

*IntelligentAction*

# Building Social Capacity in London Schools

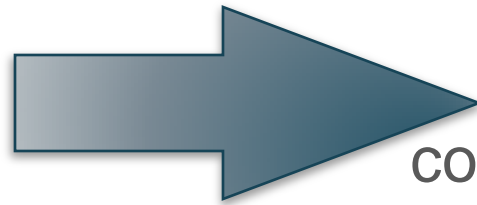
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Sept 2008

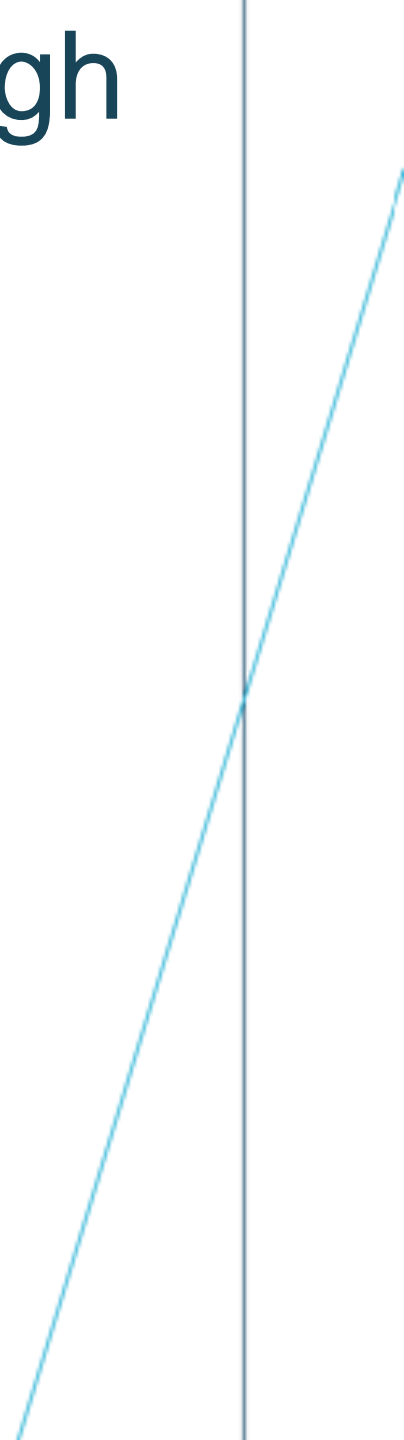
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# Building success through social capacity

Serving  
community



Creating  
community



# The Mayfield Context

- Around 35% of students qualify for free school meals
- Over 70% of the school population has English as a second language
- Over 14% of our students are refugees or asylum seekers

# Key Issues 2002

## Key Issues:

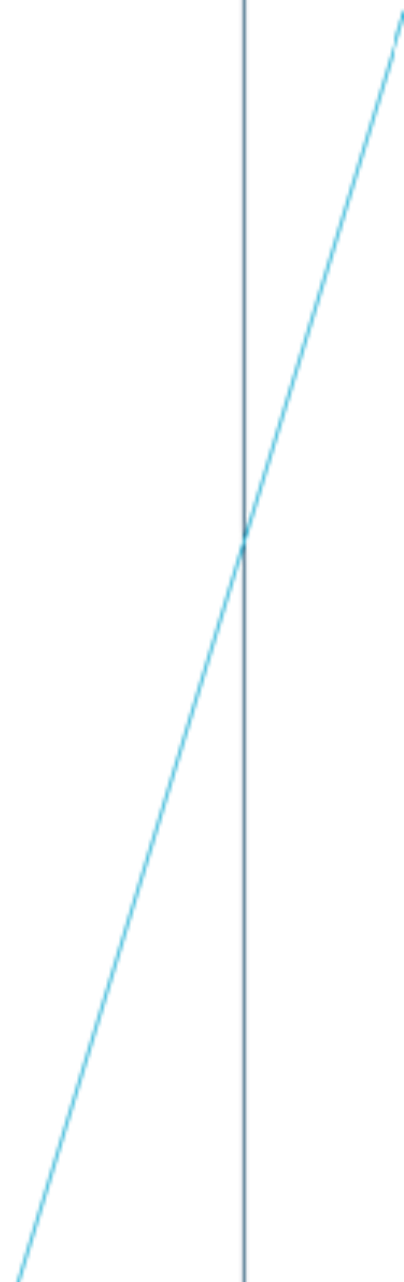
‘what do you expect from kids round here?’

‘I don’t want my kids in that school’

‘I don’t want people to know I go to Mayfield’

‘well it’s a ghetto sixth form innit’

**The community simply did not believe in their school.**



# Core Values at SSJ



Responsibility

Respect

Unity

Compassion

Enjoyment

Success



# Key Questions

- What do we mean by a *really* good education?
- What does it mean to be *well educated* in the 21<sup>st</sup> century?
- What should a school provide for its community?
- How will we need to change to provide it?
- What would be at the *core* of our success?  
How could we judge it?

# Signs of Progress

- People being open to each other and believing in the possibility that things can be different
- Happier children who are more engaged
- People becoming more in touch with reality and “up-for-it”
- Measurably rising standards



# The Outcomes Mayfield 2008

- ‘striking improvement over the past five years’
- ‘outstanding achievement of its students’
- ‘student progress is outstanding’
- ‘student behaviour is outstanding
- ‘the quality of care, guidance and support are outstanding’
- ‘Mayfield is a proudly multi-ethnic community, where respect for all and equality of opportunity are deeply embedded’



**Introduction of Houses:**  
Core Values linked to names of houses



**Respect:** Island project



**Compassion:**  
drama activities in PHSCE



**Success:** staff CPD



**Unity:** Parent workshops

# Social Capacity

- The capacity to engage in effective social action
- Here-and-now phenomenon in group – always detectable
- High energy state created by effective interaction and dialogue
- Critical behaviours in enough individuals makes realisation of social capacity possible

# How do leaders contribute to social capacity?

- Leaders set the climate - create possibilities for **social action**
- Leaders can coach and support social action thus create **social capacity**
- By creating social capacity a resource for the future is built – **social capital** within the school
- Leaders who create social capital create possibilities for better response to future challenges = **sustainability**

# A students view

'loads of cultures! Regardless of culture or age, everyone comes together as one'