools, and especially in very large and impersonal secondary schools with more than 1,000 pupils, children can feel bereft of these relationships, especially with high levels of staff and pupil turnover.

The main goal of school innovation and reform should not be to install new technology, build new classrooms, devise new patterns to the school day nor even create new curricula, essential though all those are. The main test should be whether an innovation makes the school better able to provide children with the suite of relationships they need to support their learning. All the efforts these schools have made to change their practice, improve teaching, create new curricula can be understood through this lens: how do they help children sustain relationships which propel their learning?

Most important of all, however, this focus on designing relationships for learning, shifts the focus from schools, classrooms and teachers, to include families and communities. All relationships that can influence learning matter, and so do all the settings in which those relationships operate. Peer-to-peer, parental, family, social relationships may matter as much, if not more, than a pupil's relationship with a subject teacher.

Seen from this angle – how well a child's key relationships support learning – it becomes more evident why so many schools, and especially large schools, seem to fail, often despite new resources, equipment and staff: they are not designed to sustain relationships for learning. Often that is because they work in social settings where family, peer-to-peer and social networks do not support learning either, because parents are disengaged, disaffected and demotivated and peer relationships give learning a low status. The most worrying deficits in children's lives that affect their capacity for learning are in their relationships rather than in their computers and buildings. The biggest deficits are social and emotional.

The relationship based approach in turn generates a clearer agenda for reform for 21st century education. The relationships for learning approach does not confine itself to modernising existing institutions, but nor to suggest they are worthless: it depends how they provide the relationships the child needs. School is just one, often highly imperfect, setting in which children can form and sustain relationships that make them want to and carry on learning. In some communities schools are being asked to provide aspects of relationships for children who live highly dislocated lives – especially care, motivation, recognition - that are normally expected to come from parents and family. Children should be able to access such relationships wherever is appropriate, at school, in their community, through work based learning and vocational projects.

A 21st century agenda for learning will involve radical changes to school to build up relationships for learning. Yet that agenda cannot be confined to school because schools are only one place where these relationships form. To be effective such an approach must work "out there" with families and communities as well as "in" the school's classrooms.

4. Schools as Networks of Relationships

Good schools provide children with an array of relationships that motivate them to become participants in learning, recognise their needs and achievements, make them feel safe and confident. A child's relationships with their parents and education is likely to combine elements of dependence (especially when young), interdependence and sharing and growing independence when older. [x]

A focus on relationships has several advantages.

This focus on relationships does not just explain what makes for a good school. It also provides a guide to future policy, and not just for schools.

Policy should embrace all the significant relationships that have a bearing on a child's capacity and appetite for learning, relationships at home, with parents and siblings, in the community with friends, peers and role models. A relationships based approach is far more holistic that an exclusive focus on schools and teaching: it provides a common frame of reference for policy across schools, family and community, as each can contribute to building relationships for learning in different ways.

The relationship approach also allows us to see skills for learning in a more rounded way. The social and soft skills children need to form relationships are also vital to how they learn through collaboration, debate and argument. Soft, social skills are vital for children to be able to form the relationships through which they can learn and deploy analytic and cognitive skills.

Perhaps most important, the relationships approach accords with everyday experience as well as providing a guide for policy. Children go to school to see and be with their friends: one of their main motivations for going to school is social. Most people remember being turned onto learning by a relationship with an inspirational teacher or sharing an experience with others. It is not utopian to argue that schools, education and learning should be organised around relationships: on the contrary it's very down to earth.

The focus of this report, nevertheless, is on schools. So in what follows we look at first how these schools have organised themselves to promote and strengthen relationships for learning, and then at how they also work to strengthen relationships children have with their parents and people in the community to extend support and encouragement for learning.

Schools are like junction boxes for relationships, between children, teachers, parents and other staff. The common thread running through all these innovative schools is that everything they are doing to reorganise themselves - extend their services, change their curriculum, revise their opening times, remodel their buildings - is designed to enrich the relationships children have to support their learning. It all comes down to that. In each of the following three main areas of activity schools are trying to establish a virtuous circle, to promote stronger relationships for learning but also to be strengthened by them. Stronger relationships are both an outcome of the way the school works and an input into the way it function.

Ethos, Order and Calm

It is virtually impossible for people to form relationships in a chaotic, disruptive environment, in which people are constantly coming and going. In several of these schools high rates of turn over and unfilled vacancies among staff were mirrored in the disruptive behaviour among pupils, which further demoralised less disruptive pupils. All of these schools have chosen to create a sense of order and calm in a way that sustains *and* depends on the quality of relationships in the school. All were prepared to use "hard power" – exclusions, bans, tougher rules on attendance, behaviour and clothes. But in the long run the sense of order in a school comes from "soft power" of norms and values that create a climate of respect and reinforce good behaviour. Order in schools, like most large organisations, is far more effective when it comes from within rather than being imposed from without.

Darling Education Village, a merger of a special, primary and secondary school is a prime example. The secondary school – Haughton – had 3 heads in as many years and when the merger took place in 2006, 3 subject heads were on long term sick leave, there were high levels of staff sickness absence and turnover. That instability was reflected in the behaviour of the pupils: towards the end of the old Haughton school it

was common for there to be 5 fire alarms a day; groups of children would leave lessons and wander around the school. Many others did not turn up in the first place or bunked off to roam around the nearby housing estates. At lunchtime it was common for almost all children to leave the school; a minority would buy wine from a local off license and come back to school drunk. Nor did their behaviour improve when they got to the £23m newly built, clean and bright Education Village. In the first four months the children from the secondary school committed vandalism in the school costing £16,000. Many said they thought the school was "too good for them."

Eventually the Village leadership responded through the deployment of "hard power" : exclusions both permanent and temporary shot up; the most disruptive 60 pupils were brought together in a special zone – the former languages wing - initially under tight control to isolate them from the rest of the school; pupils were banned from going off the school grounds at lunchtime; jewellery, excessive make up and mobile phones were banned. This exertion of "hard power" however only worked because it created the space in which the "soft power" of relationships and norms could develop. The wing for formerly disruptive children, Carnel, operates in a much more informal way based on close relationships between teaching staff and pupils in which teaching assistants play a critical role. In the last year there were just two exclusions from the school. Dela Smith, the Village chief executive remarked: "We had to build a sense of community in the school because so few of these kids have any sense of what living in a community is like outside it."

Cheryl Heron, the head of Bridgemary Community College took a similar approach. On her first day as head she sent 175 children home for being inappropriately dressed. However what now helps sustain Bridgemary's sense of order and calm is not the rate of exclusions but the role of the student leadership of the school. Bridgemary has a "shadow" student leadership which mirrors the formal leadership structure of the school. About 100 Bridgemary students are involved in student leadership either on the school council, as subject leaders helping other children to learn, as peer mentors or leading activities such as drama and sport. As one Bridgemary teacher put it: "It means that we've got at least 100 of the senior students very clearly on our side."

Bridgemary and Darlington Educational Village have overcome their problems with disorder and behaviour by using the "hard power" of discipline to create a space in which they have developed the "soft power" of norms and relationships. The sense of order in these schools, like any good, school comes from within, from the mutual respect and recognition in relationships between teachers and pupils and among the pupils themselves. Order and calm are a pre-requisite for relationships to form and grow. But in the long run the social order in a school can be maintained only by a spirit of responsible self-regulation among the pupils. Stronger relationships are a product of sense of order in a school *and* they are a critical input to maintain order without the need for constant intervention.

Social support and skills

All these schools emphasised the importance of equipping children with the social, emotional and soft skills that are vital for them to form relationships, work with others and so to learn. Academic studies have noted a new "loose coupling" between emotion management in schools to improve exam performance; teaching through subjects is increasingly being designed to impart personal capabilities, including emotional resilience.[xi] A significant minority of children in these schools, possibly in some a majority, live in highly dislocated families and bring to school emotional and social issues which are bound to affect their motivation, self esteem and confidence. That in turn affects their ability to concentrate and work, making teaching and learning cognitive skills much harder. An Ofsted study of a pilot programme to promote social, emotional and behavioural skills in 11 schools found:

"Where the pilot was most effective teachers adjusted teaching methods to take account of the pupils' specific needs. As a result, pupils worked better in teams, were better able to recognise and articulate their feelings and showed greater respect for each other's difference and strengths. In particular, their resilience – the ability to cope with challenge and change improved."

The most effective programmes, the report, concluded wove emotional and social skills into everyday lessons. [xii]

It is difficult to over-estimate the scale of this challenge, especially in the disinvested, white working class communities several of these schools serve where virtually every aspect of life, from relationships to work, has become more contingent, unreliable and insecure. Many of these places feel as if they are hanging onto the edge of society by their fingertips. The schools provide one of the very few relatively stable, well funded and dependable institutions, which operate to a reliable rhythm.

School is a orderly environment in which children pass through key stages, levels, years and exams. Yet many of the children on the Carnel wing at Darling Education Village, for example, were coming to school from homes in which drugs, alcohol and violence created perpetual disorder. On Carnel I met a 15 year old girl who had not slept at home for three months; who two had a half sister a month older than her and was due to meet her father for the second time ever that evening. In the next door class room was a boy with scars and cuts all over his hands because in evenings and at weekends he fights on the street, in bare knuckle bouts which attract scores of spectators who bet on the outcome. An older boy on the wing had been in and out of juvenile court on robbery charges : he thought it was only stealing if someone was in the house when he took the television. These were by no means untypical stories. Schools will only be able to engage children like these in relationships that support learning if they develop a far greater capacity to engage with social and emotional aspects of children's lives. Schools cannot be just centres for teaching. The old model of pastoral care as an add on or afterthought to teaching is being overwhelmed by the scale of the social issues schools are dealing with, especially schools in challenging circumstances.

Manchester council, working with its partners in South Tyneside and Hertfordshire, is investing to adopt a US programme that develops a child's emotional resilience and their ability to cope with the stress and dislocate in their lives. Pauline Newman, director of Children's Services in Manchester described these social and soft skills as "the glue that holds everything else together." As John Edwards, deputy direct of Children's Services put it: "Many of these children have been dealt a pretty bad hand. We cannot change that but we can equip them so they can cope with it, respond to it, more positively." Edwards estimates between 30 and 50% of the secondary school population would benefit from aspects of emotional resilience training. Hertfordshire

and South Tyneside are both planning to roll out of the programme for all Year 7s; Manchester may follow suit.

Bridgemary is a case study of how the old pastoral system – a head of year responsible for about 200 children – is being overwhelmed. Bridgemary has used the workforce reform strategy to create a dedicated, integrated and multi-disciplinary social support team of about a dozen staff, which includes a community police officer based in the school. This team looks after exclusions, special education needs, attendance and behaviour issues and the school's interaction with social services, the police and courts. The team, which is entirely made up of non-teachers, acts almost as an insulating ring around the school, helping the absorb the social issues that might otherwise disrupt the learning environment. Other next practice schools are developing similar approaches, for example Wakefield…

The social support team's work mainly involves a minority of the children who have particularly pressing issues and needs. Bridgemary is complementing that with a more universal approach to help children develop a set of social skills – from basic skills such as listening and starting a converation through to dealing with stress and finding alternatives to aggression – which are designed to reduce aggression and improve pupil self management. From September 2008 every child will get one-on-one sessions with a personal mentor. Staff mentors will have the equivalent of a day a week available for mentoring.

Schools will only be able to support the development of social and soft skills if they too acquire new capabilities and skills, which may well not come from teachers but from teaching assistants and other staff. As Dela Smith put it : "It's about getting the right people to do the job and the people who are best placed to get children to open up to them trust them and communicate are often not teachers."

Schools will need a much wider range of ways of engaging with the social and emotional needs of their pupils from intensive support and intervention from a multi-agency team in the most extreme cases through to the wider development of generic social and emotional skills. Secondary schools in particular will need a far wider repertoire of skills to deal with these issues. Often the skills for this kind of approach

will be found outside traditional teaching and in primary and special schools which are used to deploying a far more personal and social approach to child development. In Darlington, for example, what proved critical was the way teachers used to working with children with special needs transferred their practice into a mainstream secondary school setting. They saw the problems of the secondary school pupils through the lens of a special needs school and the highly personalised, intensive approach of the Carnel zone which almost became a special school within a secondary school. Staff at the Education Village estimate perhaps a third of the secondary school would benefit from this kind of approach.

Personalised Learning

At the heart of a school based on the idea of learning with, rather than from, is personalised learning to engage students as participants in the process. Good teaching is essential to design, coach and guide personalised learning; understanding students's needs and tailoring learning to them. All schools in this group were developing approaches to personalised learning, albeit from very different starting points.

Bridgemary has introduced teaching by ability rather than age, which has often encouraged older children to act as peers and mentors to younger children. It's timetable looks like a rubic's cube that has been deliberately scrambled up. Children who need longer to developed core skills have more time devoted to them. About 20% of children take opportunities to accelerate their learning, including taking exams a year early. That in turn creates opportunities for more personalised learning. Bridgemary recently introduced an early window for learning, to allow 50 children in Y10 to come in at 7.30am and leave at 1pm, often to pick up siblings from school or to pursue out of school activities, such as football training. Cheryl Heron, Bridgemary's head, says her aim is for children to see learning as "part of their lifestyle." She expects about 25% of the school could be starting at 7.30 in future. Personalised learning puts more onus on teachers to make judgements about what might work best for children, according to Heron: "Very few children in this school felt as if they had a relationship with any teacher. But they need constant reinforcement and feedback to continue learning." About 16 staff come in early to staff the early window, in part because that also fits in with their lifestyle.

The Yewlands Family of schools, linking a secondary to its feeder primary schools, has developed a common core curriculum, focus around key learning skills. These form the basis for the new curriculum Yewlands secondary school is developing for its Years 7 and 8, based on a project based Skills 4 Learning programme. Angela Armytage, Yewlands' head says its data show that attendance, engagement and motivation rise on days when children are involved in Skills 4 Learning projects.

The most comprehensive and systematic approach to personalised learning, however, has been adopted by Cramlington Community High School in Northumberland. Twenty years ago 40% of Cramlington pupils passed their then O levels with more a C grade or higher. Now it's 85% and personalised learning has played a critical role in that improvement, especially over the past five years.

At the core of Cramlington's approach is the vision of long term head teacher Derek Wise that learning that starts by being directed or guided by a teacher can become shared, between pupil and teacher and eventually lead the pupil to undertake independent learning. Wise's goal is for Cramlington's to promote independent learning in every aspect of its activities. To achieve that the school is changing:

- where learning takes **place** (offering more opportunities to learn in the community);
- the **spaces** where it happens (redesigning classrooms and entire to become centres of more social approaches to learning);
- the **time** when learning happens (allowing for longer and shorter periods of learning, including whole school projects lasting a week);
- the **pace** at which learning happens (offering catch up and consolidation lessons for those taking longer to pick up skills and stretch and exploration for those who are ready to go further faster.)

Cramlington's strategy for personalised learning embraces the following ingredients.

Building up pupil's Learning to Learn skills, so they are better able to plan and reflect on their own learning. All Year 9s have an extensive Learning to Learn programme in

which they work on a team project together, for example researching and planning a charity initiative. That programme will become core to the school's new curriculum for the Year 7 and 8 intake from 2008. Subjects such as humanities have reorganised themselves so they teaching humanities through a framework designed to encourage more independent approaches to learning.

A SECURE programme through which every child gets 4 periods a fortnight to either stretch their learning or to consolidate, catch up or reinforce something. This allows children to choose which subjects they need extra help with and where they want more exploration and stretch. Pupils can choose a different topic to focus on each half of the term.

All Year 9s engage in a personal challenge in the summer term, designed to make them more resilient and confident learners. They choose the challenge from a menu of 40 just before half term. The list includes long distance cycling, staging a musical, working in a care home and learning how to perform magic tricks. Pupils work as a team to plan and prepare for the challenge which culminates in a school open day. Pupils are encouraged to undertake tasks that will challenge them rather than activities they are already good at. Teams tend to bond with their teachers who are taken out of the normal classroom setting improving relationships throughout the school. Cramlington plans smaller versions of the challenge for Years 7 and 8 in part so they bond with teachers earlier in their career at the school.

Years 7 and 8 will learn in a specially designed Junior Learning Village which provides different learning environments for different subjects. (Science will be taught in labs seated theatre style, while maths will be taught in large rooms with pupils around tables.) Learning to learn will be foundational to the curriculum in Year 7.

Every Wednesday afternoon when teaching staff engage in training and personal development activities, Years 7 and 8 will be taught skills by accredited trainers from the community, ranging from gardening, to art, drama, dance and fitness. The aim is to make easier for children to get used to learn with non teachers, through activities at school with that are too expensive or difficult to organise outside school.

Every pupil will have an electronic Personal Learning Plan, agreed with their parents and their personal tutor, which will provide an overview for the student, his parents and teachers of his achievement, targets and other aspects of school life, including his choices for options, personal challenges and out of hours activities. The Plan is designed to evolve with the child as they go through school and provide a complete electronic portfolio of their work.

Every child will be assigned a personal mentor who will spend at least 15 minutes twice each half term talking through their personal learning plans. The mentor is expected to become the child's advocate in the school.

Personalised learning makes the pupil's relationship with their teachers and mentors even more important. Teachers have role that goes beyond delivering lessons to helping to design and redesign the curriculum and tailor learning more to individual needs. Derek Wise says it's vital that teachers challenge as well as support children, pushing and stretching them to learn in different ways. But personalised learning also presents significant challenges for how teachers see their role and relationships with students: "It is very difficult to get teachers away from the idea that learning can only happen when they are in charge of everything. They have to realise that learning sometimes happens precisely because they are not in charge or everything but the pupils are."

Pupils are encouraged to see themselves as part of the productive life of the school, contributing to learning. As Wise put it: "If you saw a room with 30 computers in it not being used you'd say it was a waste. If you see 30 kids sitting and listening to a teacher, but doing nothing, we call it learning." Cramlington is encouraging its students to become fuller participants in learning by creating learning buddies, emphasising team work and encouraging children to become better at reviewing one another's work.

All the schools in this study say that personalised approaches to learning bring benefits in terms of attainment in exams especially for children at all levels of ability who are likely to underperform. Personalised learning particularly benefits those least

engaged by traditional forms of teaching and academic subjects. The key to personalised learning is for creative teachers to be able to form enough of a relationships with pupils to be able to design activities for them in which they become independent learners. They move their relationship together rightwards along the continuum from directed and guided forms of learning towards shared and independent approaches to learning.

These three main ingredients work as a reinforcing cycle. Investment in social support and social skills for pupils makes them better able to relate to one another and teachers. That improves their chances to engage in more independent, personalised forms of learning that are most motivating, especially for the least engaged. That in turn helps to reduce chaotic and disruptive behaviour in the school, contributing to an atmosphere that is not just calm and ordered, but collaborative, relaxed and conversational. That atmosphere in turn further supports the development of relationships for learning.

Supporting Relationships for Learning

All the schools did at least five things to make themselves more conducive environments for relationships for learning.

First, they all stressed the importance of integration of services, experience, learning strategies, curriculum, especially across the transition from primary to secondary. That is why Darlington Education Village is a federation of primary, special and secondary schools for children aged 3 – 19 and why Yewlands is a family of schools linking primary, special and secondary. Cramlington, meanwhile, is becoming an 11 – 19 school, creating a new platform in Year 7 and 8 to develop learning to learn skills. broke themselves up into smaller units to allow relationships to form, often at the same time as the overall organisation was getting larger. Bridgemary would like to become an all through 3 – 19 school. The schools in Winsford are planning a similar approach, offering a 3 – 19 service for children but through a range of connected outlets and settings. The lesson seems to be the scale is vital to creating integrated provision across primary, secondary and special needs. The resources to personalise

provision are more likely to be available within a larger federation or grouping of schools.

Second, at the same time as getting larger these schools have broken themselves up to create, sometimes to create schools within schools, so that children have more chances to form relationships with one another and with staff. This break up of more monolithic schools, especially large secondary schools, takes several forms. Some schools – Cramlington and Yewlands – are building separate buildings for Y 7 and 8. At Cramlington this will be a Junior Learning Village, with the older children in a Senior Learning Village. At Bridgemary, the break up is achieved less through buildings and more through timetabling and organisation: children often work in smaller groups, sometimes with children older than them. At Darlington Education Village the presence of the special school on site with the secondary school has allowed a variety of provision within the village including a Pupil Referral Unit, the Carnel wing, a programme for children with special needs. The point is that these schools invest in making themselves feel small even if they are large. Bridgemary has used time to achieve smallness: the children who opt to come to school early do so in part because being at school with just a quarter of the pupils makes the experience more intimate. Children are more likely to be able to form relationships if they feel part of a relatively small, stable community where they are known, respected and looked after.

Third, creating a small school feel within a large school requires a mix of hard ware and software. At Darlington Education Village, new hard ware on its own, in the shape of a brand new, well designed school, was not enough to change the culture. Derek Wise and his team at Cramlington have achieved a huge amount within buildings dating from the 1970s. Bridgemary operates its "ability-not-age" approach to learning in buildings designed for a 1950's Secondary Modern. It is difficult to create more personalised, small scale and intimate approaches to learning in impersonal blocks of uniform classrooms. However creating new classrooms of the future, decked out in bright colours with lots of computers and furniture from Ikea is no guarantee that a new learning culture will develop. Old hardware can stand in the way of cultural change. New hardware can make it easier to change culture. But in the

end schools live and die not on their hardware but their software – the relationships among pupils and with staff.

Fourth, they all collected a wider set of information than key stage results and test scores and encouraged that information to be used in new ways, by pupils as well as by staff. These schools emphasised having a rounded picture of a pupil's capabilities, challenges and achievement, combining quantitative information about their academic performance with more qualitative data about their background and home life. Cramlington's Personal Learning Plans, for example, will combine information about attainment, attendance as well as pupil's own assessments of other aspects of their life beyond school. Manchester's emotional resilience programme is aimed at improving young people's sense of "well being" not just their test scores. All heads and directors of children's services recognised the need to address a wider set of measures, including teenage conception and youth offending rates. They also believe in being open with pupils about their performance and encourage pupils to use this information to set their own targets.

Fifth, their approaches to leadership were very different from a traditional school with a head teacher, subject heads and heads of year. Darlington Education Village, for example, has an integrated leadership team which operates across all three constituent schools, responsible for teaching and learning, community relations and business affairs. Yewlands has created a shared leadership team across the schools in its family, with joint appointments for staff to lead work on areas such as curriculum development and music. Cramlington and Bridgemary both have small central leadership teams, with broad responsibilities, that work across the school. Almost all involve non-teachers as significant players in leadership, particularly as business managers and all recognise that effective leadership has to be outward looking, to mobilise relationships with organisations outside the school, from employers to artists and voluntary organisations.

The core of these schools' efforts to build relationships for learning is their ethos (ordered, calm, conversational); investment in social skills and support and personalised learning. That is made possible, however, by a set of other routines and

activities which make it easier for children to find and form relationships that support their learning. These include:

- Integrating to create more seamless provision, especially across transition and between special needs and mainstream provision.
- Breaking up large schools to create cellular schools within schools that feel small, even when part of a larger organisation.
- Using changes to the hardware of buildings and technology to create new software, timetabling and culture.
- Using more rounded approaches to information, targets and performance measurement which combine academic achievement and measures of well being.
- Breaking out of traditional academic leadership structures to create leadership teams with a mix of skills focused on improving the school's capacity to develop and sustain relationships for learning.

Crucially, all these schools recognised that their focus on relationships and personalised learning compelled them to try to engage with all the relationships that might affect a child's learning, at home and in the community. Children learn when they have relationships that motivate and support them to learn, at home as much as at school

Relationships with Parents

Relationships between parents and children are one of the most important factors shaping how children learn. [xiii] Children are far more likely than forty years ago to experience parental separation, lone parenting, step families, half siblings, being an only child or moving between different homes. Up to 175,000 children under the age of 18 may be caring for disabled or ill parents. [xiv]The idea that home and school should form an alliance to provide more stability and consistency for children has become increasingly central to in rhetoric and practice.[xv] Although this also gives rise to fears that children's home life is increasingly becoming "school-ised" – managed to fit in with the expectations and needs of the school system. [xvi] But while a mass of research on the separate impact of home and school on learning, relatively little on

how strategies to improve their interaction impact learning. Even the most successful schools in this set, such as Cramlington, recognise the need to engage parents more intensively in their children's learning. Schools were pursuing two approaches to engage parents more.

First, all were working and several planned to do more to engage parents more in their children's learning at school. These approaches now extend well beyond standards efforts to boost school attendance. One of the benefits of East Feast's approach for example is that a garden or allotment provides a different setting in which parents can become involved in school life, helping to dig or plant. One of the reasons Darlington Education Village is an all age school, and Bridgemary and Winsford are planning them, is to build relationships with parents when their children are much earlier, indeed before birth. Cramlington has redesigned its parent's evenings so that students present their work to their parents rather than parents talking to teachers. Parents will be able to sit in on pupil sessions with their personal mentor, if the pupil wants them there. Cramlington has also pioneered a programme in which parents sign up to self-assess the learning opportunities their children get outside school, so far with limited take up. Derek Wise says engaging parents in learning is the most difficult challenge he has faced in his 19 years at Cramlington.

Second, children's services are working with smaller groups of particularly vulnerable parents to build up their parenting skills, to improve their relationships with their children. Manchester, for example, is spending about £1m a year on intensive parenting programmes for parents whose children face a high risk of being excluded from school or being taken into care. Pauline Newman, the director of children's services estimates the programme is reaching just 1% of the parents it needs to work with. The Halesowen Partnership in Dudley is creating a network of NVQ-accredited Community Learning Partners to support family learning especially among the hardest to reach families. Two schools in Wakefield, for example, have been piloting an intensive family support programme for the hardest to reach families identified by a joint review including social services, health and other agencies. Teachers have been trained in social work skills to help them better identify and engage children who face significant barriers to learning at home.

Reviews of efforts to help families support learning suggest that extended schools which offer social support workers for families can improve attendance, reduce exclusions and engage families more in learning. [xvii]

Many Directors of Children's services said it was imperative to develop more intensive, personalised and preventative programmes, for key workers and integrated teams, to work with families in which the children are at risk of exclusion from school or being taken into care. Most schools were trying to work with parents in this way but finding it very difficult to do so. Cheryl Heron and her team at Bridgemary say they have made little impact on the outlook of parents on the estates the school serves: most do not engage with the school. At the Darlington Education Village parents of the 60 disruptive children transferred into the special Carnel wing were invited to a meeting to discuss the changes: only two turned up, attracted by the offer of free coffee and biscuits. A small group of Darlington parents have waged a vicious and abusive online campaign against the village.

Even schools that have gone a long way in creating relationships for personalised learning within school have made much less progress in developing relationships with parents to promote learning at home. Schools will benefit hugely from improved relationships with parents, and between parents and children. Yet schools may not be the best places from which to run intensive, personalised and preventative programmes. A new kind of family support service may well be needed.

Relationships with the Community

There are strong pressures for schools to be more cut off from the communities in which they work. Efforts to make schools safe and secure environments have seen tighter security, with fences and controlled entry systems. In Darlington people living on nearby estates wanted children from the secondary school kept in during lunchtime because they caused such disruption. Nevertheless it is impossible for schools to be entirely cut off from their communities and most of these schools believed they could only achieve their long term goals by engaging with their communities more. As one head put it: "We have them 9 – 3 but we cannot ignore what happens to them after they have left here in the evening." The influences on children outside school – from

television and the Internet, to drugs and sex - have a huge bearing on their attitudes towards it and their learning.

These schools were trying to develop relations with their communities to enhance learning in four main ways.

First, schools were drawing on resources from the community to augment the school's own resources to expand opportunities for learning. Cramlington's Wednesday afternoon activities for years 7 & 8 will be taught by experts from outside the school. Darlington Education Village is building links with local employers to provide vocational routes for some of its pupils. EastFeast's gardens are often supported by members of the community, including local garden centres. Armathwaite School in Cumbria, which is also part of the Next Practices field trials, has set up register of people outside the school willing to share their experience and expertise. At Chalvedon school sixth formers are developing their own programme designed to draw on life skills within the community, particularly to help with vocational courses. Schools increasingly need to be able to turn to their communities as sources of resources to be pulled into the school.

Second, schools were making available their resources to benefit the community. Darlington Education Village hosts a wide range of community activities that use its resources. Member of leadership team dedicated to community development…

Bridgemary has an adult learning centre. Winsford's plans for a town learning network would make schools much more accessible. One implication is that it is important for schools to invest in "halfway houses" - resources and spaces where the school and the community can meet. Richard Sennet the sociologist tells a story about the sighting of a new market for the Hispanic community in Manhattan. The market was put in the heart of the neighbourhood and so was mainly used only by Hispanics. Had it been put on the neighbourhood's edge, Sennet argues, it would have attracted people from a variety of communities and so provided a meeting place for different cultures and ideas. Schools need to be able to invest in these "edge" resources where the school and community can meet.

Third, schools are distributing their resources in smaller packages, within the community so that learning can take place in different settings. The EastFeast allotment at Aldeburgh school in Suffolk is a prime example : to work in the garden children had to walk to the nearby allotments. Virtual Learning Environments will allow children to connect to schools remotely using digital technologies. Some schools are experimenting with shared provision in homes and community centres…Guardian article example in here. The Durham Federation of two secondary schools, with one headteacher and governing body, is piloting a scheme for year 10 students in which they will spend 3 days at school and 2 days employed in a local business where their learning will be supported by community trainers.

Fourth, and most ambitiously, some groups of schools are attempting to lead community regeneration initiatives linking education, culture and employment, with mixed success. Cheryl Heron, at Bridgemary, wants her pupils to see learning as a part of their lifestyle. Yet she acknowledges the school has been able to make only a limited impact on the culture and outlook of families on the estates the school serves. She believes it will take at least a generation, as current pupils become parents themselves, for attitudes to learning to change.

The most ambitious attempt to lead community change is Winsford, in Cheshire, which in the 1960s and 1970s served as an "overspill town" for Liverpool. The Winsford partnership of schools aims to do more than improve educational provision. It wants to trigger a change in culture and values, to raise aspirations and ambitions, using learning to regenerate the town.

The Winsford partnership is centred on a network of two secondary, two special and a primary school which plans to become a Trust, serving on the most deprived wards in the area. This group plans to create an all age school, serving children from 2 – 19 in a variety of settings, with a strong emphasis on vocational routes to learning. That will be part of a larger initiative, the Winsford Learning Zone, to provide a much wider range of learning opportunities for 14 – 19 year olds with vocational and college based learning. Joan F quotes in here….

The barriers to learning in Winsford are not just, or even mainly, the quality of teaching and learning, but a range of cultural, economic and social factors which hold children back from learning. Schools are not adequately equipped to change cultures and attitudes to learning in communities, let along regenerate them using education. Yet disinvested communities such as Winsford need something akin to a cultural revolution in attitudes to learning and work. Unless schools engage with this process they will find their own core job, focussed on teaching and learning, much harder to achieve. In places such as Winsford and Gosport schools need to be equipped to play a leading role in regeneration partnerships.

As one head in the Winsford partnership put it: "What's needed here is something more like a frontier mentality."

Schools cannot avoid but to engaged with their communities. Children learn as much outside school as in it. Unless schools can build new relationships with their communities they will miss vital opportunities to influence how children learn. Yet as they are currently organised, schools are ill placed to be able to engage in this wider mission.

5. **Learning Lessons in Innovation**

Schools at different stages of an innovation journey to move from specific to more systemic innovations. Most start with innovation in a specific aspect of their work which provides the germ of confidence, ideas and capacity to extend innovation into other aspects. Cramlington's innovations started with learning to learn classes for Y9 but has become a systematic approach to personalised learning which embraces every aspect of the school. At Yewlands the spark for innovation has been their development of a skills for learning course which has informed curriculum development across the family of schools. Winsford's partnership started as a Networked Learning Community. All innovation has to start somewhere. These schools stand out, however, in the way they have turned these specific efforts at innovation into a systematic strategy across the whole school. This shift involves several ingredients that need to be combined in the right way. Indeed these schools have characteristics in common with innovative private sector and cultural organisations.

The school leadership provided an igniting sense of purpose to propel innovation and encourage managed risk taking to develop new approaches. Dela Smith at Darlington Education Village, Derek Wise at Cramlington and Cheryl Heron at Bridgemary are all highly experience and lead with a passion about the liberating potential of personalised learning.

That kind of "igniting purpose" is vital when innovation is such a highly collaborative, cumulative endeavour, which relies on mobilising and motivating staff, pupils, parents, partner agencies, other schools. Collaborative innovation relies on the participants having a strong shared sense of purpose.

Innovation stems from the combination and recombination of ideas. It rarely involves pure invention; most often innovation comes from borrowing and adapting an idea developed in one context and applying it in another, or mixing different skills. The EastFeast programme has innovated a new kind of learning space (an allotment) and programmes (growing food for a feast) by combining the skills of teachers, gardeners

and artists. Innovation is a constant process of combination and recombination of ideas.

The most fruitful source for these new combinations are often ideas that come from the "margins" and are then applied in the "mainstream". That is partly because innovation often stems from devising new services for users with distinctive and even extreme needs. [xviii] At Darlington Education Village it was the skills and approaches developed in special schools – highly personalised approaches to learning – that helped turn around the secondary school. Secondary schools' efforts to make themselves feel smaller, especially for Years 7 and 8, often reflect aspects of practice common in primary schools. All these schools were making efforts to import into school approaches to learning common outside school, on the internet and in workplaces.

Innovators have to create a "change wedge" - enough resources to allow them to plan, develop and experiment with new approaches. Cramlington, for example, employed two supply teachers for a year to allow groups of staff to take time off each week to plan a new curriculum for Years 7 and 8. Derek Wise found enough money within his budget for a small team to visit Australian schools to look at innovative practices there. Sometimes this "change wedge" can be squeezed out of the school's existing resources. More often schools have to attract additional resources, either attached to school rebuilding programmes such as Building Schools for the Future: at Yewlands the building of a new block has provided an essential focus for rethinking the curriculum. Schools have also become more adept at attracting resources from external agencies: the EastFeast initiative for example is partly Arts Council funded. The downside of this is that innovation efforts are often tied to special initiatives which do not get into the school's bloodstream. It is far harder to innovate changes in the software or behaviour, values and culture than it is to redesign and build new classrooms.

Innovation leaders need to be good at "push-me-pull-you." They cannot afford to lose legitimacy while innovating, often in the face of scepticism and even hostility from parents, who not unreasonable do not want undue risks taken with their child's education. Even as a school is promoting a more holistic, personalised approach to

learning, one which is less focussed on exams and qualifications as a measure of achievement, it cannot afford to let results dip. Parents and governors will want to see continued improvement in results – on traditional measures of achievement – even as the school is innovating. Cramlington's legitimacy as an innovator is based on its track record : over more than a decade the number of pupils getting five A – Cs at GCSE has risen from about 40% to 85%. Both Darlington and Yewlands have had to put extra effort into improving exam results, in the short term, to win the time and space for further innovation.

Capacity for innovation must be built up across the school, especially among teachers. All these schools had developed or were building up a cadre of innovators. Personalised learning revives the craft aspects of teaching. In these schools innovative teachers do not see themselves as instructors delivering the National Curriculum. They enjoy playing a wider role, instructing and directing learning some of the time, at others leading children in shared and independent learning; developing new curricula and playing new roles as mentors, navigators and guides. Personalised learning puts a new emphasis on the quality of the relationship between teachers and pupils.

Innovation is highly locally specific, it responds and works with to local culture, politics and history. Policies that attempt to promote improvement through innovation must find a delicate mix between the national and the local.

6. **Scaling Up: From Practice to Policy**

Learning comes when children have relationships with teachers, their parents and other pupils which motivate and equip them to participate in their learning. Learning is rarely just a transaction, an exchange of a parcel of knowledge, other than when preparing for examinations. Effective learning is not like a service which delivers something to you; it's an activity that people have to participate in to really enjoy and make successful.

The policy implication of this account of the way these innovative schools and authorities work is that we should connect children with relationships for learning, at school, at home and in the community. Those relationships would motivate them to participate in learning, make them feel safe and secure, their distinctive needs and achievements properly recognised.

The trouble is that it is difficult to design national policies for relationships. National policies work best for relatively standardised services. Yet this analysis suggests the focus should be on something more intangible and tacit: the quality of relationships in a child's life. The tools of policy – standards, regulations, inspection regimes – are ill suited to the task. A National Strategy for Relationships, that would specify minimum standards that all learning relationships should meet, would be like using a shovel to tighten a screw.

Instead we need a set of policies that will make it much more likely children will be able to find and develop relationships for learning across schools, in their family, at home and in the community.

Government policy is already moving in this direction, through for example the creation of extended schools which offer child care, breakfast clubs, after school activities and engagement with parents. Extended schools help to improve attendance, concentration, attainment and behaviour, especially when they work with parents. Below we set out (very briefly) 21 policy ideas to build a relationship based education system for the 21st century in the UK, starting with families.

Families Relationships and Learning

1. Individual Budgets and Self Directed Support Plans for Families at Risk

About 2% or 140,000 families in the UK are officialy judged to be "at risk of social exclusion". A significant number of families suffering a combination of poverty, dislocation and depression do not provide children with sound relationships for learning. Services currently do not get early enough to enough families with integrated approaches to support parents tailored to family circumstances. Even when they are available, services still tend to work in silos: families at risk often get services from up to 8 arms of government, according to Sir David Varney, the prime minister's advisor of public service transformration. The scale of investment in these services nowhere near matches demand: Manchester council estimates it is reaching just 1% of the families it needs to reach with its £1m a year parenting programme designed to help parents and carers develop strong and affectionate relationships with their children.

The government should launch with local authorities a programme to innovate a new generation of integrated family support services, in which key workers would be attached to families to develop self-directed support plans which the family can enact using individual budgets. This would build on the approaches developed in social care, where people are increasingly being given individual budgets to commission their own support solutions. [xix]Early evaluations of these self-directed support programmes show people on individual budgets enjoy a higher quality of life, often at lower cost than people receiving traditional in-house services. That is because people can create care solutions appropriate for their needs which fit in with their everyday life; they participate more in activities in the community and strengthen relationships with friends. It's likely similar benefits would flow from the introduction of individual budgets for families at risk: parents would be better able to form and sustain relationships for learning.

2. Emotional Resilience Programme

Research by Nobel Prize winning economist James Heckman shows that non-cognitive skills are at least as important as technical skills in determining employability, earnings and career success.[xx] There is a growing recognition that many children lack the social, emotional and entrepreneurial skills they need to develop relationships for learning and move into employment. A significant minority have to withstand upheaval and disruption in their lives – family breakdown, drug dependency – which makes it difficult for them to learn. Schools and policymakers have recognised this with the spread of SEAL programmes and the growing stress on "expressive" aspects of a child's development as a counter balance to the focus on teaching, learning and academic attainment.

Something much more sustained is needed however than a few PHSE lessons a week. Several local authorities said they estimated that 30-40% of the children they dealt with needed support with social and aspects of their lives and all children would benefit from some provision. Manchester, South Tyneside and Hertfordshire are leading the way with emotional resilience programmes to promote well being for all children. Social and emotional skills for learning should be central to the curriculum in for children between the ages of 10 to 13 so Children develop social and learning skills in tandem, learning social and personal skills through a curriculum that also delivers content.

3. The Learning Concierge Service

A much more concerted approach to linking learning at school and at home is needed. Most educational research has focussed on the separate impacts of home and school on learning. Relatively little has examined how the interaction of school and home affects learning. Research by James Conroy at Galsgow University suggests that upwards of 50,000 children might be educated at home and that properly structured home-based learning might most benefit the most disadvantaged.

The spread of Web based learning tools and virtual learning centres will enable much more learning to do done at home, but monitored from school. The Bridge Academy in West London for example has created a tailored home-based learning programme for many of its pupils, based on 1,000 modules of online content created by teachers. All pupils have been provided with laptops and wi-fi links at home. The Academy, a

pupil referral unit, is creating three-way blogs for teachers, parents and pupils to improve collaboration and communication. Sydney Smith School in Hull has pioneered a "learning signature" tool which helps parents assess how much home supports learning. Social networks such as NetMums and Mums Net could also provide vital support networks for mothers helping to promote learning at home. For 20 years the education debate has focussed almost exclusively on schools and classrooms, teaching and learning. In the next twenty years it's vital that Britain develops a more imaginative, engaging and flexible approach to make aspects of Home Based Learning the norm for most children and most schools. Strengthening the relationships between home and school should be a strategic priority on a par with improving teaching.

Schools Relationships and Learning

4. Break up Large Schools: Maximum School Size

It is easier for children to build relationships for learning within smaller institutions or institutions which feel smaller and more intimate. There is no straightforward link between school size and attainment. [xxi] But smaller schools within schools make it easier to personalise learning and build relationships. A US study, for example, found that smaller high schools provided a varied set of smaller learning communities, personalised learning plans, learner centred assessment and more out of school learning activities. [xxii] A study of large US high schools found they were able to offer more personalised learning when they broke themselves up offering home bases and schools within schools. [xxiii]

In an era when most people work in smaller companies and larger organisations are tending to break themselves down into smaller cellular units schools stand out for their regimentation and scale. The average English primary school grew from 193 pupils in 1965 to 224 in 2004, (compared with 128 in Scotland). The average English secondary school has about 1,000 pupils. The average Swedish free school – set up by groups of parents choosing to use their individual education vouchers to create a school – is 180.

In the US the Gates Foundation advocates schools of no more than 400 pupils. In this country a more realistic goal would be to create more schools within schools to provide the "schools with the characteristics of smallness." [xxiv]

The Leigh Technology Academicy in Dartford Kent has been broken down into four smaller schools each with their own principal and dedicated staff in separate blocks. Specialist areas of technology, arts and PE remain, and staff from these departments service each school. Other specialist schools have broken themselves down around separate subjects or academies focussed for example on different languages or career opportunities. Most of the schools profiled in this report aimed to get bigger in some respects – through federation or becoming an all age school – but then broke themselves down into smaller schools within schools to provide more varied provision.

A prime model are Studio Schools, being created by the Young Foundation, based on a field trial with the Innovation Unit at Barnfield in Luton, will teach the national curriculum to about 300 students through interdisciplinary enterprise projects and vocational learning.

Other schools like Bridgemary are using time to make school life feel more intimate: about 25% of children might attend smaller classed in the early morning. Hugh Christie School in Tonbridge Kent has created a three session day with most older pupils coming in late and leaving late two days a week. Leasowes Community College runs a flexible Friday in which all pupil study one subject for the day. Allowing them to start and complete a topic in a day, without interruption, has enhanced enjoyment, motivation and attainment.

The government should announce the end of the large and monolithic secondary school. All pupils should be taught in schools within schools – no more than 500 pupils - which are small enough for them to form sustainable relationships for learning. Smallness can be achieved through physical separation or more imaginative use of time so that all children are not at school at the same time.

5. The Peer Learner Programme

England should become the first country in the world to make peer-to-peer learning central to its education system.

Collaborative learning is a proven success. Encouraging children to pursue joint goals, explain themselves to one another, express and reconcile different points of view through discussion have all been found to help learning. [xxv]One of the most effective ways to motivate children to learn is to turn them into part-time tutors for other children. That also strengthen their relationship with teachers. Giving a child the experience and responsibility of being a tutor is likely to give them greater respect for good teachers and it massively expands the resources available to the school. If just 1% of the current school population were to become pupil-tutors that would be 70,000 children. The scope for expanding the resources of learning by engaging children to be peer tutors is enormous.

The largest UK experiment with peer learning is underway in Fife where pupils are tutoring one another in English and Maths in 125 primary schools. Early evaluations show the scheme is improving results in both subjects. But the main impact is on the self – esteem and motivation of the child who is the tutor. [xxvi] Keith Topping, professor of Educational Research at Dundee University who is leading evaluation of the scheme explained:

> "What we have is a situation where not just one or two of the able kids are tutors, but where the whole class is involved. If you are a weak reader, you see how being asked to be a tutor could have a profound effect on self-esteem."

Diane Palmer, headteacher at St Monan's Primary in the East Neuk of Fife said one of the main effects was growing a sense of "mutual respect" between children.

Following the success of the Expert Patient Programme in health, which is designed to equip people to self-manage long term conditions more effectively, we should introduce a national Peer Learner Programme in education.[xxvii] Children's participation in the programme should be recorded in a record of achievement to go along with their exam results.

6. The Personal Challenge

The end of the summer term in Years 7, 8 and 9 should focus on a personal challenge for children that promotes more collaborative learning, often in the community and working closely with teachers more as coaches and supporters. Experience with these programmes show they are good for children promoting resilience, collaboration, and skills at setting targets. But also good for creating stronger relationships with teachers which in turn play back into the atmosphere and behaviours in the school. KIPP Charter schools in America, for example, focus on behaviour through three week summer programmes for all pupils which encourage cooperation and mutual respect.

The most common question to ask about someone's time at school is : what did you get in your exams? We should create a new question: what did you do in your personal challenges?

7. Personal Learning Plans and Portfolios

The Alternative Provision White Paper says all children in alternative education provision – such as Pupil Referral Units – should have: a personal educational plan to guide their learning and a learning passport that they can carry with them if they are moving between places of education, for example from a special unit back into a mainstream school. [xxviii] This personalised approach for pupils in special needs education should be extended to all children.

Every child should have their own learning plan and portfolio a record of their achievements combining learning inside and outside school. The portfolio would also help them to plan and present their learning, improving participation and motivation. The DCSF should ask the founder of Bebo, Michael Birch to explore how to create a social network site for school children with profiles that would record and present their learning.

8. A Right to Intensive Mentoring

Every child should have access to one-on-one mentoring – a personal relationship with an adult or older peer - to build up their learning skills. Mentoring can provide a vital bridge between social and emotional skills and learning.

Thomas Hardye School in Dorset, for example, is trialling a form of motivational interviewing developed in the health service, with people with drink problems, to remotivate boys in danger of dropping out or being excluded from school. Initial findings show the approach is successful, particularly with boys who could do well in GCSEs but are in danger of dropping out. Of 40 boys who went through the initial pilot 25 improved their test scores markedly, compared with just 12 in a control group. Darlington Education Village, has used an assertive mentoring scheme developed by a nearby school to drive up attainment in GCSEs. The old pastoral system of schools based on school houses and heads of year is not fit for purpose. We need a new system based on individual mentors in which the child plays role in choosing the mentor.

9. Personal Budgets for Young People in Danger of Becoming Neet

At the end of 2007 about 217,000 young people in England were not in education, employment or training, the so-called Neets. In Leeds about 4,000 children a year leave the education system with few qualifications and without a place in further education, training or employment. About 10% of the Greater Manchester school population will be Neet.

The economic costs of this failure are significant: the Princes's Trust calculates the direct and indirect economic costs, in terms of public spending and lost productivity, to be £10m a day. The social costs are just as large. Young people who are Neet are more likely to be unemployed later in life, to been teenage parents, to have poor physical and mental health. The 2007 Children's Plan allocated £31.5m to re engaged 16 years old not in learning. The Educational Maintenance Allowance, introduced in 2004, allows 16-18 year olds £30 a week to encourage them to stay in learning. Something more radical and effective is needed to make real inroads in reducing the number of young people leaving education with next to nothing to show for it.

Children at risk of becoming Neet in Y 9, 10 , 11 should be given individual budgets and advisers to commission their own programmes, clearly linked to overall goals to get them qualifications than should lead to training, education or employment.

10. Investors in Learning

All children should be given smaller budgets to invest in their own learning as they grow up, to get used to becoming investors in their own learning. The school system should educate children to become real investors in learning. Budgets should be bottom-sliced and portions given directly to children and families to form learning plans and buy services directly from schools or external suppliers.

11. Schools as Productive Enterprises

To make it easier for schools to provide children with experience of working in a business, more schools should be encouraged to become productive enterprises in their own right, either by hosting businesses on site or by creating a school based business. One of the primary schools in the East Feast project, for example, earns £120,000 a year from its programme. Schools should be licensed to become mini-local social enterprises, providing a new focus for enterprise creation in depressed localities. Education is too cut off from the real world. One way to provide children with more opportunities for real world learning is for all schools to become productive, social enterprises.

12. Scrap the Six Week Summer Holiday

Long summer holidays, like the transition from primary to secondary at the age of 11, are a feature of the education system inherited from a different age which create a significant social and educational problem and allow holiday firms to crank up prices.

Long summer holidays hurt the most disadvantaged pupils more. One US study found that while middle income children's reading improved over the summer holidays, low income students lost nearly two months of reading skills. Over time this builds into a very large gap in attainment. [xxix]

Greensward College in Hockley, which shifted to a year of five, eight week terms, with two week breaks between them and a four week break in the Summer saw a steep rise in attainment partly as a result, with the proportion of pupils gaining 5 good GCSEs rising from 70% to 88%. [xxx]

In schools in poorer areas holiday can provide some of the most contentious issues. At Bridgemary some families have three overseas holidays a year, all taken during term time, with the help of vouchers from the Sun newspaper. Many parents say they cannot afford holidays during normal holiday periods when prices can more than double.

Schools needs an approach which gives families much wider options for how and when they learn and when they take holidays, but also helps boost their children's attendance at school. Holidays are vital for families; school holiday's provide a rhythm to the year for people and parents like predictable holidays. But many families would be better able to maintain stable relationships at school if they were able to take more flexible holidays.

Communities Relationships and Learning

13. The School of Everything for Schools

The School of Everything is a web based service which allows people who want to learn a skill – anything from a language to using a computer programme or knitting – to find someone who can teach them in their local community. It links learners to non-qualified and informal teachers on a platform a little like eBay. The Schools of Everything model should be adapted to work with and form schools so they can create more properly vetted options for pupils to learn skills from members of the community

Rochdale council, for example, has produced a Directory of Wider Learning opportunities to ensure schools are aware of different types of alternative provision available across the community. Armathwaite school in Cumbria is drawing up a register of potential community teachers. Schools should be a able to offer guidance about, for children of all ages, learning opportunities in the community.

14. Community Based Teacher

The next stage of workforce reform should be the creation of a new generation of community based teachers, the CBT. Over the last few years teaching assistants have done a great work to support teachers to do a better job within classroom. To expand

the range of settings in which learning is possible means range of settings in which teachers are available to teach. The CBT would be someone accredited in the community who can provide lessons at a workplace, in a library or at their home, come into school to teach as well. A CBT would be neither a full time teacher nor a social worker. CBTs would make new relationships of learning possible, allowing more children to learn more, more informally, outside school.

15. Third Spaces

There should be more spaces for learning between home and school, which bridge the two.

The East Feast allotments have created a "shared space" for learning between school and home which has allowed children to learn science, maths and art but through working on a garden, with teachers, artists, gardeners and parents. Saturday, supplementary and community schools of which there are about 5,000 in the UK, typically staffed by a mixture of qualified teachers and parent volunteers, offering out of hours educational activities should be expanded. [xxxi]The break up of monolithic secondary schools should allow for more learning to be conducted in home-bases on estates. Hesketh Fletcher CoE High School in Wigan, for example, has created a classroom in a flat on the Hag Fold estate to cater for children most at risk of being excluded. The Phase One base which has six pupils per teacher is designed to take the most disruptive children out of school, without excluding them and putting them into an environment in which they are more likely to re-engage with learning. At the end of the school day the teachers hand over to house parents, former social workers, who look after the children until 8pm, including giving them a square meal.

16. Whole School Projects for the Community

All schools should be encouraged to undertake a project in and for their community for a week a year as a whole school activity. The East Feast model of a school growing the food for a feast for the local community is one example. One possibility would be the creation of new ritual to bond community and school around a summer feast. Whole school community projects would create stronger relationships between schools and communities.

17. Local Education Compacts

Schools like those in Winsford are grappling with much larger problems than merely low attainment. They are confronting a culture of low aspiration and ambition in the communities they serve. More effective teaching and learning in individual schools will not change culture. Groups of schools like those in Winsford need to be able to create new vehicles for partnership with business and other public agencies to change cultures of learning. This would require new kinds of Trust to bring together schools in a locality, combined with other services to focus on changing attitudes towards learning and relationships. This would need to be allied to new governance arrangements, local education compacts with communities close to a school to raise attainment and share responsibilities. An Local Education Compact would be a four-way agreement between a group of schools, other public agencies, local businesses, and crucially, local families. It would allow for far greater pooling of resources within a tight geographic area designed to change attitudes to learning at home and in the community. Many of the communities served by the schools in this report need a cultural revolution not just better teaching.

18. Participatory Budgetting

Local Education Compacts could be underpinned by participatory budgeting for learning, especially as a way to engage pupils and parents in budgeting, fundraising. The lessons of participatory budgeting in cities such as Porto Allegre and in UK authorities such as Ealing have not been applied to education. These techniques could pay particular dividends for schools in challenging circumstances.

Relationships for Learning: Enabling Conditions
19. Leadership Teams not Headteachers

Schools need a different leadership to focus on all aspects of relationships for learning – teaching and learning in the school; social support for children; family and parental relations; relationships with the community and the business affairs of the school. The idea of a school leaders as a headteacher, leading traditional heads of year and heads of subjects is increasingly an obstacle to progress. Schools will increasingly need leadership teams able to focus on different aspects of relationships for learning.

At Millom School in Cumbria, for example, heads of year, have been replaced by a Directors of Learning Team, including a Director of Student Support who came from an educational welfare background who orchestrated the work of non-teacher learning mentors who are well established members of the community. They have managed to significantly increase attendance among the hardest to reach families. An administrative staff team take on much of the paper work that used to occupy teaching time. This redistribution of roles has allowed teachers to spend more time to personalise learning and improve attainment. Much the same approach has been taken in Darlington and at Bridgemary.

20. Wider Measures of Progress and Outcomes

The current education system focuses on relatively narrow measures of what happens in schools, often after the event : Sats and exam league tables. Schools need a much wider range of timely data that will allow them to tailor services more effectively, especially to identify children at risk earlier.

Cornwallis School is working with the Innovation Unit to develop data mining tools similar to those used by retailers to aid early identification of families and students at risk of disengaging and dropping out of learning. Cramlington's personal learning plans, involve a range of targets for educational achievement, well being and extra-curricular activity. They are not just focussed on exams. Manchester and South Tyneside councils are developing measures of childhood well-being that draw on data and experiences from inside and outside school. In Manchester extensive data sharing between public agencies has allowed Idaho the database design company to create a integrate data base for each pupil drawn from multiple sources.

All the Directors of Children's Services we interviewed stressed the importance of linking social measures of success – such as offending rates and teenage conceptions – to educational attainments. Schools and integrated children's services need a new balanced scorecard to combine educational and social measures of success.

21. A National Curriculum for Capabilities

The National Curriculum did not prevent these schools from innovating but it did not help them much either. All were exploiting new flexibilities at Key Stage 3 and 4 to

devise new curricula for Years 7 and 8. The secondary schools were excited by the prospect of greater diversity in routes for 14-19 year olds. Many were experimenting with new curricula, for example based on the RSA's Open Minds programme. However there was no single approach and schools were keen to be able to tailor their offer to their locality. The Winsford Partnership, for example, That did not prevent them from innovating

7. Conclusion

Conclusion, something about the common threads of this approach. Seeing learning as product of relationships. See it through that relationships lens both innovative, appealing and fruitful. All collective innovation depends on new fames of reference to galvanise actors around shared goals. That is what this does and why it so important.

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