

The Development of Professionals' Perceptions and Practices in a Community-Oriented Primary School

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Contents

Contents.....	2
List of tables and figures	7
Glossary of terms and abbreviations	8
Abstract	9
Declaration	10
Copyright statement	10
Dedication	12
Acknowledgements	12
Chapter One: Introduction.....	13
1.1 Rationale	14
1.2 Broader policy context in England	18
1.3 Focus	26
1.4 Outline of the study	28
1.5 Summary	30
Chapter Two: Literature review	31
2.1 Aims of the literature review	32
2.2 Identity, development and agency of teachers as professionals	33
2.2.1 Psychological perspectives of professional identity	34
2.2.2 Socio-cultural perspectives of professional identity.....	36
2.2.3 Post-structuralist perspectives of professional identity.....	39
2.2.4 Teacher identity and agency	42

2.2.5 The development of teacher identity and agency in education	45
2.3 Approaches to understanding community-oriented schooling	49
2.3.1 Schools as providers of services and facilities	52
2.3.2 Schools developing communities' social and civic capacity	54
2.3.3 Schools as engines of area regeneration.....	55
2.3.4 Schools developing community-responsive curricula/pedagogy	55
2.3.5 Parents exercising choice	56
2.3.6 Communities' involvement in school governance	57
2.3.7 Community organising	58
2.3.8 Communities establishing schools	58
2.4 Professionals' learning and hybridisation	60
2.5 Conceptual framework	65
Summary.....	69
Chapter Three: Research methods and methodology	71
3.1 Methodology.....	72
3.1.1 Research design	74
3.1.2 Sample.....	76
3.1.3 Ethical considerations	79
3.2 Data collection methods	83
3.2.1 Micro-level data collection: critical incident technique interviews	84
3.2.2 Micro-level data collection: observations.....	85
3.2.3 Micro- and meso-level data collection: observation follow-up interviews	87
3.2.4 Meso-level data collection: document collection	88
3.3 Data analysis.....	90

3.3.1 Micro-level data analysis: critical incident technique interviews using thematic analysis	90
3.3.2 Micro-level data analysis: observations and follow-up interview analysis	95
3.3.3 Meso-level data analysis: document analysis using critical discourse analysis	96
3.4 Synthesising the data: narrative portraits	102
Summary	105
Chapter Four: Presentation and analysis of findings	106
4.1 Findings from critical discourse analysis	108
4.1.1 School prospectus	108
4.1.2 Mission statement	112
4.2 Thematic analysis of critical incident technique interviews	116
4.2.1 Relationships	116
4.2.2 Support services and facilities.....	122
4.2.3 Learning.....	125
4.2.4 What it means to be a teacher	129
4.2.5 Raising aspiration	134
4.3 Summative findings: narrative portraits	136
4.3.1 Key Stage Two Teacher: Paul	137
4.3.2 Teaching Assistant: Margaret	143
4.3.3 Learning Mentor: Jo	150
4.3.4 Head Teacher: Christine	156
4.3.5 Deputy Head Teacher: Fran.....	163
4.3.6 Part-time Teacher: Mary	168

4.3.7 Recently Qualified Teacher: Pamela.....	175
4.3.8 Early Years Teacher: Caroline	182
Summary.....	190
Chapter Five: Discussion	191
5.1 Identity, development and agency of teachers as professionals	193
5.1.1 Social contexts shaping professional identity.....	193
5.1.2 Emotions shaping professional identity.....	195
5.2 Approaches to understanding community-oriented schooling	199
5.2.1 Location of power in community-oriented approaches.....	199
5.2.2 Developing community-responsive curricula/pedagogy	205
5.2.3 School providing services and facilities.....	209
5.3 Professionals' learning in community-oriented schools	211
5.3.1 A multi-agency approach to community-oriented work.....	211
5.3.2 Tensions when crossing boundaries.....	213
5.4 Hybridisation	216
5.5 Policy enactment.....	218
Summary.....	221
Chapter Six: Conclusions.....	222
6.1 Revisiting the research questions.....	223
6.1.1 How are professionals' perceptions and practice influenced by personal biographies?	225
6.1.2 How are professionals' perceptions and practice influenced by pedagogical understandings?	226

6.1.3 How are professionals’ perceptions and practice influenced by how the school is located within the community?	226
6.1.4 How are professionals’ perceptions and practice influenced by macro-level policy issues?.....	227
6.2 Limitations of the study.....	229
6.3 Contribution to knowledge	230
6.4 Implications and recommendations	232
References.....	234
Appendices.....	269
Appendix 1: Research instruments	274
Appendix 2: Context of Templeton Primary School.....	283
Appendix 3: Examples of participant data - CIT interviews	288
Appendix 4: Initial thematic analysis of CIT interviews by theme and participant...	310
Appendix 5: Initial thematic analysis of CIT interviews by sub themes.....	338
Appendix 6: Examples of participant data - observations.....	363
Appendix 7: Examples of participant data – follow-up interviews	377
Appendix 8: Examples of Templeton Primary School’s community-oriented activities	389
Appendix 9: Articulations of CDA	398
Appendix 10: School’s prospectus for critical discourse analysis.....	400

Word Count – 54,960

List of tables and figures

Table 1. Contrasting characteristics between early and late compensatory education policies.....	22
Table 2. Percentage of children achieving Level 4 or above in both English and mathematics in Templeton Primary School.....	76
Table 3. Sample of participants.....	76-77
Figure 1. Hypothesising relationships between variations and effectiveness.....	44
Figure 2. Conceptual framework of ecological levels of influence on professional perceptions and practice.....	66, 72, 224
Figure 3. Methods mapped on to conceptual framework of ecological levels of influence on professional perceptions and practice.....	83

Glossary of terms and abbreviations

CAMHS	Child and Adolescent Mental Health Service
CDA	Critical discourse analysis
CIT	Critical incident technique
CSPI	Community Schools Partnership Initiative
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DRA	Dialectical-Relational Approach
EAZ	Education Action Zone
EPA	Educational Priority Area
EYFS	Early Years Foundation Stage
FSES	Full Service Extended School
HMG	Her Majesty's Government
NCS	New Community Schools
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Cooperation and Development
OFSTED	Office for Standards in Education
PGCE	Postgraduate Certificate in Education
PPA	Planning, Preparation and Assessment
SEN	Special Educational Needs
RQT	Recently Qualified Teacher
RSA	Royal Society of Arts
SENCO	Special Educational Needs Coordinator
TA	Teaching Assistant
ZEP	Zones d'Education Prioritaires

Abstract

Elizabeth Parr, The University of Manchester, Doctor of Education, September 2016. The Development of Professionals' Perceptions and Practices in a Community-Oriented Primary School.

To deal with the challenge of deprivation and its impact on learning, there is a long history of schools attempting to respond by working beyond the school gates. Despite a wealth of how-to-do-it guides and advocacy texts for this approach, there is little detailed research into how community-oriented schools are understood and enacted by various core educational professionals, particularly those working in primary schools. Given the centrality of educational professionals' practice in this policy arena, this study aimed to respond to such a gap. This study focused on an in-depth analysis and reflection on the ways in which community-oriented schooling was understood by professionals and what has influenced their thinking, as well as their ensuing action in one particular primary school. The overarching research question was: what are professionals' perceptions and practices of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community? This required a research design that allowed a sample of eight school staff to be analysed using a case study design. Within this, a suite of research methods was applied, including interviews, observations and analysis of key school documentation to explore multi-level factors that impact on professionals. Finally, a synthesising tool was developed to examine the interrelationships between the factors. The findings state that the way individual professionals respond to the proximal and distal factors is not linear or straightforward to understand. Instead the data suggested a dynamic complexity where a spectrum of factors intersected for individuals in distinct ways. Such findings point to the use of an ecological approach to help explain the various perceptions and practices of community-oriented schooling. This study suggests that policy development and enactment of community-oriented schooling cannot be generalised in any unilateral way but instead needs to be understood within localised settings.

Declaration

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Dedication

This thesis is dedicated to my family for their unending love, support and encouragement.

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Chapter One: Introduction

There is little detailed research into how community-oriented schools are understood and enacted by various core educational professionals. As educational professionals have been seen as central to the development of educational practice in this policy arena, this research gap needs to be addressed. This thesis aims to respond to such a gap and provide case evidence about such orientations and practices. The main focus is on the perceptions and practices of educational professionals working within a community-oriented primary school in England. To further explore this research area, the educational professionals working within a school that aims to be community-oriented in its approach are offered as case studies and examined in terms of their understandings and practices.

1.1 Rationale

There is a wealth of both national and international research that demonstrates the link between schools serving poor communities and some of the lowest educational attainment levels achieved (Ball, 2003; Demie, Butler and Taplin, 2002; Kelly, 1995; OECD, 2008). There is evidence that within school, issues such as the curriculum, leadership, resources and school culture can create barriers to learning for some children (Muijs et al., 2004). Outside of school, issues such as poverty, healthcare and housing can also influence children's engagement in education. For example poor housing can influence a child's ability to complete homework tasks due to limited space or poor heating. In order to deal with such issues, many schools are broadening their range of services and support to engage families and communities (Anyon, 2005; Raffo et al., 2011). Muijs suggests a 'narrow focus on the school as an institution will not be sufficient to enable work on more equitable educational outcomes to progress' (2010, p. 89).

In response to such diagnoses, efforts have been made to ameliorate the traditional model of schooling. Such work builds on research that has demonstrated a link between the involvement of community and family and the social and intellectual development of a child (Desforges and Abouchaar, 2003; Nettles, 1991; Putnam, 2000). This highlights the notion that children are influenced by external considerations beyond school – the implication being that any education system needs to consider a broad range of influences when aiming to develop young people's social and intellectual abilities. In terms of schools and communities these include:

- the relationship between schools and communities (Dyson, Gallannaugh and Kerr, 2011; Lupton, 2004; Woods, Bagley and Glatter, 1998)
- the relationship between community deprivation and educational outcomes (Aldridge et al., 2012; Chitty, 2002; Machin and McNally, 2006)
- issues facing community-oriented schools and the impact on educational outcomes (Cummings Dyson and Todd, 2011; Dyson and Raffo, 2007; Rees, Power and Taylor, 2007).

Despite there being many 'how-to-do-it guides and advocacy texts' (Cummings, Dyson and Todd, 2011, p. 72) which are descriptive in nature, there is little detailed research into how community-oriented schools are understood and enacted by various core educational professionals. This is a strange omission given that educational professionals have been seen as central to the development of educational practice in this policy arena. In their work focusing on extended schools, Cummings, Dyson and Todd (2007) highlight that the professionals' understandings of the initiative is likely to determine what it means in practice. Cummings, Dyson and Todd state that it is 'the attitudes, values and assumptions of local professionals' (2007, p. 191) that potentially have a significant impact on how extended schools operate. Their work focused on what professionals in schools and local education authorities said they were doing in relation to their local communities and how these actions linked to the perceived needs of local people. Although their work concludes that understandings of professionals 'seem, in many cases to be the result of individual preferences, experiences and values' (2007, p. 197), their work did not consider the factors influencing the professionals' understandings in detail and did not observe how these understandings were enacted in practice. This study aims to respond to such a gap

and provide case evidence about community-oriented perceptions and practices. As well as contributing new knowledge to the field, it is hoped that this work might also aid both initial preparation and continuing development for educational professionals working in similar contexts.

In addition to such a paucity of literature focusing on educational professionals' perceptions and practices of community-oriented schooling, my own professional reflections on working in such a school have provided an additional rationale for the study. When I undertook this study, I was working as a teacher in a primary school in the north-west of England and had been working in primary schools for five years. As a teacher working in a school attempting to use a range of ways to involve the community to help improve outcomes for children, I encountered a variety of perceptions towards community-oriented work. The school in which I worked was in an area with high levels of deprivation. According to the English Indices of Deprivation (Department for Communities and Local Government, 2012) this particular local authority was ranked the fourth most deprived local authority in England. Over a number of years, the senior leadership team in the school had endeavoured to increase the work they did with parents and local services as they recognised the need to do this in an attempt to improve educational and social outcomes for children and the wider community.

Given the complexity and challenges of educational professionals working in such outward-oriented ways, this study will examine the emerging identities and agency of educational professionals in community-oriented school contexts through an ecological, multi-scale approach. This will include examining broader

conceptualisations of community-oriented schooling as part of the macro- educational policy agenda on disadvantage and how these agendas become enacted at the meso- (local authority) and micro-levels (school level). In particular, a review of appropriate literatures will focus on how professionals' identities and practice are enmeshed in the policy discourse and enactment as well as teachers' own personal values and biographies. The literature will provide an overall guide to my case study research design.

1.2 Broader policy context in England

In order to consider the perceptions and actions of practitioners in a particular community-oriented school, I will in the first instance, examine in greater detail the rationale for how and why community-oriented schools have more generally developed to respond to the challenge of deprivation and its impact on educational attainment and outcomes. This will be embedded in a broader examination of the way English government policies have historically attempted to meet such equity challenges.

In terms of community-oriented schooling, an increasing number of researchers have over time recognised the importance of school-community links in dealing with a range of educational and social issues (Desforges and Abouchaar, 2003; Nettles, 1991; Putnam, 2000). There is also a wealth of research to suggest that outside of school, issues such as poverty, healthcare and housing can influence engagement in education (Anyon, 2005; Muijs, 2010; Raffo et al., 2011). In order to deal with these issues, there have been numerous policy attempts to facilitate schools working with other agencies and their communities to provide a more holistic set of services and engagement opportunities for working with parents and families more generally.

In addition to their 'core task' of teaching, the notion that schools should play a greater role in the lives of children, their parents and local communities, has a longstanding history in the English school system. In 1870, the Education Act not only introduced elementary education for every child but also required that every school have a group of local people representing the public interest (Sallis, 2000). Since then, schools have

to varying degrees offered extra-curricular clubs, opportunities for parents to engage with school life and supported links between parents and a range of non-educational agencies. This long-established practice in schools has developed into what has become known as extended services and more recently, extended schools.

Perhaps the first influential and large-scale attempt to provide extended services to communities was through the Cambridgeshire Village Colleges established by Henry Morris in the 1920s. The aim of the initiative was to ensure that the 'Village Colleges' brought together the educational and social life of the community to enhance quality of life in rural areas and reduce movement away from these areas towards the cities.

It would be a true social synthesis – it would take existing and live elements and bring them into a new and unique relationship. The Village College would change the whole face of the problem of rural education. As the community centre of the neighbourhood it would provide for the whole man, and abolish the duality of education and ordinary life

(Morris, 1924, p. XIV)

Morris highlighted the need to cater for the needs of the community outside of the school with the school acting as a hub for the community, supporting the development of skills throughout life. It is notable that some of the 'Village Colleges' have been long-lasting hubs of the community with some participating as pilot schools for the later extended school initiative (Dyson, Millward and Todd, 2002).

Using the 'Village Colleges' as a basis, other local education authorities adopted similar models, albeit in a conservative form, including Devon, Leicestershire and Northumberland (Cummings, Dyson and Todd, 2011, p. 8). Individual schools used such a model and developed it by for example, considering how far communities should decide on what is taught in schools (Mason, 1965). Many of these initiatives however were dependent on particular local education authorities or even individual head teachers and it took until 1967 for such ideas to be incorporated in national government policy. The Plowden Report (1967) on primary schooling recognised the role of parents and the wider community as a major constituent of their 'child-centred' approach. Perhaps most notable in this report was the significance placed on the parent's role in the child's education and in the life of the school, '[p]arents can be brought to understand what education can do for their children and how they can work with the schools' (Central Advisory Council for Education, 1967, p. 85). The Plowden Report emphasised the role of schools in 'bringing' parents into schools and as a result developing 'community schools' in which 'attempts of many different kinds will be made to use primary schools out of ordinary hours' (Central Advisory Council for Education, 1967, p. 47). The recommendations for greater use of school facilities and parent/community involvement were considered of greatest priority in the most disadvantaged areas. As a result, Plowden recommended 'Educational Priority Areas' (EPA). These EPAs could then have access to additional funding and resources, and community schools and other initiatives could be trialled to attempt to compensate for the educational disadvantage experienced by schools in the most socio-economically disadvantaged areas.

Soon after the implementation of EPAs, the notion of compensatory education was queried (Bernstein, 1970). There was confusion about their implementation and mixed evidence of the impact of EPAs on local communities (Barnes, 1975; Halsey, 1972; Lovett, 1975; Midwinter, 1972; Morrison, 1974; Payne, 1974; Smith, 1975, 1987). Subsequently, interest in compensatory education declined and the election of a Conservative government in 1979 brought an end to governmental support for community schooling. This, alongside the 1988 Education Reform Act, saw the powers of local education authorities reduced (Power, 2008) and the introduction of a prescriptive national curriculum. This resulted in schools and communities reshaping their relationships with parents, becoming consumers of education and schools becoming quasi-businesses (Cummings, Dyson and Todd, 2011).

The New Labour government took office in 1997, with Prime Minister Tony Blair asserting his priorities as 'education, education, education' (Blair, 1996). Soon after taking office, the New Labour government established a Social Exclusion Unit (and later a Social Exclusion Task Force) which outlined 'the extreme consequence of what happens when people don't get a fair deal throughout their lives, often because of disadvantage they face at birth, and this disadvantage can be transmitted from one generation to the next' (Social Exclusion Task Force, 2009). These were viewed as an interrelated set of issues that were mutually reinforcing and characteristic of deprived areas. The issues were identified as 'unemployment, discrimination, poor skills, low incomes, poor housing, high crime and family breakdown' (Social Exclusion Task Force, 2009). Educational success was a main focus of social inclusion (DCSF, 2008; HMG, 2009) resulting in schools being asked to 'consider how they can build on good practice and influence what happens outside the classroom' (HMG, 2009, p. 48). This

formed one of the building blocks of the government’s notion that ‘joined up problems demand joined up solutions’ (Blair, 1997). The government subsequently introduced a broad suite of initiatives focused on disadvantaged areas across England. In 1998, Education Action Zones (EAZs) were launched (to run alongside Health Action Zones and Employment Action Zones), followed in 1999 by the Excellence in Cities policy and Sure Start Local Programmes for pre-school years, and then Neighbourhood Nurseries, Early Excellence Centres and Extended Schools (Power, 2008).

While many of the initiatives built on earlier notions of compensatory education, there were significant shifts in emphasis. Power (2008) highlights the main differences between New Labour’s initiatives to compensatory education and those of previous governments.

	Earlier Reforms	New Labour Reforms
Mode of governance	State bureaucratic	Self-governing partnerships
Accountability Mechanism	Resources (inputs)	Results (outputs)
Time period	Ongoing	Time-limited
Identification of areas	Externally-defined	Self-defined
Identification of strategies	Top-down	Bottom-up

Table 1. Contrasting characteristics between early and late compensatory education policies (Power, 2008)

This is to say that many of the New Labour initiatives were dependent on partnerships. For example, the EAZs required bids from groups of schools in partnership with the local education authority, local businesses and other agencies such as universities (Ofsted, 2003, p. 5). Instead of results being measured through funding put into a

project, EAZs were held accountable to the academic performance of the children at the end of each Key Stage. Funding was limited to a short period, usually between three and five years with groups of schools bidding to become an EAZ. These EAZs were encouraged to 'be bold and creative' in their use of funding in order to try a range of activities that worked in their community (Ofsted, 2003, p. 5).

Perhaps the most widespread community-oriented initiative was the extended schools agenda, which not only expected schools in disadvantaged areas but all schools to develop extended provision in response to their communities (Cummings, Dyson and Todd, 2011, p. 14). The Department for Education and Skills defined extended schools as those 'that provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community' (2005, p. 7). However, there was little agreement about what constituted an 'extended school' and many of the activities were pupil-focused with an impact, either directly or indirectly on learning. Activities usually included childcare, breakfast and after-school clubs, parent learning activities, links to further education colleges, family learning activities and community use of school facilities (Cummings, Dyson and Todd, 2004).

A precursor to the extended schools policy was the introduction of Full Service Extended Schools (FSES) which started with 60 local authorities in 2003 and expanded to all local authorities in 2005 to 2006. FSES were characterised as providing a comprehensive range of services for their communities. This involved the co-location of services on the school site, establishing provision such as health, social care, childcare, adult learning, family support and access to sport, arts and technology. These schools were also encouraged to engage with a range of newly emerging policy

initiatives such as Children's Centres, to provide a better response to meeting the needs of vulnerable children (DfES, 2003, 2004). In 2005 and 2006, the FSES programme shifted to an extended services agenda with the extended schools prospectus setting out the expectation that all schools were to provide access to a core set of services (DfES, 2006). This was an example of 'progressive universalism' – 'universal because we aim to help everyone ... progressive because we aim to do more for those who need it most' (Prescott, 2002). This encouraged a flexible continuum of extended services offered by schools dependent on their particular community needs.

Since the Conservative-Liberal Democrat Coalition government gained control in the 2010 election, the localism agenda through notions of the 'Big Society' ensured that a community focus remained on the political agenda. This was reflected in policy documents that state the 'Big Society' aims to empower local people and communities, building a 'Big Society' that will ensure greater autonomy from central government (Cabinet Office, 2010). It also asserts that 'only when people and communities are given more power and take more responsibility can we achieve fairness and opportunity for all' (Cabinet Office, 2010, p. 1). There were five main strands to the 'Big Society' agenda,

- Give communities more powers
- Encourage people to take an active role in their communities
- Transfer power from central to local government
- Support co-ops, mutuals, charities and social enterprises
- Publish government data

(Cabinet Office, 2010, p. 1-3)

Each of these five strands considered devolution of power to local communities in order for local people to make more decisions which focus on their area. Notwithstanding the critiques and limitations of new localism and 'The Big Society', the current academisation programme does in theory provide opportunities for re-examining community-oriented schooling approaches. Academies were introduced in England in 2000 by the Labour government as part of its Learning and Skills Act 2000 and since then have grown significantly with the Educational Excellence Everywhere white paper suggesting that 'by the end of 2020, all schools will be academies or in the process of becoming academies. By the end of 2022, local authorities will no longer maintain schools' (DfE, 2016, p. 55). The academisation programme offers the opportunity for schools to engage with the localism agenda by providing their own provision for their own neighbourhoods and therefore enabling schools, if so inclined, to work in community-oriented ways.

1.3 Focus

In order to investigate professional perceptions and practices of a community-oriented school in a disadvantaged context in some detail, in-depth analysis and reflection are required about the range of ways community-oriented schooling is understood by such professionals and what has influenced their thinking and ensuing action. Therefore the overarching research question is: what are professionals' perceptions and practices of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community? To answer this question I will be guided by an ecological approach (Bronfenbrenner, 1977, 1979) which examines how perceptions and practices can be influenced by policy discourses and practice at various levels of analysis that are both close to and distanced from the lived world of teachers in their community schools. This will provide a structuring framework, ensuring that the research question is explored systematically and rigorously, focusing on both within school perceptions and processes and beyond school practices and discourses. The ecological levels of analysis range from proximal (micro) to distal (macro) influences and will include: teachers' personal biographies and pedagogical understandings, the location of the school within the community and macro-level policy discourses.

Using this broad theoretical framework, the overarching research question can be understood through a number of interrelated and interconnecting sub questions relating both to perceptions and practice:

How are professionals' perceptions and practice influenced by,

- personal biographies e.g. previous experiences and personal values?

- pedagogical understandings e.g. their professional educational experiences of working in a community-oriented school?
- how the school is located within the community including working with parents, other local professionals and with the wider community?
- macro-level policy discourses e.g. local authority policies and broader regional/national agendas?

In order to explore these questions in depth, the lived realities of professionals working in a particular school context need to be explored. Examining a particular school context is important because professionals develop their own forms of community-oriented schooling in response to local priorities (Cummings et al., 2007). A case study research design using educational professionals as the units of analysis will enable such deep examination of the complexities of this work. The school in which the educational professionals work is a voluntary-aided primary school located in the north-west of England which opened in 1955. Currently the school has two hundred and six children enrolled between the ages of three and eleven and the staff comprises fourteen teaching staff, nine teaching assistants, five full-time support staff and two sports apprentices. Although the school is an average-sized primary, the number of children eligible for free school meals (51%) is significantly higher than the national average (20%) and the number of children with a statement or identified support for Special Educational Needs (20.4%) is also higher than the national average (13%). A range of educational professionals working in the school were selected to participate in the study in order to collect a range of perspectives. Data was collected using various methods which are detailed in the methods and methodology chapter.

1.4 Outline of the study

This study is organised into six chapters. In this first chapter, I have introduced the study by describing the broader context in which the investigation is positioned and the main focus for the research.

In the second chapter, the literature review explores ideas of professionals' identities and agency as well as how this relates to community-oriented schooling. The literature review also documents the various ways in which community-oriented schooling can be articulated, as well as how these ways of working might be related to the identity and agency of education professionals. In doing this, aspects of multi-agency working and hybridisation that include ideas of co-construction and co-production of pedagogy and curriculum will also be considered.

The methodology and methods chapter highlights the rationale for a case study approach, focusing on how the educational professionals in one particular primary school, think and do community-oriented work. The data collection methods suggested are various and aim to ensure an in-depth investigation into the professionals' perceptions and practices. They include analysis of key documentation, interviews with professionals and observations of professionals' practice. The final part of this chapter will explore the data analysis strategy.

In chapter four, the findings of the data collection and analysis are presented. Within this, a thematic analysis of the data explores the common pertinent issues across the data set collected from the professionals. Themes such as the relationships within and beyond school as well as the role that those professionals take beyond teaching are

reflected upon. In addition to this, the findings from a critical discourse analysis of key school documentation are presented highlighting the community-oriented rhetoric evident in key literature. Finally in this chapter, the summative findings emphasising the interrelated and interconnected nature of influences on the professionals' perceptions and practices are articulated.

Chapter five presents a discussion of the findings. This discussion argues that there are significant and important links between the influencing factors impacting on how professionals perceive their work and practice within a community-oriented school. I also argue that even within one small primary school with a small group of educational professionals, there is still a broad spectrum of perceptions and practices in operation. This is important to the field of study as it highlights not only the scale of variation in ways of thinking and doing community-oriented schooling but also the way in which a range of factors can impact on such perceptions and practices.

The final chapter provides reflections on the research study as well as considering the limitations and wider implications for the field, including recommendations for future research.

1.5 Summary

In this introduction I have highlighted the rationale for the study and in particular, the centrality of educational professionals in delivering such a rationale and yet the paucity of research focused on professionals' perceptions and practices in delivering community-oriented schools. The main research questions have been identified as well as the interrelated and interconnected sub questions that will support the examination of how professionals see and do their work in a community-oriented school. I have outlined the broad research design as well as the structure of the study. In the next chapter, the pertinent literatures with which this study is concerned are reviewed.

Chapter Two: Literature review

The research study focuses on the important issues of how educational professionals perceive and practice community-oriented schooling and does so by exploring one particular primary school in detail. The question is posed due to the paucity of research and thinking in this area. Perceptions and practice relate strongly to ideas of identity and agency and hence a core element of the literature review will explore those factors that are pertinent to teacher identity and agency. To appreciate the nature of how that identity and agency relates to community-oriented schooling, the literature review will also document the various ways in which community-oriented schooling can be articulated as well as the way particular articulations of such working might be related to the identity and agency of education professionals. This is suggestive of literatures that relate to expanded social and cultural forms of thinking and practice, which are reflected in particular forms of professional engagement with community oriented-schooling. Included in such literatures will be forms of community-oriented perceptions and practices that relate to professionally hybridised thinking and doing that build on practical and more radical ideas of multi-agency working and the co-construction and co-production of pedagogy and curriculum.

2.1 Aims of the literature review

This chapter aims to provide a comprehensive account of the main literature underpinning the study. In order to understand professionals' perceptions and practices with regard to community-oriented schooling, there is first a need to explore those literatures that are suggestive of how professional identity and agency might develop for teachers. Secondly, given that part of this explanation relates to professional discourses and contexts influencing teacher identity formation and practice, there is a need to explore the variety of possible articulations of what community-oriented schooling might look like in order to locate teacher perceptions and practices as well as identity and agencies within the various articulations of community-oriented schools. To do this, I will explore how schools can theoretically and practically orient themselves towards community concerns that go beyond core individual school activity. This understanding of historic and current regional and national policies about the nature of community-oriented schooling is required to understand the options and approaches community-oriented schools might take and hence the sorts of professional identities that might develop. As many of these approaches to community-oriented schooling involve professionals working beyond the school gates, notions of professional learning will also be explored. The chapter will conclude by drawing these literatures together into a conceptual framework.

2.2 Identity, development and agency of teachers as professionals

In order to explore the particular ways that professionals think and do their work in community-oriented schools, we need to understand the ways that teachers 'explain, justify and make sense of themselves in relation to others, and to the world at large' (MacLure, 1993, p. 311). Therefore a crucial part of understanding professionals' perceptions and how these are formulated, lies in an understanding of how professionals view and explain themselves and their teaching lives (Connelley and Clandinin, 1999). To achieve such an understanding, this section will present a critical analysis overview of the concept of professional identity and development as well as considering its connection to professional agency. I will use Davey's helpful categorising device for documenting the three main theoretical perspectives on identity (2013, p. 24) to understand the broad spectrum of notions in the field. Davey's device has been selected as it has been used when considering the identities of educators and provides a useful structuring frame for examining the literatures. In light of this, I will then explore teacher identity particularly considering how teachers think about themselves and their work as well as the unique features of teacher identity. Finally, I will consider the interrelated and interconnected nature of agency and identity exploring, in particular, the influence that identity has on professional agency.

Professional identity, development and agency have, over the past twenty years, emerged as a separate field of research (Bullough, 1997; Connelly and Clandinin, 1999; Knowles, 1992; Kompf, Bond, Dworet and Boak, 1996). In order to explain what is meant by professional identity, research in a range of fields has been drawn upon including philosophy (Mead, 1934; Taylor, 1989), psychology (Erikson, 1968) and

sociology (Bauman, 2004). As Gee (2000) explains, the concept of professional identity, development and agency can be widely different depending on the analytical lens used to explore it. In order to clearly present the distinctions and connections within the literature between notions of identity for education professionals, an organising structure was needed. Davey's (2013, p. 24) work seemed particularly helpful in providing a conceptual overview for exploring notions of teacher identity as his work focuses particularly on educational professionals. He argues that there are three main theoretical perspectives of professional identity in the field of education. The three perspectives suggested are: psychological, socio-cultural and post-structural. Within each of these categories, the foundations of the thinking and the notions about the nature of identity will be investigated. Despite the seemingly discrete categories, there is overlap and commonality which will also be highlighted.

2.2.1 Psychological perspectives of professional identity

From a psychological perspective, professional identity is 'located' in the core of the individual (Erikson, 1968) and is constructed based on reflections on themselves throughout their lives dependent on their maturity (Erikson, 1963, 1968). Erikson's eight developmental stage model suggests that at each stage, the individual must negotiate an inherent task or conflict in order to proceed in their identity development. In doing this, the individual develops a coherent sense of self in relation to the world (Sokol, 2009). This is to say that part of the individual is constant throughout the developmental stages while influences from outside such as external feedback are interpreted and support the dynamic evolving process built throughout life.

Although Erikson was fundamental to such notions of identity, Cooley (1902), Beijaard, Verloop and Vermunt (2000) and Goffman (1963) have also explored identity from a psychological perspective. Each of these has considered the internal, the self and the individual in contributing to principles of identity. Cooley's notion of the 'looking glass' (1902) sought to highlight self-formation as, 'part of a reflective learning process by which values, attitudes, behaviour, roles and identities are accumulated over time' (Day, Elliot and Kington, 2005, p. 602). The principle that identity is developed or accumulated over time not only links to Erikson's development stages in identity maturity but also underlines the importance of a reflective element within such development; a 'self-knowledge' that is key to a developing or maturing identity (Hamachek, 1999). Goffman's (1959) ideas furthered this by suggesting that it is not only a reflection on the self that is needed but we also have a number of adaptable 'selves' that are influenced by how we negotiate the range of roles that an individual has in society. This social identity is informed by the societal expectations, attributes and characteristics assigned to any particular role (such as a teacher). This then informs how an individual functions in that role, both in relation to their adaptable 'situated identity' and their inherent 'substantive identity'. This is to say that the more stable elements of an individual's identity become part of a 'substantive' blend with new understandings of what it means to be a professional 'situated' in the contexts within which they are working (Baldwin, 2008; Jeffrey, 2008; Lewis, 2010; MacLure, 1993; Sieminski, 2010; Sikes, Measor and Woods, 1985; Wiles, 2010).

Beijaard, Verloop and Vermunt explore this idea by considering identity as a set of meanings: 'identity can generally be defined as who or what someone is and the various meanings one attaches to themselves or to the meanings attributed by others'

(2000, p. 750). This notion parallels the 'situated' and 'substantive' ideas posited by Goffman in that the psychological perspective of identity suggests harmony between an individual's self-image and those held by others (Davey, 2013, p. 25). A significant body of literature on the development of professional identity agrees that it is often 'situated' (Hoekstra et al., 2007; Hoekstra et al., 2009; Sawyer, 2002) and that it is inextricably woven into the fabric of the core identity of the individual because as Muir and Weatherell suggest, 'identity is always both about ourselves and about how we are positioned in relation to the world.' (Muir and Weatherall, 2010, p. 4).

2.2.2 Socio-cultural perspectives of professional identity

In the same way that the psychological perspective explores identity as a developmental process and influenced by external as well as internal factors, the socio-cultural perspective also considers identity as a dynamic and relational phenomenon (Beijaard, Meijer and Verloop, 2004, p. 108) but focuses on the social rather than the individual identity. This is to say that identity development can occur implicitly, incidentally or in unanticipated ways such as through social interaction (Adger, Hoyle and Dickinson, 2004; Eraut, 2004, 2007; Marsick and Watkins, 1990; Smylie, 1995) and that it is not a fixed element but rather an unstable and constantly developing entity dependent on social contexts (McCormick and Pressley, 1997). Wenger's work addresses this, describing individuals as 'negotiating the meanings of our experiences of membership in social communities' (1998, p. 145). Identity is, in other words, closely linked to practices in social communities, which share similar beliefs, attitudes and opinions (Adams, 2011). Wenger argues that identity and practice are 'mirror images' of one another with five attributes in common, is a negotiated experience, involves community membership, has a learning trajectory, is

a nexus of multimembership and has a relation between local and global contexts (1998, p. 149). As a participant, the individual is subject to the influences of the community on their identity development. A sense of 'embodiment' is an acute example of this where a full adoption and expression of the community is presented in an individual (Alsup, 2006, p. 185).

Critics of such socio-cultural understandings of identity argue that there is limited space for agency in these explanations. Coldron and Smith (1999) for example, assert that a teacher's identity is partly achieved by an active location in a social space, something that could have a range of possible relations to others, 'some of which are conferred by inherited social structures and some chosen or created by the individual' (1999, p. 711). They go on to maintain that professional identity and its development is dependent on the quality and availability of a number of factors, including sets of practices inherent within the craft, scientific, moral and aesthetic traditions of teaching (Davey, 2013, p. 24). It is argued that the specific decisions and positions taken within any social context are significant to how the individual's identity is shaped and constructed (Coldron and Smith, 1999). However, Rodgers and Scott suggest that social, cultural and workplace values, norms, discourses and practices of the individual's context also need consideration when exploring socio-cultural perspectives of identity as 'pressures to assimilate, keep teachers subject to contextual forces, robbing them of agency, creativity and voice' (2008, p. 734).

Attempting to define teachers' professional identity using a socio-cultural lens is something that Beijaard, Meijer and Verloop (2004) argue many studies avoid. Despite this, some of the characteristics of teachers' professional identity are highlighted.

Sachs's (2005) definition starts to identify the fluidity of a teacher's professional identity:

Teacher professional identity ... stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience.

(Sachs, 2005, p. 15)

The influence of experiences in negotiating identity is something that other literature also highlights as an important component of a socio-cultural view of professional identity. For example, Lasky (2005) stresses the interconnectivity and interactive nature of identity formation:

Teacher professional identity is how teachers define themselves to themselves and to others. It is a construct of professional self that evolves over career stages (Ball and Goodson, 1985; Huberman, 1993; Sikes, Measor and Woods, 1985); and can be shaped by school, reform, and political contexts (Datnow et al., 2000; Sachs, 2000).

(Lasky, 2005, p. 901)

The final component of teacher professional identity that is highlighted in the socio-cultural perspective is the relationship between professional and personal identity and

that a knowledge of the self is important to how teachers understand their work (Acker, 1999; Hargreaves and Goodson, 1996; Kelchtermans and Vandenberghe, 1994; Nias, 1989). In Flores and Day's (2006) synthesis of the literature, it is argued that a sense of their own professional identity will contribute to teachers' self-efficacy, enthusiasm, dedication and job satisfaction (Day, Stobart, Kington, Sammons and Last, 2003) making it an important component in being an effective teacher.

2.2.3 Post-structuralist perspectives of professional identity

Rather than focusing on the individual as in the psychological perspective or the relationship with social, cultural and institutional contexts as in the socio-cultural perspective presented above, a post-structural perspective reinforces the power relations, ideology and political influences on professional identity formation. Through this lens, professional identity is viewed as being unstable, fluid and fragmented as positions are formed, informed and reformed (Cooper and Olson, 1996) through the range of discursive practices within the individual's communities (MacLure, 1993a; Reid and Santoro, 2006; Santoro, Kamler and Reid, 2001). Zembylas has written extensively (2001, 2002a, 2002b, 2003a, 2003b) from a post-structuralist perspective of professional identity and argues that it should be viewed in relation to the cultural and political contexts of power and discursive practice that not only give form to it but also construct it. He contends that professional identity as a result, is inextricably linked to issues of emotion and value (Zembylas, 2003b).

Zembylas argues that professional identity is 'formed in this shifting space where narratives of subjectivity meet the narratives of culture' (2003c, p. 221). This is to say that professional identity is formed in the interaction between the structures that

professionals occupy and the agency that professionals have within those structures. This means that the focus of analysis of the self and of one's experiences is the discourse of experience rather than the experience 'itself'. Using this lens, identity is a dynamic, shifting process of intersubjective discourses, experiences, and emotions (Zembylas, 2003c). As each of these factors are fluid, and ever-changing, new configurations of professional identity are always being developed. Britzman emphasises this stating that 'as each of us struggles in the process of coming to know, we struggle not as autonomous beings who single-handedly perform singular fates, but as vulnerable social subjects who produce and are being produced by culture' (1993, p. 28). As such, identity is always in an ever-changing state of transformation dependent on power, culture and ideology.

Important within these discourses of experience is the affective domain (Hargreaves, 1998, 2001; Zembylas, 2003c). It is argued that the high level of emotion involved in the role of a teacher, both in terms of personal and professional aspects, for example during periods of educational reform, can have a significant impact on teacher identity (van Veen, Slegers and van de Ven, 2005; van Veen and Slegers, 2006). Such notions are furthered by Zembylas who argues that it is not only the emotions that teachers experience but in some cases those emotions that are either forbidden or encouraged to experience by their particular context that can 'expand or limit possibilities' in teacher identity (2003a, p. 122). Similarly, Nias (1996) suggests that due to the investment that teachers have in their work, there is a tendency to erase boundaries between personal and professional lives. This results in a sense of 'bereavement' when faced with legislative reforms to the education system. Nias suggests that this creates a paradox for a teacher who must be both egocentric and

selfless, valuing themselves and caring for children. Building on this and the work of Foucault (1980), Zembylas (2003c) argues that:

teacher identity and emotion discourses are formed within specific school political arrangements, in relation to certain expectations and requirements, ones that presume a teacher should conform to particular emotional rules (e.g. teachers should leave their emotions 'outside' the classroom, if they want to be objective and professional in their job). Foucault reminds us that discursive environments set the conditions of possibility for the construction of identity.

(Zembylas, 2003c, p. 226)

The importance here lies in the history of the way emotions have been socially constructed within a context that is shaped by and shapes particular power relations and these emotions then connect an individual's thoughts, judgments and beliefs, or 'the glue of identity' (Haviland and Kahlbaugh, 1993) giving meaning to experiences.

Such a post-structuralist view of identity construction requires professionals to engage in different social discourses and settings. Gee (2000) argues that in doing this, professionals adopt multiple identities each of which are context-dependent. Alongside this, Gee suggests that individuals have a core identity that maintains continuity across a range of contexts and a range of social identities each inviting acceptance or resistance meaning that professionals may engage in a combination of discourses at different times. These multiple identities provide opportunity for multiple voices and dynamic relational identity constructions that blur the boundaries between

the core and social identities. A range of literature highlights this multiplicity of identity such as Sachs (2001) who views identity as not fixed but instead negotiated and ambiguous dependent on meaning and their enactments on a daily basis. Similarly, MacLure highlights the fluid nature and mediational capacity of identity: 'identity should not be seen as a stable entity - something that people have - but as something they use, to justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate' (1993, p. 312). This multiplicity and fluidity of interrelated discursive practices and social interactions is fundamental to post-structuralist perspectives of identity. This is to say that multiple identities are shaped by emotions in response to political, social and historical circumstances.

2.2.4 Teacher identity and agency

Each of the three perspectives of identity above highlight some of the complex and interrelated issues around identity and agency. In order to understand how the professionals in a community-oriented school not only think about their work, but how they do community-oriented work, the inextricable link (Day et al., 2006; Parkinson, 2008) between professional's agency and identity is one that requires further consideration.

An agentic role in the construction of identity is something that Lave and Wenger (1991) discuss but has also been applied to education more recently (Lipponen and Kumpulainen, 2011; Sloan, 2006). These studies use a similar understanding of agentic action as Giddens who suggests that, 'agency concerns events of which an individual is the perpetrator, in the sense that the individual could, at any given phase in a sequence of conduct have acted differently' (1984, p. 5-6). Such a definition

emphasises the individual's capability and capacity to make a difference to the course of events. However, it does not provide the conceptual tools to consider working contexts and professional discourses and the potential limits these place on the agentic action of the individual (Etelapelto et al., 2013). Archer defines agency as one's ability to pursue the goals that one values (1996, 2000). When professional identities are realised, agency is concerned with the fulfilment of these identities as well as managing critical incidents that serve to challenge identities (Day et al., 2006). A heightened sense of an individual's identity may therefore result in a robust and decisive sense of agency (Sfard and Prusak, 2005). It is however, the narrative aspects of the postmodern perspective that may serve to realise the dynamic and agentic components of identity fully (Sfard and Prusak, 2005). This is to say that it is through narratives about themselves and their practice that professionals express and explore their identity. It is this narrative that is important for professionals in understanding their identity within the changing contexts in education (Clandinin and Connelly, 1995, 1998, 2000; Connelly and Clandinin, 1990). Watson suggests that 'telling stories is ... in an important sense, "doing identity work"' (2006, p. 525). Here, the significance of narrative not only to the story-teller but also the listener is important in the formation of identity as others are drawn into shaping the professional's identity (Sfard and Prusak, 2005). This clearly links to earlier discussions around the socio-cultural perspectives of identity and the relationship of the individual self to wider social contexts.

There is also a sense in which agency is expressed by the degree to which people can live with contradictions and conflicts within their multiple identities (Day et al., 2006). Day et al. suggest that it is the negotiation and strategies used by professionals

to ameliorate the conflicts between their identities that may impact in a positive or negative way and directly or indirectly on pupils. The figure below summarises the impact between agency and these identities.

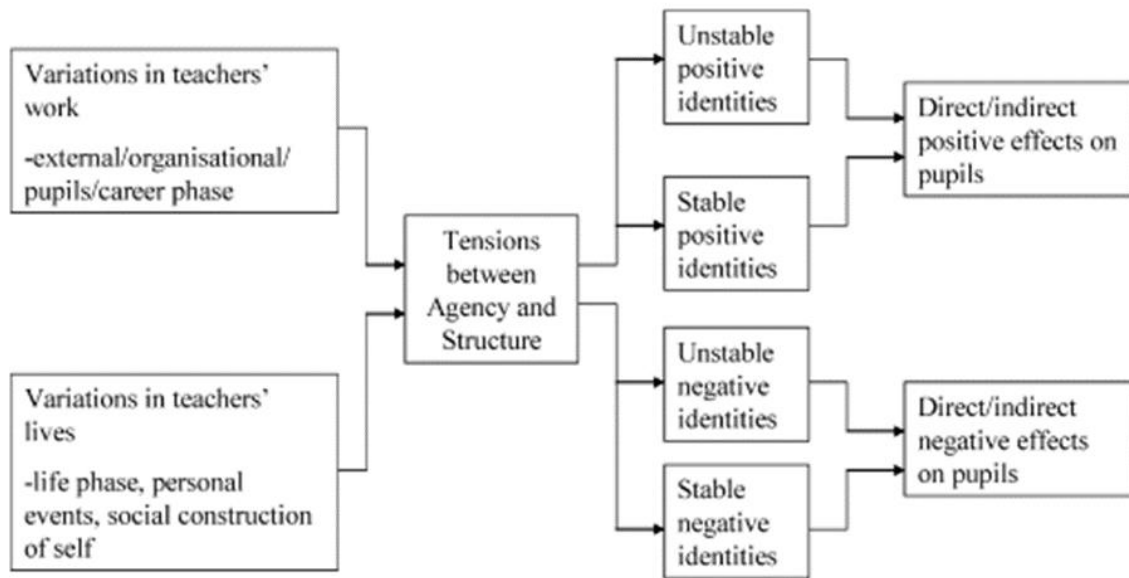


Figure 1. Hypothesising relationships between variations and effectiveness (Day et al., 2006, p. 612)

This figure highlights the impact of negative identities on pupils but also illustrates how experiences influence agency and identity. It reinforces notions that teachers perform a critical role within society in which their sense of agency can be a strong and positive force (Parkinson, 2008). I would also suggest that a range of discourses, particularly emotion discourses, influence the tensions between agency and structure. As Butler (1990) explains, the professional is a result of rule-governed discourses that govern the invocation of identity. A further consideration in the discussion of teacher agency is emotion. As Day et al. highlight, ‘the emotional climate of the school and classroom will affect attitudes to and practices of teaching and learning’ (2006, p. 612). This links to the research of Zembylas (2003c) outlined earlier who suggests that the

transformation of the teacher self can be initiated as a post-structuralist perspective of emotion enables teachers to view themselves as sites of agency, subsequently prompting a re-examination of identity politics.

2.2.5 The development of teacher identity and agency in education

Teacher identity itself is something that many studies have highlighted as difficult to define and the suggestion is that further work in the field is needed (Beauchamp and Thomas, 2009; Goodson and Cole, 1994; Knowles, 1992; Tickle, 2000; Volkman and Anderson, 1999). Beauchamp and Thomas (2009), however, point out that key components for the development of teachers' professional identity are: linking the self and identity, using narrative and discourse to understanding identity, considering emotion in identity shaping, linking identity and agency, and recognising the power that context has to restrict or encourage identity development. Each of these areas have been discussed in detail above.

Teacher identity development is an area that other studies have considered specifically. For example, when investigating secondary school teachers, Beijaard, Verloop and Vermunt (2000) concluded that the teachers' identity developed over time as well as their perceptions of their professional identity. An interesting conclusion was that little correlation was found between these perceptions and experiential or biographical factors. Drake, Spillane and Hufferd-Ackles (2001) and Kelchtermans (1993) argue the contrary. They assert that self-image as well as individuals' professional biographies and histories influence the 'development' of teachers' identities as professionals. Other studies further investigate the influence of specific events on the development of teacher identity. Gaziel (1995) for example uses

individual events such as a sabbatical, to ensure the development of a more positive perception of professional identity. In each of these studies, the role of reflection was central to the development of the teachers' identity. The importance of reflection in the development of teacher identity has been acknowledged by many (Korthagen et al., 2001; Larrivee, 2000; Rodgers, 2002) with some suggesting that 'core' reflection on identity is integral to understand a sense of 'self' (Korthagen and Vasalos, 2005, p. 53). Reflection for teachers is not solely about reflecting backwards on past events. It is equally important to be anticipatory in nature, enabling teachers to establish a vision of a future identity informed by their understandings of the 'ideal' self (Lauriala and Kukkonen, 2005).

When thinking about the role reflection plays in the development of teacher identity, it is useful to refer to the typology of teacher reflection proposed by Luttenberg and Bergen (2008). This typology suggests three domains of reflection: pragmatic, ethical and moral. Closed and open approaches to deep reflection are also then distinguished which produces a typology of six reflection possibilities. If using this framework for exploring teacher identity, an example of reflection in the ethical domain, might see the teacher contemplating his or her values and beliefs about what comprises good education by drawing on the 'teacher's own self-understanding, identity and manner of living' (2008, p. 551). This typology, however, does limit reflection to a fixed point instead of seeing it as an ongoing dialogue with interaction and change that may be more useful to understanding teacher identity in the modern world (Lesnick, 2005). This suggests that some modifications may be required when using such reflection tools. Nevertheless, reflection itself remains an important approach for teachers to closely examine their professional identities.

For the professionals working within a community-oriented school, the way in which they approach their community-oriented work is inextricably linked to their identities, contexts and discourses. It is these elements that drive teachers' practice in school and how they think about their work. This literature review of identity, development and agency of teachers as professionals has highlighted a number of elements that need to be considered when exploring the professionals' perceptions and how these have been formulated. Firstly, from a psychological perspective, the way in which a professional's identity is developed with maturity (Erikson, 1963), is accumulated over time (Day et al., 2005) and informed by the contexts in which the professional is working (Hoekstra et al., 2007) is important to this study. This connects the micro-level professional identity with more meso-level considerations such as the community-oriented approach that is advocated by the senior leaders and the school's policies. Secondly, from a socio-cultural perspective, the importance of social interactions and social contexts to professional identity (McCormick and Pressley, 1997) as well as the fluidity of identity (Sachs, 2005) are particularly notable when considering professionals in community-oriented schools as they highlight that the professionals cannot be examined in isolation. In the context of a community-oriented school, this will mean exploring the interactions that a teaching professional has with other professionals working both within the school and alongside the school as well as interactions with parents, families and the community. Thirdly, from a post-structuralist perspective, the way professional identity is influenced by emotions (Zembylas, 2003b) and conflicts or merges with personal identity (Nias, 1996) will be useful when considering the emotions that the professionals attach to their perceptions of community-oriented schooling.

As the literature highlights, the situational contexts that the professionals work in have a significant influence on how their identity is shaped. That is to say, the macro-level policy influences and meso-level community-oriented approaches have an interdependent relationship with the way professionals understand and practice. As it is the professionals who implement community-oriented approaches in practice, it is important to consider how particular community-oriented perspectives are valorised by discourses and biographies that then potentially influence the perceptions and practices of individual teachers. In order to make sense of how these professional identity and agency discourses may be enacted by professionals in schools, some of the approaches to community-oriented schooling need to be considered. To do this, an overview of the approaches to community-oriented schooling will be presented in the next section. This will then provide a comprehensive understanding of the potential contexts that may influence professionals' identities and agency working in community-oriented schools.

2.3 Approaches to understanding community-oriented schooling

Professional teacher identity is influenced by a whole host of potential discourses around professional maturity, lived contexts, professional social interactions, emotionality at work and personal narratives amongst others. Given that these are all important in the formation and development of professional identity, for the purposes of community-oriented schooling, it is essential to document the possible discourses that might underpin or influence professional identity for those teachers working in these contexts.

To understand the broader, macro-level influences on professionals' perceptions and practices on their community-oriented approach, it is necessary to provide a definition of the phrase 'community-oriented' and explain what it means in this context. The term 'community' is used widely in different ways across the literature both in the field of education and beyond. At its most fundamental level, McMillan and Chavis (1986) stress the two components of a community: the geographic element and the human relationships. It is this human dimension that is of particular interest when considering professionals' perceptions of and practices in community-oriented schools. As Furman (1998) highlights, the members of a community need to feel a sense of belonging, trust and safety in order to feel part of a community. This notion of belonging is common to the majority of the definitions of community (Solomon et al., 1996). The sense of belonging inherent in the notion of a community can lead to increased engagement (Jules, 1991; Ladd, 1990; Taylor, 1989; Wentzel and Asher, 1995). A number of studies have moved this on, suggesting that increased engagement due to community belonging impacts on achievement (Goodenow, 1993; Ladd, 1990; Wentzel and

Caldwell, 1997). These studies suggest that such increased achievement is the result of the emotional security, personal sense of being included and group membership that is experienced through feeling part of a community. This is important to this study as it outlines some of the ways the professionals working in the community-oriented school might understand the term 'community' and reasons to engage in community-oriented work.

Within the research literature, the ideas of community-oriented schooling encompass a range of elements such as parent involvement (Desforges and Abouchaar, 2003; Etsyn, 2009; Flouri, and Buchanan, 2004), community partnerships (Crowson and Boyd, 1993; Raham, 1998, 2000; Semmens, 1999; Soriano and Hong, 1997), community education (Ball, 1998; Dryfoos, 1998; Makins, 1997) and community empowerment (Morris, 2004; Warren, 1999). Common to each of these definitions is the sense in which a community focus or involvement can impact positively on the educational achievements of children, contribute to area regeneration and support local parents and families. Given such wide ranging benefits, the challenge for professionals is how they see and do all of the above components of community-oriented working in their own classrooms and schools. Within this study, the term 'community' focuses on the community around the child in school. This is to say that the community comprises the child, parents, wider family members and services working with the families rather than any wider understanding of the community such as including residents without parental involvement in the school.

The numerous policy attempts to facilitate schools working with their communities all aim to provide a more holistic set of services and engagement opportunities for

working with parents and families more generally. Parr (2012) suggests that there are four broad ways of conceptualising the approaches to community-oriented working that reflect notions of power and control over community-oriented school and the level of interventions in terms of its more broadly defined transformative capability. These broad categories are represented diagrammatically via a mapping framework that was developed by Dyson, Gallannaugh and Kerr (2011) in their discussion of school-community relations. The framework comprises two intersecting axes: the power and control dimension and the social stance dimension. Along the power and control axis, exogenous (school-led) to endogenous (community-led) agendas are located. Meanwhile, the social stance dimension ranges from working within existing societal arrangements to transforming existing societal arrangements. These axes form the basis of the analysis of the literature as each approach is located within the context of each axis.

When Parr (2013) and Kerr, Dyson and Gallannaugh (2016) mapped a range of community-oriented approaches onto this framework, the findings demonstrated that the majority of the research literature focused on school-led approaches that worked within existing societal arrangements, such as providing additional services or facilities for the community with short term impacts e.g. family learning, parenting courses or childcare. Any community-led approaches were found to be highly dependent on individual interpretation and were small-scale (such as Crowson and Boyd, 2001, p. 19; Mitra, Movit and Frick, 2008). To further categorise the literature around community-oriented approaches, Kerr, Dyson and Gallannaugh (2016) suggest that the research can be sub categorised into four main actions:

School-led actions

- i. Schools as providers of services and facilities
- ii. Schools developing communities' social and civic capacity
- iii. Schools as engines of area regeneration
- iv. Schools developing community-responsive curricula and pedagogy

Community-led actions

- i. Parents exercising choice
- ii. Communities' involvement in school governance
- iii. Community organising
- iv. Communities establishing schools

The following sections will illustrate some of the approaches that map onto these categories in order to explore how the professionals in the primary school in this study position themselves. The range of community-oriented approaches may have also influenced the parameters of possibility for the professionals' perceptions and practices.

2.3.1 Schools as providers of services and facilities

The majority of the literature focuses on schools not only guiding the education of students but also acting as a hub for services for the community surrounding the school. This draws on Nettles's theory regarding the involvement of the community and its impact on the social and intellectual development of a child (1991). That is, in order to support the child's development, parents and families in particular require guidance and support to ensure developmental outcomes are achieved. The focus,

therefore, for such interventions is to develop the knowledge, understanding and skills needed for parents to impact positively on the social and intellectual development of their child. The majority of the literature including USA Extended Schools (Dryfoos, 1994), Scotland's New Community Schools (NCS) (Sammons et al., 2003; Scottish Office, 1999), England's Full Service Extended Schools (Cummings et al., 2007; DfES, 2002, 2003) France's Zones d'Education Prioritaires (ZEPs) (Benabou et al., 2009; Meuret, 1994) and Manitoba's Community Schools Partnership Initiative (CSPI) (Manitoba Education, Citizenship and Youth Aboriginal Education Directorate, 2006), all aim to provide additional facilities and services for the community (Cummings et al., 2007; Cummings, Dyson, Todd, 2011). In the literature, the schools with such aims all use language such as 'community' and 'extended' to describe the additional services they provide. It is the particular configuration of services where the distinctions occur in terms of which facilities or services schools prioritise as necessary for their community.

There is a wide spectrum of foci for these school programmes such as health, community relations, parental support and extra-curricular activities. Despite this, all of the above models seek to compensate for inequalities in disadvantaged areas by attempting to improve outcomes for families and communities, primarily educational outcomes. In this sense, a deficit model is assumed (i.e. focusing on what is lacking and attempting to close the gap) and schools attempt to find ways of accelerating the progress of their students whether this is by developing links with parents, other agencies or community groups. Warren (2005) advocates such work by suggesting that community schools can meet the basic needs and provide direct support to the children living in disadvantaged communities. The schools' main focus, therefore, is

to work within current societal arrangements to compensate for educational or social disadvantage.

2.3.2 Schools developing communities' social and civic capacity

Social and civic capacity in Dyson, Gallannaugh and Kerr's work is defined as the building of 'positive relationships, social cohesion and pride within communities' (2011, p. 4). This is to say that schools can change the way children perceive their communities and teach the social and civic skills required to make notable impacts on their communities. This emphasis on supporting communities to become aware of their own problems and developing the skills to deal with them themselves relies on the development of all members of the community, rather than merely the development of the parents as in the extended and community school examples. In terms of developing civic capacity, Dyson, Gallannaugh and Kerr (2011) suggest that the communities develop a consciousness of their relationship to wider social and political contexts.

Examples include Project Citizen (Parker, 2002; Schultz, 2007) and Citizen Power (Royal Society of Arts, 2012). These projects highlight examples of schools working beyond educational outcomes and considering the future impacts of education on students. This is to say that the development of relationships, social networks, civic capacity and pride aim to impact on communities both now and in the future, fostering an awareness of wider social and political contexts. There is a distinct emphasis on developing the skills of people within the community to deal with issues they face in their communities. These projects work towards transforming existing societal

arrangements through the development of civic capacity in order for communities to have the skills to develop themselves, rather than having to rely on others to do this.

2.3.3 Schools as engines of area regeneration

For schools to regenerate community infrastructures, they need to be concerned with the economic growth of the local area and in some cases can establish their own businesses to provide employment (Dyson, Gallannaugh and Kerr, 2011, p. 5). There is limited literature available in this area and the literature that exists focuses on transforming the community as an economic system. Examples of this include schools contributing to the local economy and employing local people (Krezman, 1992), schools supporting students' access and aspiration to work in economic growth sectors (Kerchner, 1997) and supporting local development needs by creating community infrastructures through their business links and curriculum (Mitra, Movit and Frick, 2008). In these literatures, the wider economic development of the community is a key factor as well as the impact on the communities' skills and employability.

2.3.4 Schools developing community-responsive curricula/pedagogy

The literature in this area focuses on curricula used in schools that aim to engage with the local community and is broadly modelled on the notion of an area-based curricula and pedagogy. This approach draws on the communities' resources to provide a curriculum tailored to the history and experience of people living in the school's surrounding areas. In this sense, the aim of community-responsive curricula and pedagogy is to make learning relevant to the lives of young people living in the

community (Dyson, Gallannaugh and Kerr, 2011, p. 5). Examples of this include the Disadvantaged Schools Program in Australia (Australia's Disadvantaged Schools Programme (Connell, Johnston and White, 1992; Connell et al., 1982) and the Royal Society of Arts (RSA) area-based curricula (O'Brien, 2011; RSA, 2012; Thomas, 2011). These approaches aim, to some extent, to be transformative through co-production of a curriculum with community groups and businesses to recognise local culture and overcome some of the issues associated with disadvantage.

2.3.5 Parents exercising choice

The literature around the marketisation of education and a parent's role in selecting the education for their child is founded on the idea that by marketing themselves to parents, schools respond to the expectations of parents. Willms and Echols suggest that implicit to this is 'greater accountability through market forces' (1992, p. 339). This is to say that there would be more competition between schools, to drive up academic achievements and cater to the expectations of parents. This is dependent on all parents exercising choice over schools (Orfield and Eaton, 1996) and having access to the information needed to do this (Smrekar and Goldring, 1999). The literature also suggests that parents' educational attainment has an impact on the likelihood of whether or not they decide to engage in exercising choice over schools. Parents with higher educational attainment place education in high regard and are more likely to find and analyse information on the variety of educational choices thus making more informed choices. This has then been used as a predictor of a child's probable educational outcomes (Coleman and Hoffer, 1987; Jencks and Phillips, 1998; Tett, Crowther and O'Hara, 2003). This assumes, however, that the educational choices a parent makes are right and best for the child. Alongside this, as educational attainment

is one of the main drivers of educational choice, this assumes that the educational outcomes are the main priority and marker of success. There is also literature that suggests parental choice reinforces inequalities and works to heighten segregation between schools (Allen, 2013).

2.3.6 Communities' involvement in school governance

The role of community members in the leadership and management of schools in disadvantaged communities is addressed in a limited sense in the literature. In their work on governing schools in disadvantaged areas, Dean et al. (2007) highlight the high demand of governance in such areas and therefore the acute problem with recruitment, expertise and representativeness. They suggest that the power and control of governors may not be representative of the local community as there may be a parent body where few people are interested in participating in school governance or have the expertise to contribute. As a result, the composition of a governing body may significantly differ from the local community that the school serves and therefore socially marginalised groups could also be marginalised within the governance of schools. Alongside this, Shatkin and Gershberg's work on the USA's School-Based Councils (2007) is one example of a more balanced power and control dimension as they effectively engage parents and communities in school governance. This is through parent participation in curriculum and pedagogy catering for the needs of community residents (Stone et al., 1999) providing opportunities to develop leadership skills, resulting in leadership development in communities (Hess, 1992a; Stone et al., 1999) and improved school-community relations. In using such framework, it is suggested that schools and communities can draw upon the potential of the community to ensure school and community relations are mutually supportive and progressive.

2.3.7 Community organising

Predominantly in the USA, there is a body of literature regarding community organising. In order to ensure community members and community groups are the primary agents for educational reform, trade unions and professional advocacy organisations support their work and ensure the interests of the community are the focal point for change. One of the more successful examples of community organising is the New York City Beacons initiative (Warren, Feist and Nevarez, 2002; Warren, 1999). Such initiatives engage all members of the community in learning and the management of the schools in order to overcome disadvantage within the whole community rather than merely within schools. Schultz (2006) identifies that the key factor in community organising is when, members of external, community-based institutions come together to empower the wider community members.

2.3.8 Communities establishing schools

Communities establishing schools that lie outside existing educational arrangements are most prevalent in the literature relating to charter schools in the USA (Weil, 2000), Sweden's 'free schools' model (Skolverket, 2006) and more recently, free schools in England (Department for Education, 2011a). These approaches encourage community groups, businesses and educational professionals to set up their own schools with their own agendas. Within the charter or values underpinning them, these schools are free to innovate and experiment and their leaders can decide their budgets, staffing structures, curriculum, academic calendars and so on (Brown, 2006). Both charter schools and free schools provide opportunity for community groups and organisations to establish their own schools, complete with their own agendas and

aims. This approach raises several issues such as the extent of the autonomy granted to these schools, the inherent individuality of schools within the charter or free schools category and the intentions of the groups setting up the schools. However, charter and free schools do allow for more involvement in community development than the 'full service' and 'extended' schooling approaches (Kerr, Dyson and Gallannaugh, 2016).

It is important to highlight that the categories used above to organise the literature around community-oriented approaches are not mutually exclusive and do not only pertain to disadvantaged areas. The literatures explored in this section do, however, illustrate the broad range of community-oriented approaches that can serve to underpin professionals' perceptions of how community-oriented schooling should look and their practices within this setting. Many of these approaches are dependent on professionals in the school being able to work with a range of other professionals from local businesses, to local agencies and community groups. Therefore in order for these approaches to be applied in schools, it is necessary to explore how professionals might work with and learn from these groups.

2.4 Professionals' learning and hybridisation

The range of approaches to community-oriented schooling discussed above highlights that much of the work in these contexts encourage thinking beyond school boundaries and encompass working with communities as well as a range of services and agencies. To understand how such work with communities, agencies and services can be negotiated by professionals, the various, theoretical, ideal ways in which professionals might learn in community-oriented schools needs to be explored. In recent years, traditional conceptions of teachers' professional learning has been widely debated (Moore and Shaw, 2000; Putnam and Borko, 2000; Wilson and Berne, 1999). Formal professional development opportunities have been criticised for being 'antithetical to what research findings indicate as promoting effective learning' (Bransford, Brown and Cocking, 1999, p. 192) and for focusing too narrowly on in-school issues. Instead, it has been suggested that teachers need to have more ownership and responsibility over their learning and that it should be situated both inside and outside of the classroom to ensure that the practices of others can be shared (Putnam and Borko, 2000). It has further been suggested that new teaching proficiencies can only be acquired in the everyday world of human activity (Darling-Hammond, 1998; McLaughlin, 1997; Scrivner, 1999). Within this, the professionals' involvement in activities within the school context is an important basis for learning, not only for the individual but also for development at an organisational level too (Hargreaves, 1997; Moore and Shaw, 2000; Scrivner, 1999).

Another key notion in terms of professional learning is that it is social and collaborative in its nature (Jarvis, 1997). The importance of dialogue, interaction and feedback from others is something that has been increasingly considered influential in effective

professional learning (King and Newmann, 2000; Kwakman, 2003; Lieberman, 1996; McLaughlin, 1997; Moore and Shaw, 2000) and in creating a community of professional learning. Participation in such a community can provide professionals with new ideas, feedback and challenges to current thinking. In section 2.3, articulations of a range of community-oriented approaches were explored. Many of the approaches required working with other agencies, local businesses and community members in order to operate. For example, for schools to be providers of services and facilities, professionals may need to operate in multi-agency ways with a range of other service providers such as social workers, health services and police. These notions of professional learning are suggestive of communities of practice theory (Wenger, 1998) as professionals may have opportunities to learn that go beyond standard professional groups. These forms of expanded or interdisciplinary work are also resonant of 'third generation activity theory' (Daniels, 2002). This is to say that professionals might combine around an activity, i.e. a family, and engagement with a range of agencies may provide opportunities for horizontal learning.

The professional learning explored above considered how teachers in community-oriented schools might attempt to work beyond traditional forms, this includes the possibility of working at the boundaries of professional practice in order to challenge current practices. The various conceptualisations of community-oriented schooling is suggestive of new forms of professional working or horizontal learning across boundaries. These developments are likely to ask questions about the core professional teaching identities. Perhaps, therefore, hybridised forms of working are useful to explore in this context. This idea is discussed in detail in this section

considering what it means to be a 'hybrid' professional, the impact on the professionals' identity and the wider implications for teachers and schools.

Notions of hybridisation question some of the underpinning ideas about the role of a professional and what constitutes professionalism. For example, hybridisation suggests the crossing of professional boundaries and working outside of the role of a 'core professional'. In order to understand how hybridisation challenges the traditional notions of teaching professionals, it is important to examine the literatures focusing on the 'core' professional and professionalism itself. Professionalism is defined in the literature as 'about applying general, scientific knowledge to specific cases in rigorous and therefore routinised or institutional ways' (Abbott, 1988; Elliott, 1972; Friedson, 1994, 2001; Schon, 1983). This is realised through professional associations regulating practice, establishing codes of conduct and regulating occupational practices (Abbott, 1988). If we consider the content of the profession first, Schon (1983) highlights that professionalism is found in those occupations which deal with individuals, analyse situations and then make decisions based on their knowledge. These professionals have developed the standardised skills necessary to do this and the process of skill acquisition is something that takes time (Mintzberg, 1983; Wilensky, 1964). Secondly, professionalism is about controlling professional practices (Abbott, 1988; Fournier, 1999). This is to say that being a professional is not only about having the academic qualifications to work in the field but also about being part of the field or professional community.

Some studies argue that professionalism in the public sector was never 'pure' in this way (Elliott, 1972; Freidson, 1983) as the 'uncertainty, complexity, instability ... and

value conflict' (Schon, 1983, p. 17) of such professions led to 'professional pluralism'. This suggests ambiguity, confusion and unpredictability (Karreman, Sveningsson and Alvesson, 2002) when making decisions because of blurred service realities (Noordegraaf, 2007). In an attempt to reinterpret professionalism for the modern world, Noordegraaf suggests the notion of hybridised professionals. This notion emphasises the ambiguity of professionalism and the relational nature of the professionals that work in the public sector, meaning that links with the outside world and other professionals become essential aspects of professionalism (Exworthy and Holford, 1999; Farrell and Morris, 2003; Kunda and Barley, 2004). As a result of this, interdisciplinary understandings and collaborative skills are needed. Alongside this, Noordegraaf (2007) highlights three specific ingredients of hybridised professionals:

1. Linkages between work and organised action. This potentially offers new ways to standardise practices with soft, selective standards and new frameworks for meaning making.
2. Mechanisms for legitimising work. This involves new tools, technologies and professional groups along with considering hybridised professionalism as symbolic acts.
3. Searches of occupational identities. Because of the shifting boundaries, the hybridised professional necessitates a search for a communal or social identity and coping with compromises between individual demands.

The notions of hybridised professionalism presented here could be used to try to understand the ambiguous domains within which professionals working in community-oriented schools operate. This is to say that the professionals working in these

contexts are not isolated from other agencies, experts and the communities where they work. Such hybridised notions of professionalism emphasise the role of reflexivity in attempting to establish meaningful connections between the broad ranges of people they deal with in order to seek shared senses of direction. This may be useful to explore with regards to professionals' work in community-oriented schools as the role of the teacher, may require work with a range of agencies, provide social support and actively engage with the local community, all outside of the classroom and beyond the most limited professional description of the 'pure' teacher. Such an amalgam of roles and responsibilities indicate the potential for teachers in community-oriented schools to work as 'hybridised professionals'. This study will explore the extent to which such professional working happens in practice.

2.5 Conceptual framework

So far, this literature review has sought to consider the multifaceted and complex influences on how professionals perceive and practice in community-oriented schools. In order to understand this, professional identity and the factors influencing it have been explored. In doing that, a whole set of professional issues have been discussed including how professionals engage in broader contexts and construct their identity within these broader contexts.

From my reading, the literatures examined appear to correspond with three different foci: those focusing on the development of teachers as individuals and their professional identity, those focusing on the immediate social contexts of the school and community, and those focusing on social structures linked to notions of power and inequality. These levels are suggestive of an ecological approach (Bronfenbrenner, 1977, 1979) to understanding the complexities of professionals' perceptions and practice. This theory acknowledges that development is multiply determined by individual forces within a person, the immediate setting in which the person is developing (e.g. family and community), and by the overarching institutional patterns of culture (e.g. the economic, social, educational and political systems) of which the micro- and meso- systems are embedded (Bronfenbrenner, 1977, 1979). The process of development is affected by the relationships between these elements that are nested within one another. From an ecological perspective, a teacher working in a community-oriented school actively influences their school and community environments, while these environments simultaneously influence the teacher. An ecological perspective also takes into account the complexity of these environments acknowledging the individual identity of the teacher at the micro-level, the social

institutions including schools and other agencies at the meso-level and as well as socio-cultural and political influences at the macro-level. The conceptual framework below has been developed to illustrate the possible impact of these various proximal and distal factors on teachers' perceptions and practices of working in a community-oriented school.

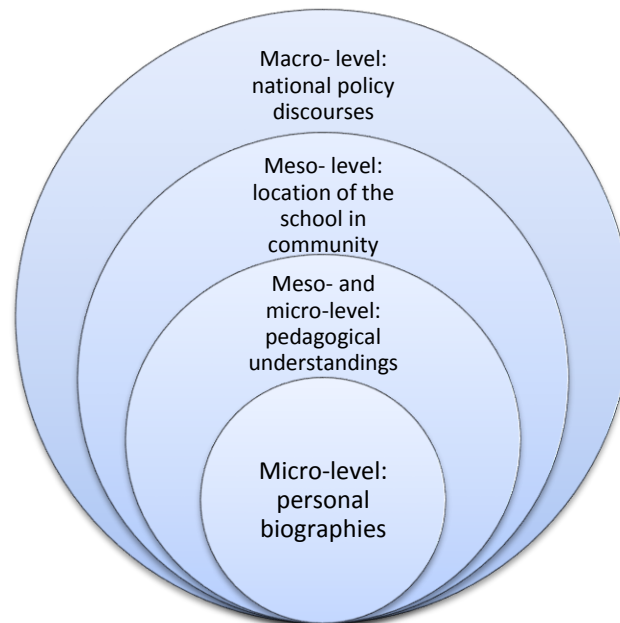


Figure 2. Conceptual framework of ecological levels of influence on professional perceptions and practice

The conceptual framework highlights that the way teachers see and do their work in community-oriented schools is influenced by a set of related issues that have been examined in the literature review. The literature suggests that professional identities can be interpreted at three different levels. Firstly, at the micro-level, professional biographies are interpreted through an account of how the teachers reflect on themselves, their values and their experiences over time (Section 2.2.1 and Beijaard, Verloop and Vermunt, 2000; Day, Elliot and Kington, 2005; Goffman, 1963). This may not only influence how they perceive their work but also how their pedagogical understandings and practices develop (Goffman, 1959; Hamachek, 1999). The socio-

cultural and relational dimensions of the contexts the professionals work in are highlighted in the literature as being important to how professional identity is shaped (Section 2.2.2 and McCormick and Pressley, 1997; Sachs, 2005) as well as the emotions that the professionals experience within such contexts (Section 2.2.3 and Zembylas, 2003b, 2003c). At the next level, the way professionals' perceptions and practices are influenced by the meso-level discourses around how the school locates itself in the community and within the range of community-oriented approaches (Section 2.3 and Kerr, Dyson and Gallannaugh, 2016). Finally, at the macro-level, recent policy history has generated discourses for the way schools might act as providers of services and facilities through for example an extended schools approach (Section 1.2 and 2.3.1). The way in which the professionals engage in practice in the school is ultimately shaped by such macro-level policy issues.

In using this theoretical framework, the overarching research question can be understood through a number of interrelated and interconnecting sub questions relating both to perceptions and practice:

How are professionals' perceptions and practice influenced by:

- personal biographies e.g. previous experiences and personal values?
- pedagogical understandings e.g. their professional educational experiences of working in a community-oriented school?
- how the school is located within the community including working with parents, other local professionals and with the wider community?
- macro-level policy discourses e.g. local authority policies and broader regional/national agendas?

An overarching concern will also be how professionals' educational practices and other factors relate to their perceptions of community-oriented school so that both espoused theory and theory in practice can be examined (Schon 1987, 1991a, 1991b). Many of the macro-level policy initiatives around community-oriented working focus on professionals working outside of traditional or 'pure' conceptions of the role of a teacher (see sections 2.3 and 2.4). It is important to consider this when attempting to make sense of the ways professionals may be operating in practice. In the next chapter, I will outline how this study was conducted.

Summary

In this chapter I have argued that professional identities can be interpreted in a variety of ways. In summarising the research, my particular approach suggests that professional identities are interrelated identities: personal biographies at the proximal level and the way these are enmeshed in broader socio-relational perspectives at the meso-level (school/community level) are also strongly shaped by policy discourses taking place at the macro-level. In a sense this approach synthesises the three strands documented by Davey (2013). Macro-level policy discourses around community-oriented schooling may not have used such terminology but have in recent history suggested the notion of extended schools as a way of getting schools to work in more community-oriented ways with other public sector professionals in order to aid the full engagement of parents and children in education. As I have documented in this chapter, there are however many other potential discourses about community-oriented schooling that resonate internationally at various levels of educational analysis. These, too, might inform the way in which schools might operate and, given the increased freedoms associated with academisation and the fragmentation of central educational policy development, these need to be highlighted as they are likely sources for understanding professional identities and agency in community-oriented contexts.

Given the essence of working beyond standard 'pure' professional discourses of being teacher, the literature review also explored theoretical ideas about how such expanded notions of working might be explored and explained. In many respects, new ways of working are suggestive of hybridised identities and again literature in this field was explored to open up possible ways of interpreting data generated by this study. The

next chapter argues that an in-depth case study with a qualitative approach, illuminating the lived realities of professionals working in particular school contexts, will ensure that the interrelated and interconnected factors influencing professionals' perceptions and practices can be more fully understood.

Chapter Three: Research methods and methodology

This study is concerned with the professionals who work in community-oriented schools. In particular this study aims to investigate the perceptions and practices of those professionals working in one community-oriented school. To further explore this research area, a case study design involving eight educational professionals working in a school that avows to take a community-oriented approach is explored. This chapter documents how I used a case study approach with the educational professionals as the primary cases in one particular primary school and explored the way those professionals think about and do community-oriented work. In this chapter, I start by providing a rationale for the chosen school and an overview of the context in which the school operates. Following that, I explore the data collection methods and how these link to the research questions. The subsequent section explores the data analysis strategy. It starts with explaining how this will be documented for each layer of data collected. Secondly, I consider narrative portraits as the synthesising tool for analysing how the interconnected elements in evolving professional identity (perceptions) and agency (practice) work out for individuals in the study.

3.1 Methodology

In order to investigate professionals' perceptions and practices of a community-oriented school operating in a disadvantaged context in some detail, in-depth analysis and reflection was required focusing on the ways community-oriented schooling is understood by the professionals and what influences their thinking and ensuing action. Therefore the overarching research question was: what are the professionals' perceptions and practice of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community? To answer this question systematically, the ecological levels of analysis that range from proximal (micro) to distal (macro) influences that were documented in the literature review are to be considered and include:

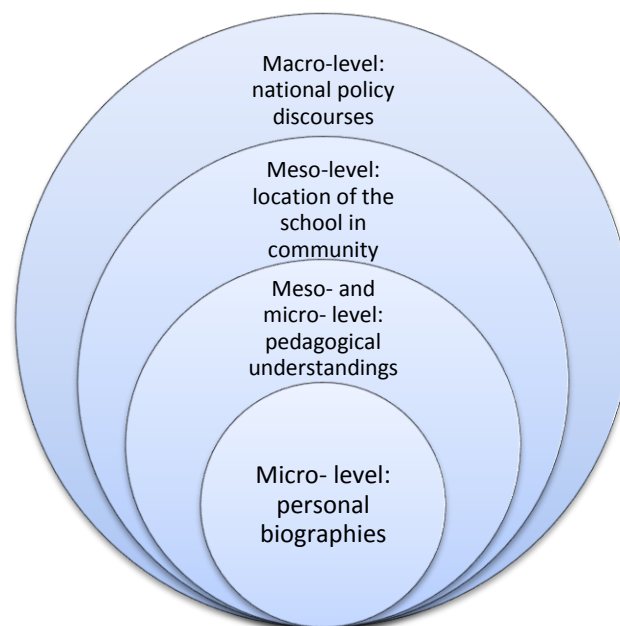


Figure 2. Conceptual framework of ecological levels of influence on professional perceptions and practice

Using this broad theoretical framework, the overarching research question could be understood through a number of interrelated and interconnecting sub questions relating both to perceptions and practice which ask, how are professionals' perceptions and practices are influenced by:

- personal biographies e.g. previous experiences and personal values?
- pedagogical understandings e.g. their professional educational experiences of working in a community-oriented school?
- how the school is located within the community including working with parents, other local professionals and with the wider community?
- macro-level policy discourses e.g. local authority policies and broader regional/national agendas?

An overarching concern was also how professionals' educational practices and other factors related to their perceptions of community-oriented school so that both espoused theory and theory in practice could be examined (Schon, 1987, 1991a, 1991b).

The above research questions required deep reflection about the way the phenomenon of community-oriented schooling is understood and enacted by professionals. As such the questions required a research design that allowed individuals to articulate and reflect on the formative processes around community-oriented work as well as how they then enact community-oriented schooling. The research questions required an in-depth study which is only possible with a qualitative approach that illuminates the lived realities of professionals working in particular

school contexts. Such a study was suggestive of a case research design (Yin, 2009) that identifies the professionals as the primary cases and the school as the sub unit of analysis. This tended towards an ethnography in order to generate the rich data required. A full ethnography would involve complete immersion into the community being studied and participating in cultural life and practices. Although I have previously taught at the school in which the research was conducted, such a complete immersion would have been impossible given the time and resource constraints for this project. Parker-Jenkins (2016) highlights the distinctions and overlaps between ethnographies and case studies, noting that it is problematic to attempt to have tight barriers between the two terms. Instead she suggests that while research such as this study is not an ethnography, it may be most useful to say that it 'draws on ethnographic techniques' (2016: 6) in order to gain an insider's perspective which generates a clearer understanding of the issues to hand.

3.1.1 Research design

The research was carried out in a community-oriented primary school in the north-west of England. Focusing on this one particular school was an example of purposive sampling in a number of ways. Firstly, the focus of the study is on the professionals who work with communities in severely disadvantaged areas of the country. The school selected is in a local area ranked highly in all measures of deprivation and is among the most deprived boroughs in the country (Department for Communities and Local Government, 2011). Secondly, the research seeks to examine professionals' perceptions and practices within the context of an avowedly community-oriented school. This type of school might provide the richest opportunities to explore both the benefits and the constraints associated with this way of operating as a school. The

school attempts to engage with a set of community-oriented approaches to work with local families. In light of how community-oriented schooling has developed and how it has been perhaps most productively engaged with through policy and practice in primary schools, the richest data could be collected from this type of school. Given that primary schools tend to establish close links with families, they consequently can be more easily aligned with communities and their needs, yet in research terms, analysis of the community-oriented work of primary school professionals is limited (for example, even in the evaluation of the Full Service Extended Schools initiative, fewer small primary schools were used than larger secondary schools (Cummings et al., 2007)) and there is a clear need for additional studies that focus on this sector.

The selected school, Templeton Primary School (pseudonym), is a voluntary-aided primary school which opened in 1955. Currently the school has two hundred and six children enrolled between the ages of three and eleven and the staff comprises fourteen teaching staff, nine teaching assistants, five full-time support staff and two sports apprentices. Although the school is an average sized primary, the number of children eligible for free school meals (51%) is significantly higher than the national average (20%) and the number of children with a statement or additional support for Special Educational Need (20.4%) is also higher than the national average (13%). The school's pupils are mainly white British with less than 1% of children with English as an additional language. In terms of the attainment of the children, the school have consistently outperformed national, regional and local authority averages for level four (expected attainment) and above at Key Stage Two since 2010 (see appendix 6). This is despite children entering the school with 'generally well below average skills for their age when they enter Nursery' (Ofsted, 2010).

	2010	2011	2012
England	74.2%	73.5%	78.4%
North-west	76.6%	75.4%	79.8%
Local Authority	75.2%	75.4%	80.2%
Templeton Primary School	88%	100%	94%

Table 2. Percentage of children achieving Level 4 or above in both English and mathematics in Templeton Primary School

Further contextual details about the school and the local area in which it is situated are documented in Appendix 2 and some examples of the community-oriented activities offered in the school are listed in Appendix 8.

3.1.2 Sample

The participants were selected from a cross-section of staff. In order to obtain a sample representative of the whole population in terms of educational professionals, the staff were grouped according to their role e.g. teacher, teaching assistant, senior leader, learning mentor, then professionals from each of these groups were chosen. The proportion of newly qualified staff to more experienced staff was also reflected in the sample. Eight professionals were recruited as participants in total to ensure a wide scope of perceptions and practices could be understood at all professional levels in the school. The table below summarises these participants.

Participant (pseudonym)	Role in school	Length of time at school	Age	Gender
Christine	Head Teacher	7 years	40-45	F
Fran	Deputy Head Teacher	7 years	40-45	F
Mary	Part-time Teacher	8 years	30-35	F

Paul	Key Stage Two Teacher	2 years	25-30	M
Pamela	Recently Qualified Teacher	1 year	20-25	F
Caroline	Early Years Teacher	11 years	30-35	F
Margaret	Teaching Assistant	24 years	45-50	F
Jo	Learning Mentor	14 years	60-65	F

Table 3. Sample of participants

The educational professionals who were asked to participate represented a wide variety of roles and experience within the school. This purposive sampling (Teddlie and Yu, 2007) ensured that the professionals provided representation of a range of views and greater depth rather than breadth in contrast to other methods of sampling such as probability sampling. This was the most appropriate form of sampling for this research as a deep investigation into each individual professional's perceptions and practice was required rather than a wide range of surface data from many staff members. For this study, educational professionals were the focus and therefore members of the wider school community were not included in the sample such as administrative staff, governors, parents or external agencies. The small number of educational professionals in the sample was to ensure that rich data was produced, balanced with the practicalities of how much a lone researcher could achieve in a given timeframe. The use of purposive sampling does have implications. The sample is inherently biased and over the course of the research, the relationships I had with the educational professionals inevitably developed and impacted on the nature of the data collected.

In terms of accessing the sample, I have previously worked as a teacher at the primary school where this study was located and therefore it was not anticipated that there would be many issues with access. However, if any members of the sample did not wish to participate, other members of staff representing the same group of the school's professional population were to be approached. During the data collection, none of the participants withdrew and therefore the original sample group was maintained throughout. Another issue that was anticipated was the role of the 'gatekeeper' (Lee, 1993, p. 123). This is to say that those who control access to the data, in this case the Head Teacher and governors of the school, may have influenced the data collected. Cohen, Manion and Morrison highlight that when researching in schools, it is essential to consider factors such as:

- gaining permission to speak to school professionals
- schools' fear of criticism or loss of reputation
- teachers' fear of being identified
- local political factors impinging on the school
- the sensitivity of the research
- the power/position of the researcher

(Adapted from Cohen, Manion and Morrison, 2011, p. 167)

To reduce these risks, it was important to involve the gatekeepers and ensure clarity of information from the outset of the study. To do this, the Head Teacher and governors were provided with the research timeline, aims, research questions and data collection instruments in advance. Opportunities were provided to discuss any concerns, ethical considerations and the need to protect the data through the use of anonymity.

3.1.3 Ethical considerations

Due to the nature of the research, I applied for and received ethical approval from the School of Education ethical approval committee. The application for ethical approval considered a range of issues prior to commencing the research and ensured that protocols were developed to protect participants from harm. Throughout the application for ethical approval, the Head Teacher of the school was informed about any potential ethical considerations and provided with examples of the research instruments. The Head Teacher was also given the opportunity to raise any concerns or issues at this stage, as well as during the data collection, and was made aware of the option to withdraw at any point.

Consent is one of the essential matters of ethics. Researchers are required to ensure that all participants are fully informed about the nature of the research and their role as a participant. This is stressed by the British Educational Research Association who state, 'researchers must take the necessary steps to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported' (BERA, 2011, p. 6). To ensure that all participants were fully aware of their role and the voluntary nature of their involvement in the study, I produced a participant information sheet (Appendix 1.1) detailing the nature of the research, how participants would be involved, the duration of the data collection, measures to ensure confidentiality and safe data storage, what to do if the participant changes their mind, and contact details for further information. The information sheet was distributed to all participants prior to signing a consent form (Appendix 1.2). If signed, the participant agreed to the terms outlined. The consent form also notified participants of their ability

to withdraw from the research at any time without reason or detriment to themselves. This was in accordance with the Ethical Guidelines for Educational Research that highlights 'researchers must recognise the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right' (2004, paragraph 13). All of the eight educational professionals who were initially asked to participate in the research gave their full and informed consent and did not withdraw at any time.

Each of the participants were fully informed of the confidentiality, data collection and storage methods used (see participant information sheet in Appendix 1.2). The participants were made aware that a dictaphone would be used during data collection and that the data would be subsequently transcribed. As part of the transcription process, all of the data was anonymised ensuring confidentiality was maintained. It may not always be possible to promise such confidentiality however, especially where children are involved (Alderson and Morrow, 2004, p. 44). For example, if a child protection issue had arisen during the data collection, further action might have needed to be taken. To anticipate this, all participants were informed that confidentiality was limited to the information provided and did not include issues of child protection. Following transcription, the data was password protected while it was being analysed and stored securely. The data was also held and used for the specified, agreed purposes and for the required period only. It would then be destroyed after use in accordance with the Data Protection Act 1998 and the Revised Ethical Guidelines for Educational Research (2004, paragraph 26). All reasonable measures were made to keep the data secure at all stages of the research process.

As I have worked as a teacher in the school used for this study, I was partly an insider researcher as relationships with many of the educational professionals had been established prior to commencing the research. These relationships between the participants and me were therefore inevitably going to impact on the data collected. The status of an insider researcher had significant advantages such as access to the participants being made more straightforward and the open nature of the already established relationships with participants able to be capitalised upon more easily than if the research was conducted by an 'outsider'. Alongside this, as an insider I had an awareness of the context for events and could assess the implications of following particular avenues of enquiry (Griffiths, 1985). However, the mutual trust between the participant and me impacted on the content the data collected as well as the interpretation of the content influencing the relationship (Altrinchter, Posch and Somekh, 1993, p. 102). As a result, during the research process, it was crucial to be aware of how the content of the data collected was influenced by the existing relationships and the impact on the data collected. In order to deal with this, Grady and Wallston (1988) suggest researchers record their own responses following an interview session so that they can be considered for impact and possible contaminating effects on the research. During the data analysis, the impact of the existing relationships could then be acknowledged. Alongside this, for some distance to be gained from professional roles, neutral interviewing spaces were sought along with the same interview schedules being used for each participant (see Appendix 1.3, 1.4 and 1.5).

The information sheet provided also documented the potential benefits for the educational professionals and the wider school community (Appendix 1.1). The

participants were informed that they would be debriefed of the research findings at the conclusion of the project. This is set out as good practice in the Revised Ethical Guidelines for Educational Research (2004) but also could have had implications for professionals' decision-making. It was important for participants to be aware of the benefits of their involvement in the study as argued by Altricher, Posch and Somekh, '[participants] should believe that the outcomes ... may be useful for him or her' (1993, p. 101). This may not be extensive enough, as rather than participants merely 'believing' the outcomes to be useful through the research process, I aimed for the outcomes to inform the educational professionals about how community-oriented work is perceived and practiced across the school. As a result, both through the research process and sharing the findings, professionals may benefit from their involvement in the study.

3.2 Data collection methods

As discussed earlier, this study required a case study approach to understand the perceptions and practices of professionals working in the school. To do that involved engagement with the stakeholders about a whole set of factors that my conceptual approach outlined, including examining policy discourses that may be at a distance from them but also closer proximal factors, such as their everyday practices. The set of methods that were used not only highlight some of the key factors at each level of analysis but also the interrelationship between these factors. The diagram below summarises how each of the methods relate to the levels of influence.

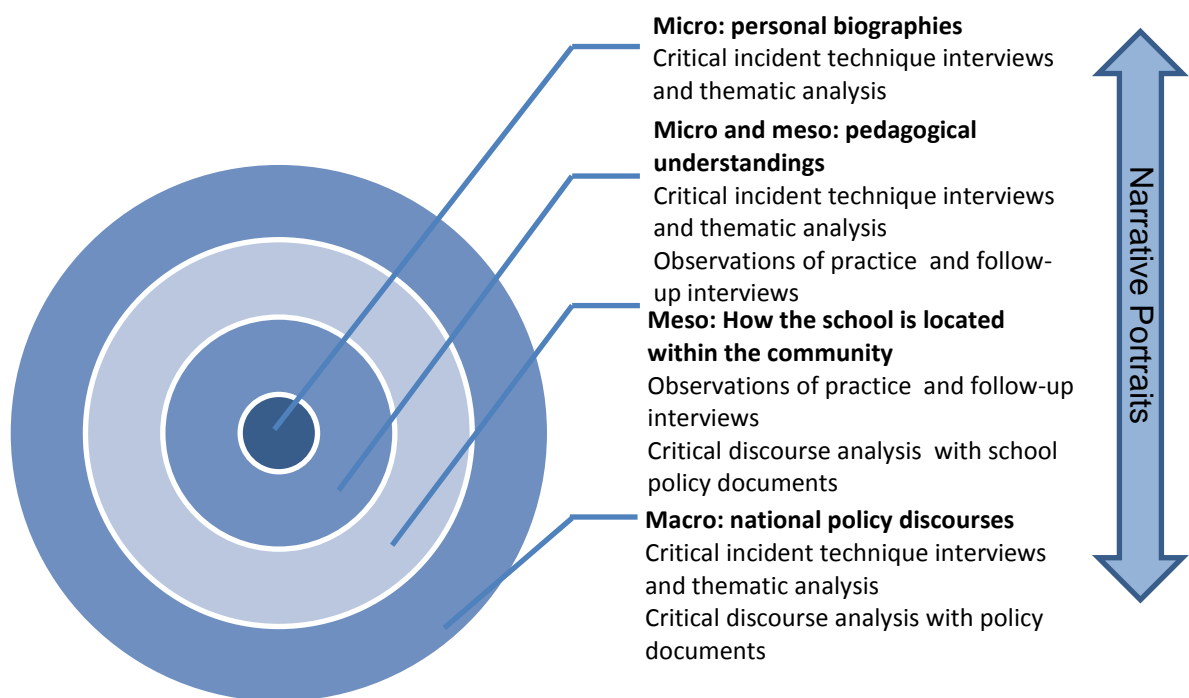


Figure 3. Methods mapped on to conceptual framework of ecological levels of influence on professional perceptions and practice

To explore the personal biographies of the professionals, critical incident technique (CIT, as trialled in the pilot study) interviews were conducted on a one-to-one basis to help understand how individual professionals perceive the community-oriented school

and how these perceptions have developed (see CIT interview schedule in Appendix 1.3). Following this, observations and follow-up interviews were used to understand how these perceptions and espoused ideologies are enacted in practice and how the school is located in the community. The observations were participatory and informed by the data collected in the earlier CIT interviews (see observation schedule in Appendix 1.4). The third method of data collection was through the school's key documents (such as the school prospectus in Appendix 10). In exploring the relationships between the school and wider community as well as how the school positions itself within broader policy discourses, the documentation produced by school leaders and other significant stakeholders was to be collected and analysed using critical discourse analysis. Subsequent to the collection and analysis of this data, narrative portraits were used as a synthesising tool to understand the complex and intersectional influences on each professional's perceptions and practices, in particular how school policy and macro-level discourses appear to be accounted for in each case. The narrative portraits blurred the boundaries between the proximal to distal levels and allowed for an in-depth, holistic picture of each professional to be painted. Below, these data collection methods are documented.

3.2.1 Micro-level data collection: critical incident technique interviews

To collect detailed data about the perceptions and practices of the individual professionals working in the community-oriented school, the methods used needed to assist professionals in articulating how their perceptions have formed and the factors that have been influential in the way they enact community-oriented work. In terms of perceptions, one way of enabling teachers to reflect on notions of community-oriented schooling was to use critical incident technique (CIT). This particular type of

interviewing technique encourages participants to identify specific incidents that have either consolidated or shifted their perceptions of the community-oriented school (see Appendix 1.3 for CIT interview schedule). According to Flanagan, critical incident technique (CIT) is described as ‘the procedures for collecting observed incidents having special significance and meeting systemically defined criteria’ (Flanagan 1954, p. 327). For each of the professionals’ case studies, CIT was used as a means for participants to explore the critical incidents that they identified as significant to the development of their professional perceptions of the community-oriented school. When piloting CIT, this method provided concrete and detailed data both about specific events and perceptions of events. The data collected could be effectively used to begin to answer some of the research questions in relation to professionals’ perceptions. In this study, the relationship between professionals’ perceptions and practices needed much greater emphasis and CIT was used alongside observations to achieve this. This links to all levels of the ecological model as the events themselves were used as a stimulus to discuss the professionals’ personal biographies, pedagogical understandings as well as macro-level policy discourses.

3.2.2 Micro-level data collection: observations

A narrative enquiry alone might have merely produced an espoused view of the professionals’ perceptions and therefore observations of practice were also used alongside follow-up semi-structured interviews to consider particular aspects of the professionals’ practice. To identify the focus of the observations, the data from the critical incident technique (CIT) interviews were used. This is to say that the events that were identified in the CIT interviews as impacting strongly on or consolidating the professionals’ perspectives of community-oriented schooling were used as the foci for

observations. For example, if a professional identified a parent workshop as illustrating their understanding of how the school works with the community, that workshop was used as the event observed and discussed in a follow-up interview. Such a process allowed the professional to take a fresh look at their daily practices which might usually go unnoticed (Cooper and Schindler, 2001, p. 374) and consider how these link to their perceptions. Furthermore, it is important for this study to have considered the range of influences on practices which observations allowed due to their contextualised nature (Moyles, 2002). The subsequent follow-up interviews could also further unpick these influences.

The method of observation that was adopted was observer-as-participant as this allowed me as the researcher to be identified within the group but also maintain a distance, watching things that happened, listening to what was said and questioning people (Becker and Geer, 1957, p. 28). This method aims to preserve the naturalness of the setting (Denscombe, 2007) and therefore minimise disruption, allowing the events to unfold as usual. In conducting this type of observation, more emphasis could be placed on the depth of data in order to achieve a full understanding of the relationship between perceptions and practice along with what it was about the reality of teaching in a particular school context that generated particular perceptions and practices. Data was collected whilst observing a range of events (informed by the CIT interviews) involving educational professionals, parents, other members of staff, governors and community agencies over a three month period.

As there were a number of different events observed in this phase of data collection (e.g. meetings, workshops and lessons), it was necessary to have a recording device

that could document details of the specific event as well as the practices of the professionals working within it. To do this, LeCompte and Preissle's guidelines (1993, p. 199-200) were used to direct the observation notes as the suggested prompt questions ensured the complex nature of a single event was considered in detail. These prompt questions are documented in the observation schedule in Appendix 1.4. The data collected during the observations was used to inform questions asked in the follow-up semi-structured interviews. These observations provided more detailed data about the participants' practices that could then be used to consider the meso-level of the ecological model, particularly the professionals' pedagogical understandings and how those understandings are enacted in the classroom.

3.2.3 Micro- and meso-level data collection: observation follow-up interviews

The data collected using CIT and observations was used as a basis for understanding educational professionals' perspectives on community-oriented working. However, to deepen this understanding, participants were given the opportunity to further explain their thinking through follow-up, semi-structured interviews. In doing this, the accuracy of how I interpreted the data could be tested along with exploring the broader understandings lying behind the perspectives presented in the CIT interviews. The issues discussed in the follow-up semi-structured interviews emanated from the CIT interviews and observation data as well as the analysis completed on these. The reason semi-structured interviews were selected was because of the opportunity they afford to elicit rich information regarding participants' perceptions. They also gave the interviewee and me opportunity to seek clarification and the freedom to explore other relevant issues rather than using a fully structured interview with more closed questions that may have been restrictive (Denscombe, 2007, p. 174). Using

interviewing also ensured that the line of enquiry could be modified depending on the responses provided by the participant, something that would not have been possible if a questionnaire or more structured interview were conducted. The follow-up interview schedule (in Appendix 1.5) documents some of the planned questions and probes that were used during this phase of data collection.

One of the validation methods used was respondent validation (Lincoln and Guba, 1985) which allowed the participants to check the factual accuracy and my understandings as the researcher then amended if necessary. In order to do this, the initial data generated by the participants using CIT interviews was given back to them prior to the follow-up interview and any suggested amendments discussed as part of the interview process. Some concurrent validity was also achieved through multiple sources and kinds of evidence used to answer the research questions (Cohen, Manion and Morrison, 2011, p. 295). This was achieved by using CIT interviews alongside observations and semi-structured follow-up interviews to gain a degree of triangulated understanding of the professionals' perceptions and practices in the community-oriented school.

3.2.4 Meso-level data collection: document collection

The aim of the study is to develop an understanding of the factors impacting on the way professionals perceive and carry out their work in an outwardly focused community-oriented school. As part of this, one of the levels of analysis under consideration is how the school attempts to locate itself within the community. In previous research, I have investigated how professionals in the school articulated their context (Parr, 2013). However, to gain an in-depth understanding of the way the

participants in this study position the school within a range of community-oriented approaches, further examination of the specific community-oriented approach advocated by the senior leaders in the school was needed. To do this, documentation detailing the aims and espoused values of the school along with the school's overall vision was an essential starting point for analysis. Key school documents such as the school prospectus (Appendix 10) and the school's mission statement were collected and examined to gain an understanding, at least in a formal sense, of how the school attempts to develop its community-oriented agenda. This is to say that the way professionals perceive and carry out work is influenced by a whole set of issues. At one level, discourses about the nature of the problem are likely to have an impact as well as how the school, in its positioning as a community-oriented school, articulate possible solutions. Therefore the school documents required examination as a way of appreciating the position of the school and its work. This links to the meso-level of the ecological levels of analysis in that it is the documentation written by the school's stakeholders which demonstrates the way they position the school and themselves in the local community.

3.3 Data analysis

Following each of the phases of data collection, the data collected was analysed not only to answer the research questions but also to inform the next stage of the data collection. For example, the critical incidents explored in the initial interviews with the participants informed the observations conducted and were dependent on what the professionals identified as key events that have impacted on the way they understand and practice in the school. A thematic analysis was used with the critical incident technique (CIT) interviews, observations and follow-up interviews while critical discourse analysis (CDA) was used to analyse the key school documentation. CDA is explored in more detail below and the specific articulation of CDA that was used is also documented. Facilitated by the CDA and using data from the CIT interviews, observations and follow-up interviews, narrative portraits were produced to synthesise the data.

3.3.1 Micro-level data analysis: critical incident technique interviews using thematic analysis

The CIT interviews aimed to explore some of the micro- and meso-level influences on perceptions and practices of the community-oriented school. In doing this, the analysis needed to ensure that some of the common influences on perceptions and practices were highlighted and drawn together as key areas for consideration. To do this, themes were identified across all the data collected. Thematic analysis was a useful data analysis tool allowing the data to be systematically distilled into key themes through recurrent patterns of words and phrases (Braun and Clarke, 2006). A thematic analysis, minimally organises and describes the data set in (rich) detail. Often however, the thematic analysis can go beyond merely organising and describing the

data set by interpreting some aspects of the research topic (Boyatzis, 1998). Therefore this method of data analysis acted as the first stage in understanding some of the proximal influences on the professionals' perceptions and practices and supported areas for further investigation through the observations and follow-up interviews.

Numerous approaches to thematic analysis have been documented (such as Attride-Stirling, 2001; Boyatzis, 1998; Tuckett, 2005) and each of these approaches have different emphases. For this study, I used an ecological framework of analysis ranging from proximal (micro) to distal (macro) influences that were not only considered individually but the complex relations between these were also investigated. In light of this, a thematic analysis ensured the flexibility and theoretical freedom to produce a rich and detailed, yet complex account of data (Braun and Clarke, 2006, p. 4). While flexibility is necessary to answer the research questions, it is also necessary to have a clear framework within which to work ensuring that the method is both flexible and subject to clear demarcation (Antaki et al., 2002). This was done through detailing the process and analysis undertaken, in particular the way in which the themes were identified. Much of the literature discusses themes 'emerging' (Singer and Hunter, 1999, p. 67) or being 'discovered' (Rubin and Rubin, 1995, p. 226) suggesting the researcher's role is passive in the method. It suggests that the themes 'reside in the data, and if we look hard enough they will 'emerge'' (Ely, Vinz, Downing and Anzul, 1997, p. 205). However, a key component of narrative analysis is the active selection of themes of note and communicating them to the reader (Taylor and Ussher, 2001). These themes are based on the theoretical understandings and position of the researcher who identifies and affirms the decisions made.

One of the first decisions made was what is deemed to be a theme and how are such themes identified. 'A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set' (Braun and Clarke, 2006, p. 82). Determining these is subject to a high degree of researcher judgment as there is flexibility around how prevalent the pattern is within the data set and to what extent the theme captures something significant in terms of answering the research questions. In terms of identifying the main themes, a decision was required on whether to adopt an inductive approach (Frith and Gleeson, 2004) or a deductive approach (Boyatzis, 1998; Hayes, 1997). A deductive approach is more analyst-driven as it is guided by the researcher's theoretical and epistemological underpinnings rather than the data itself. This approach was necessary in this study as the coding was directed by and mapped onto the specific research questions and the themes were identified in response to these questions. Braun and Clarke state that, 'this form of thematic analysis tends to provide...a detailed analysis of some aspect of the data' (2006, p. 84). This is what the thematic analysis will be used to achieve in this study.

In terms of the process to be undertaken, much of the literature steers away from trying to provide concrete steps in the narrative analysis process as the flexibility of the approach affords a range of possibilities. Having said that, Aronson (1994) and Braun and Clarke (2006) present various phases that could be followed when conducting a thematic analysis. Both of these papers were used and adapted to inform the following process, which was used for this study.

Step One: Immersion in the data

Through the data collection and transcription process, a knowledge of the data set was obtained (Riessman, 1993). In addition to this, a deep understanding of the data and familiarisation with the depth and breadth was essential to starting a thematic analysis (Lapadat and Lindsay, 1999). This involved repeated readings of the data and actively searching for patterns, meanings and repetition.

Step Two: Initial codes

Once emerging patterns of experiences had been found, they were then highlighted. These emerging patterns came from direct quotes or paraphrasing common ideas but each of the patterns or codes identified something that I found interesting in the data set. At this stage, the focus was on organising the data and coding the patterns or units of analysis (Tuckett, 2005). The patterns were assigned a colour and tagged with a key word or short description to support the development of the broader themes in the next step. It was important that this stage was repeated several times to ensure that any potential patterns were not missed in the initial coding. In some cases this meant a unit of data could be assigned a number of codes as it may have fitted in to more than one of the emerging themes.

Stage Three: Developing themes

Following this, related patterns were combined and catalogued into sub themes. These sub themes were identified by merging patterns that were identified in step two into broader areas. The themes were developed by me as the analyst as I had 'rigorously studied how different ideas or components fit together in a meaningful way

when linked together' (Leininger, 1985, p. 60). To support these links, Owen's (1984) three criteria for thematic identification were used:

1. recurrence - a recurrent meaning at different points in an interview;
2. repetition – words repeated at different occasions in an interview;
3. forcefulness - special emphasis, forcefulness, volume or inflection on certain words/ideas.

All of these criteria were necessary to generate a theme. There were different levels of themes at this stage: main themes and sub themes. Through these a sense of the significance of each theme started to develop.

Stage Four: Refining themes

During this stage, it became clear which themes were substantial with clear, focused data to support them. Some sub themes were discontinued due to their limited evidence and those which were too broad were sectioned into smaller, more manageable distinct themes. To support this process, Patton's (1990) criteria was used: internal homogeneity and external heterogeneity. Internal homogeneity suggests that the data collated within each theme should join together in a significant way. External heterogeneity necessitates clear and identifiable distinctions between individual themes. Within this stage, the themes should be 'defined and refined' (Braun and Clarke, 2006) ensuring that the essence of the theme can be articulated. Through this, the 'story' of each theme could be written and considered in relation to the research questions.

The data required a tool allowing the themes to be identified predominantly on a proximal level to the participants. However, the more distal levels of analysis also need consideration. Initially, a qualitative data analysis computer software package (such as Nvivo) was contemplated as a possible tool. However, on reflection, such software may have stripped away some of the important contextual information when the data set was analysed solely with codes (Gibbs, 2007). Further to this, rather than the analysis being driven by the data, context and theoretical understandings, it would be the software driving the analysis (Crowley, Harre and Tagg, 2002). Another concern was the potential fragmentation of the data during the coding process (Bryman, 2001; Jones, 2007) losing the holistic and interconnected nature of the discussions. Although some fragmentation of the data is necessary when using a thematic analysis, rather than fracturing the whole body of data through a software program, if completed manually, the holistic sense of the narrative could be preserved to some degree. In light of this, Microsoft Word was used to complete a thematic analysis. Using this tool ensured that contextual factors could be taken into account and fragmentation of the data could be managed.

3.3.2 Micro-level data analysis: observations and follow-up interview analysis

The observation and follow-up interviews focused on the pedagogical understandings and enactments of the professionals who practice in the community-oriented school. As a result, the data needed to be analysed in a way that considered how these understandings are enacted. Therefore, following the observations of practice and the follow-up interviews, all the information collected was analysed using the themes identified in the thematic analysis above. In doing this, commonalities between perceptions and practices could be identified as well as divergences. Such data

analysis is advocated by Kawulich (2005) who promotes the use of different types of data being used for the same form of analysis: firstly observation data and secondly follow-up interviews after the observations. This was useful for this study as it ensured that not only were the practices being analysed but the analysis allowed some of the interrelated and interconnected nature of perceptions and practices to be highlighted and discussed.

3.3.3 Meso-level data analysis: document analysis using critical discourse analysis

The school policies and key documentation provide a window into how the producers of the documentation position the school in terms of the policy/practice rhetoric with regards to curriculum and pedagogy enactment. It also provides an opportunity to explore how the relationships between the school and wider community are understood by school leaders and other significant stakeholders with power and authority to produce these documents. This investigation required a methodology that foregrounded the relationship between language and power in constructing and negotiating these relationships. CDA does this as well as considering the struggles and conflicts within the relationships. In doing this, CDA sees discourse – language used in speech and writing – as a form of social practice in itself (Fairclough and Wodak, 1997). Describing discourse as a social practice in this way suggests a dialectical relationship between a particular discursive event and the situation, institution or social structure that frames it. In this case, it is the relationship between the community-oriented work and the approach the school adopts (as the discursive event) and the school (as an institution). Within this relationship, there are complex negotiations of power that can be drawn out through an analysis of the language. This

is to say that texts are often sites of struggle in that they show traces of differing discourses and ideologies all contending and struggling for dominance.

In recent years, CDA has been used in the field of teacher education to examine the points at which dominant socio-cultural discourses compete to construct and position teachers and students (Britzman, 1991; McGuire and Weiner, 1994; McWilliam, 1992; and Popkewitz, 1993). Much of this work uses CDA to move beyond describing the institutional practices and towards a more in-depth analysis, which critiques and challenges dominant institutional practices. In this sense, CDA is a methodology used to examine the dominant institutional practices and analyse the language used to represent these ideas in key documentation.

It is important to note that CDA has never been and has never attempted to be one specific methodology alone. Studies in CDA are multifarious, derived from different theoretical backgrounds as well as oriented towards very different data and methodologies. Researchers in CDA also rely on a variety of grammatical approaches (Wodak 2001). Van Dijk goes as far as to say that 'at most [CDA] is a shared perspective on doing linguistic, semiotic or discourse analysis' (1993, p. 131). As this research aims to consider the professional perceptions and practices in a community-oriented school, the socio-psychological characteristics underpinning these need to be understood, instead of merely focusing on the structure of the school's texts or the analogies, metaphors or symbolism used in the language in these. To this end, the focus of the CDA in this study was on the discourses used by the school's leaders and the relations within these discourses.

CDA has a number of articulations, each of which were considered. However, in general, CDA is interested 'in studying complex social phenomena requiring a multi-disciplinary and multi-methodical approach' (Wodak and Meyer, 2001, p. 2). Articulations of CDA are strongly rooted in a range of theoretical influences, from theories of power and society to theories of grammar and language. A number of these articulations were considered in terms of their relevance to this study including a socio-cognitive approach, discourse-historical approach and corpus-linguistics approach (further detail about these approaches can be found in Appendix 9). However, using a dialectical-relational approach was considered most appropriate for the analysis of the school's documentation due to its emphasis on relations of power and dominance. This is explored in more detail below.

Using the principles of a dialectical-relational approach (DRA)

As the study aims to gain an in-depth understanding of the professionals' perceptions and practices of a community-oriented primary school, the way the professionals interpret community-oriented schooling can be located using the literature as well as an understanding of how the senior leaders position the school in key documentation. Therefore, an articulation of CDA was needed that considered the notions of power alongside some of the issues around how language is shaped by its social functions. In light of this, a dialectical-relational approach (DRA) was the most appropriate articulation for this study. DRA focuses on 'social conflict in the Marxian tradition and tries to detect its linguistic manifestations in discourses, in specific elements of dominance, difference and resistance' (Wodak and Meyer, 2001, p. 27). As part of this approach, the analysis is informed by the Foucauldian idea that 'discourse is a way of representing social practice(s) and as a form of knowledge' (van Leeuwen, 1993, p.

193). This suggests that every description is dialectically related as it also regulates what it describes. It is not only that every description is somewhat biased but also that the very terms used to describe something reflect power relations. In terms of this study, this is significant as the location of power within the relationship between the school and community could be considered through the documents analysed. DRA suggests that discourses promote specific kinds of power and control relations, usually favouring the professional using the discourse.

DRA draws upon a specific linguistic theory – Systemic Functional Linguistics (Halliday, 1995) – which analyses language as shaped by the social functions it operates within. This is to say that language is used to understand the way professionals' value orientations and dispositions are shaped by their past events and structures. This is important for this study because it aims to understand professionals' perceptions of the community-oriented school and through language, these can start to be examined. To do this, Halliday's ideational function, through which language lends structure to experience (170, p. 142), was drawn upon in DRA. The notion here is that the professionals who construct the documents use language to make sense of and build upon their prior experiences, knowledge, understandings and use these to influence agency and structure. This is reflective of Bourdieu's notions of embodied cultural capital and habitus that shape current practices and structures but also, importantly, condition our very perceptions of these (Bourdieu, 1984, p. 170). This is useful to this study as the ways the stakeholders make sense of their understandings and attempt to influence agency and structure could be illuminated through the analysis of the key school documents.

The way in which Fairclough structures DRA is through the use of three levels.

1. Firstly, a text analysis (or description of what is happening in the text). This level of analysis explores the object of analysis itself. In this study, the objects of analysis are the school documents. These are visual rather than verbal texts and therefore rather than gestures and intonation being analysed, the organisation and layout of the text is considered.
2. Then a processing analysis (interpretation of the description). In the processing analysis, the way in which the object is produced (through writing/speaking) and received (through reading/viewing) by human subjects is analysed (Janks, 1997). This level of analysis ensures that the linguistic choices, their sequencing and the social understandings which regulate these discourses can be explored.
3. Finally, a social analysis (explanation of the interpretation using broader theories and understandings). This is to say that the socio-historical conditions which govern the three processes are taken into account, the historical determination of the language used, how language choices are tied to the conditions of the utterance and the location of the dominant discourse are all factors considered in the social analysis of a text.

This model was a useful tool as it provided multiple points of analytic entry. Janks suggests that 'it does not matter which kind of analysis one begins with, as long as in the end they are all included and are shown to be mutually explanatory' (1997, p. 329). The significant part lies in the interconnections within the text, i.e. the patterns, similarities and disjunctions, all of which must be described, interpreted and explained using Fairclough's model.

In analysing the school's documentation using a DRA, Fairclough's three levels of understanding were used to explore the way in which the stakeholders position the school in terms of the policy/practice rhetoric. The links between the discourse used in documentation and the enactments of these practices could be explored during the CIT interviews and observations. In the first instance though, a selection of key school documents were analysed individually using the three levels of DRA – text, processing and social analysis. As the social analysis aims to provide a broader interpretation of the data, this is included in the discussion chapter rather than the presentation and analysis of findings. The documents analysed are the school prospectus and mission statement which are significant texts that the key stakeholders of the school have written to position the community-oriented school and its work. Analysis of these documents supports the understanding of the dominant discourses that reflect the perspectives of the stakeholders of the school.

3.4 Synthesising the data: narrative portraits

Through the above phases of data collection and analysis, the data was dissected and analysed closely in relation to each of the levels of influence, from proximal to distal. However, the nature of community-oriented schooling and how this is enacted is suggestive of an open-ended, contextualised approach, allowing the data and the interconnected and interrelated nature of the influences being discussed to speak for themselves. Therefore in order to fully understand the multi-layered and interrelated data, a narrative portrait approach was adopted as a synthesising tool. This required a more phenomenological approach, as articulated by Smyth and McInerney (2013):

The inclusion of mere snippets or fragments from lengthy transcripts can rob a report of important contextual information and separate out details of participants' lives that add to the complexity and authenticity of the story. If we want to 'convey the authority, wisdom, and perspective of the subjects' (Lawrence-Lightfoot, 2005, p. 6), we need more detailed, descriptive, and richer narratives that reveal more of the identity and interests of participants and researchers.

(Smyth and McInerney, 2013, p. 4)

These 'richer narratives' revealing 'more of the identity' were precisely what was needed in this study as a sense of the individual and their authentic voice was crucial to gaining an understanding of the complex workings of perceptions and practices. An accurate and authentic voice is imperative, especially when considering the professional identity of the participant, their personal enactments and how these fit with more distal policy influences.

The narrative portraits were constructed using the data from the CIT interviews, the observations of practice and the subsequent follow-up interviews, all of which are embedded in the discourse analysis of policy at meso- and macro-level. When creating narrative portraits, there are two approaches to writing and editing the transcripts: preservationist and standardised (Blauner, 1987). Preservationists present any original speech as accurately as possible, including hesitations, non-grammatical constructions and so forth. A standardised approach is more commonly used and involves remaining faithful to the words and meaning of the original transcript but editing it for a more coherent and readable portrait (Smyth and McInerney, 2013). The latter was the approach used to ensure a clear and readable text was produced and one that documents a holistic view of the professionals' perceptions and practices in relation to all the levels of influence. As Cohen, Manion and Morrison (2011) suggest, 'narratives are powerful, human and integrated' which is precisely what was required for this synthesis of the data. The narratives could be powerful in illustrating the lived reality of community-oriented schooling, human in terms of the professionals' perceptions and practices and integrated in relation to the levels of influence.

To create the narrative portraits themselves, a number of factors required deep consideration. Firstly, Lawrence-Lightfoot suggests that the data to be used

must be scrutinized carefully, searching for the storyline that emerges from the material. However, there is never a single story; many could be told. So the portraitist is active in selecting the themes that will be used

to tell the story, strategic in deciding on points of focus and emphasis, and creative in defining the sequence and rhythm of the narrative.

(Lawrence-Lightfoot, 2005, p. 10)

This highlights the pivotal role of the researcher in the construction of the narrative portraits and the decisions that are made not only about which story is told but also about that which is not included i.e. not told. Lawrence-Lightfoot calls this just one of the 'string of paradoxes' (2005, p. 10) in creating the narrative. In addition to this, is the juxtaposition between the way in which the original text is utilised but also my role in interpreting and shaping the text must be considered. Perhaps one of the most notable paradoxes and considerations was the way the private, personal storytelling which is important to the formation of the narrative portraits was depicted within the public discourse which the portrait aims to affect (Featherstone, 1989). In this way, the narrative portrait deepens the understanding of individuals while at the same time widening understanding in the field through the use of these personal perceptions and practices.

Summary

In this chapter, I have provided the details of the research design for this study, data collection methods from the micro- to macro-level data as well as documenting the data analysis methods used. Ethical considerations along with some of the potential issues around being an insider researcher have also been documented. In the next chapter, the findings will be presented. In doing this, I explore the professionals' perceptions and practices as well as the broad spectrum of influences that the professionals use to locate their perceptions. In order to examine the multifaceted nature of these influencing factors, a narrative portrait for each professional will also be presented so that both espoused theory and theory in practice can be examined.

Chapter Four: Presentation and analysis of findings

In systematically answering the overarching research question, ‘what are the professionals’ perceptions and practices of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community?’ ecological levels of analysis that range from proximal (micro) to distal (macro) influences were considered in the data collection. These ecological levels scaffold the examination of how professionals’ perceptions and practices are influenced by:

- personal biographies e.g. previous experiences and personal values.
- pedagogical understandings e.g. their professional educational experiences of working in a community-oriented school.
- how the school is located within the community including working with parents, other local professionals and with the wider community.
- macro-level policy discourses e.g. local authority policies and broader regional/national agendas.

This presentation and analysis of findings chapter will document the data pertaining mainly to the first three of these questions. The macro-level policy issues are located in the meso-level understandings of these policy interventions and the meso-level interpretations of macro-level policy at the school level.

The first section of the findings focuses on the meso-level document collection and analysis using critical discourse analysis. The section focuses on how the senior leaders and governors of the school position themselves within the local community through key school documentation. This data addresses some of the third sub question which focuses on the meso-level influences on professional perceptions and practices.

The second section documents the findings of the thematic analysis of the CIT interviews. Such horizontal analysis addresses the first and second sub questions as it considers the perceptions the professionals hold based on their experiences working in the community-oriented school. The thematic analysis suggests five broad themes which were widely discussed across the participants: relationships, support services/facilities, learning, what it means to be a teacher and raising aspiration.

The final section of the findings presents a synthesis of the data for each participant in the form of a narrative portrait. The portraits provide a sense of how the professionals' educational practices and other factors relate to their perceptions of the community-oriented school so that both espoused theory (perceptions) and theory in practice (practice) can be examined. The portraits focus mainly on the micro- to meso-level influences on perceptions and practices and yet also contain elements of macro-level discourses.

4.1 Findings from critical discourse analysis

To gain an in-depth understanding of how the leaders and stakeholders position the school within a broad spectrum of community-oriented approaches, investigation of the specific articulations of these espoused views is needed. Key documentation detailing the school's mission and values which was used as a starting point for this analysis, included the school's prospectus and mission statement. To analyse the school's documentation, an analytical tool was needed that considers the notions of power alongside some of the issues around how language is shaped by its social functions. Using the principles of a dialectical-relational approach (DRA) to critical discourse analysis (CDA), Fairclough's three levels of understanding (1989, 1992, 1995, 2001) were used to explore the way in which the school is positioned in terms of the policy/practice rhetoric. The links between the discourses used in documentation and the enactments of these practices were explored during the data collection and analysis, involving CIT interviews and observations. In the first instance though, key school documents were analysed individually using the three levels of DRA: the text and processing analysis before the social analysis is included in the discussion chapter. During the analysis of key documents, links to other documents are drawn (such as the school's behaviour policy) to ensure that the context of the documents is fully considered.

4.1.1 School prospectus

Text analysis

The first document to be discussed is the school's prospectus. This is a key document as it sets out the school's approach for prospective applicants and therefore provides

a policy overview of the school's practice. The document is organised into sections such as the learning environment, parental support and the school's values/mission statement. Each section provides key information for parents alongside photographs of the school community introducing the learning environment, promoting activities with parents and so forth. In relation to working with the parents, there are several points at which the school sets out its aims: '[w]e aim to work closely with all parents and carers so that together we can achieve the best for your child', '[s]upport is available for all children and families when or if they need it' and '[w]e greatly value the links between home and school and work hard to ensure that parents are always well informed about the busy and exciting life of our school' (Appendix 10). Such ideas suggest that the school attempts to engage parents in their work and appreciates the role parents play in the education of their children, however, links to wider community work are not evident in this document.

Processing analysis

In attempting to interpret the discourses in this document, it is perhaps most useful to consider significant sentences and paragraphs in some detail. In the parental support section of the document, the school invites, '[p]arents looking for an opportunity to play a more active part in the life of the school' to 'consider offering their services to assist in areas of the school under teachers' direction and supervision' (Appendix 10). This reinforces the earlier description that parents are invaluable in the education of a child. However, the juxtaposition of 'an active part in the life of the school' and 'under teachers' direction and supervision' is interesting. For reasons of safeguarding, this may be practically necessary, however, it may also point to the location of dominance in the discourse. This is to say that although the school actively encourages

participation of parents, the teachers are ultimately 'directing and supervising' parents and are therefore dominant. This is reinforced later in the document when a set of rules are presented for parents:

Please help us to provide a safe and structured environment for your child

by:-

- Not smoking on the school premises.
- Not swearing on the school premises.
- Leaving your dog at home. ALL dogs (except guide dogs) are banned from the school premises.
- Taking care of the school equipment. Parents will be expected to pay for school books or equipment which is lost or damaged by your child.

(Appendix 10)

Despite the earlier language around the school working closely with the community and parents, this list of rules could be interpreted as patronising parents as they closely resemble a set of school rules presented to a child. They also further reiterate the location of power and control in the discourse: the school values the contribution of parents, however, ultimately this is on the school's conditions and under the teachers' direction.

To explore where this discourse fits within the wider local authority policy, excerpts of the local authority's strategic plan, 'Child poverty and life chances strategy' (2011), were also analysed. The document was published by the local authority to summarise

the direction and objectives for the following four years in terms of children and the associated services. From the outset of the document, the chairman clearly sets out his and the local authority's position, 'Once a society begins to lose the art of good parenting (that has been built up over a hundred years or more), a growing disaster looms. More and more parents adopt their parents' practices which are precisely the ones that have failed them' (2011, 3). He goes on to say 'the only organisations that can respond to this innate human wish to be good parents and offer universal coverage are our schools' (2011, 4). When attempting to interpret this, it is clear that a deficit view of parents in the community is being presented. The chairman goes as far as to say that a 'disaster looms' if action is not taken urgently. Such alarmist rhetoric not only suggests that there is a lack of 'good parenting' but also suggests that it is schools who need to be the main driver in taking action. There are clear links here with the power and control relations exhibited in the school prospectus. The school ensures that although parents are welcome to participate, the school is dominant in the relationship. This is a view reinforced by the local authority as they see schools as the ameliorative force for dealing with 'bad parenting'.

Some of the language in the school's prospectus is one of collaboration with parents. For example, '[w]e want to ensure that your child is successful but we need your support' and 'please help us to provide a safe and structured environment for your child' (Appendix 10). However, there are also examples of the leadership team, as writers of the document, asserting power and control over parents with statements including 'parents are asked to walk their child to school whenever possible', 'attend Parents' Meetings and invitations to discuss your child's progress in school', 'play an active role in school whenever possible', 'share a book with your child for 10 minutes

each night' and 'please do not use the children's entrance to enter the school building'. It is important to note that a critical analysis of discourse and dominance is not straightforward and in line with Wodak and Meyer's approach to social analysis, 'language is not powerful on its own but instead gains power by the use powerful people make of it' (2001, p. 10). It is notable that school's prospectus is written by the 'powerful people' within the school (i.e. the school's leadership team) and therefore is not necessarily a reflection of the view of all educational professionals within the school or of community perspectives.

4.1.2 Mission statement

Text analysis

The mission statement serves as an important component to understanding the values promoted in the community-oriented school. The school's motto is, 'Learning and growing together; inspired by the love of Jesus'. As a Catholic school, it is expected that a faith-based mission statement reflects the school's status. In a Catholic primary school it is expected that the whole school and wider community contribute to the mission statement and that it is reflective of the ethos throughout the school. When considering the motto, the emphasis on 'together' suggests that the school and community take a joint responsibility for 'learning and growing'. It is also interesting to note that learning is located before growing, perhaps suggesting that this is of importance while 'growing' is a secondary focus.

Process analysis

The mission statement above provides a general, overarching notion of the ideal aim of the school: the development of the self in terms of a flourishing community. The

motto seems to suggest that the school aims to do more than support the children to learn, but also to 'grow' perhaps morally, socially and personally. Noddings suggests that this type of nurturing of the children and wider community's moral life seems 'innovative – even intrusive' (1988, p. 216) in the current educational system where it is argued that 'schools can do only one thing well – the direct teaching of basic skills' (1988, p. 216). The alternative model suggested by Noddings (1988) rather than a narrow focus on academic achievement, advocates nurturing an ethic of caring for education through the central components, relationships and dialogue. There is evidence of this approach to teaching in the school's values statement: 'our school values were developed with the pupils. They show us all how to be every single moment of the day.' This statement indicates that the pupils are involved to some degree in the dialogue around the direction of the school, but it also highlights the expectations of the staff in terms of the school's ethical practices. The sense in which educational professionals are included in the 'show us all how to be' reinforces not only Noddings's notion that a caring community is developed through the relationships, modelling, dialogue and practice (1988, p. 223) that happens in schools but more specifically, as Higgins argues, 'students learn what it means to flourish (or not) as much from the people who teach, from their manner, as from what is taught' (2003, p. 136). The values statement suggests therefore that the educational professionals are going further than teaching academic skills. They are also expected to be ethical role models for the children 'every single moment of the day'. In doing this, ethical reflection is essential because 'as teachers try to help student's lead good lives, they are constantly invited to re-examine their own notions of the good life' (Higgins, 2003, p. 136). The way in which educational professionals reflect on their own notions of the good life requires them to constantly re-evaluate what constitutes human flourishing,

how this idea of the 'good life' relates to the context that the professionals are working in and ultimately for the teacher, the reciprocal effect on their own human flourishing.

In terms of the educational professional, it is understandable that within their practice, an element of ethical reflection is required in order to consider their notion of human flourishing and best practice in nurturing this. The behaviour policy outlines the important role that adults play in fostering the behaviour of the children in the school stating that:

Adults in school have a vital part to play as role models. This can be demonstrated through:

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Showing respect for every child as an individual
- Making every child feel valued

(School behaviour policy, 2011, p. 2)

It is notable that in the policy fourteen rules are provided to guide the behaviour of the school's staff while only eight are asked of the children. This suggests that the school recognises the importance of staff modelling the values they wish to promote with the children. This modelling may suggest that the school values particular types of role models as teachers. Such a teacher, as detailed above, not only models good learning behaviours but also 'makes every child feel valued'. This indicates that the adults are required to demonstrate certain personal and professional values and perhaps also need to be a 'certain kind of person' (Carr, 2006, p. 172).

In summary, this CDA of the school's prospectus and mission statement has highlighted some important ways that the school positions itself within the community at a meso-level. Notions of a deficit approach to the community, parents being valued but patronised, learning prioritised over 'growing' and teachers acting as role models for the children have all been highlighted in the documents. How such notions are then interpreted, perceived and enacted at a micro-level by individuals in the school will be discussed in the next section which documents the findings from the thematic analysis of interviews.

4.2 Thematic analysis of critical incident technique interviews

Following the interviews using critical incident technique (CIT), the data was transcribed and coded using a thematic analysis approach. A sample of the transcribed interviews are provided in Appendix 3. In doing these interviews, sixteen critical incidents were identified and through these, several main themes emerged. The themes were identified as commonalities across the professionals who were interviewed and within each theme there is a spectrum of incidents and ideas which highlight some of the different perceptions held by the professionals. In Appendix 4, the data collected pertaining to each theme is documented by participant. This data demonstrates how far each of the participants discussed each theme. In Appendix 5, the range of different perceptions and interpretations within each theme is highlighted with examples from the data for each. The data analysis presented in this chapter provides access to the range of themes expressed in the interviews, with examples from the raw data. Each of the themes will be discussed and these commonalities, divergences and incidents relating to these will be outlined.

4.2.1 Relationships

The data about relationships suggests a complex set of perceptions about how teachers and other school professionals view their work with families and other outside agencies. At one level there is a clear sense of professionals talking about the need for care and compassion in the way relationships are developed with children, parents and families. However, at other times thinking is about a process of dealing with families that is suggestive of a more policing approach. Such nuanced data is also evident in teachers' discussions around supporting services and families including

external agencies. In this section, the broad spectrum of relationships that is detailed in the data will be presented. This includes, relationships between teachers and families, between teachers and other agencies and between teachers and children. The raw data focusing on the theme of relationships is presented in Appendix 4.1.

Relationships between parents and teachers

More than half of the professionals interviewed described the relationship between staff and parents positively, using language such as, 'strong' (Key Stage Two Teacher, Paul and Early Years Teacher, Caroline, Interview 1) and 'really good' (Teaching Assistant, Margaret and Deputy Head Teacher, Fran, Interview 1) with 'open' (Deputy Head Teacher, Fran and Learning Mentor, Jo, Interview 1), 'honest' (Early Years Teacher, Caroline; Learning Mentor, Jo and Deputy Head Teacher, Fran, Interview 1) or 'trust' (Deputy Head Teacher, Fran and Head Teacher, Christine, Interview 1) a feature of that relationship. The reasons given for such positive relationships suggest the view from professionals that the school actively ensures that they are 'approachable' (Early Years Teacher, Caroline and Part-time Teacher, Mary, Interview 1) and 'fair' (Learning Mentor, Jo, Interview 1) with parents leading to an aspired mutual understanding through effective communication.

Much of the data on the relationship between parents and teachers focuses on what the teachers do in an attempt to strengthen these links. For example, 'we helped build a relationship between mum and dad again because they hated each other but we made sure that they came in and they were amicable' (Recently Qualified Teacher, Pamela, Interview 1) and 'maybe that's our fault, maybe they didn't know, what we were actually going to do for those workshops so, that could be really down to us by

maybe giving them a bit more information' (Teaching Assistant, Margaret, Interview 1)

The Early Years Teacher, Caroline also suggests that she attempts to strengthen links with parents on a more regular basis, '[i]f I only see you at parents evening and you're sat behind a desk, in your best jumper, it's a very different relationship, isn't it? And I think, with our parents, because they are from, they are different parents, you need to be more approachable to them' (Early Years Teacher, Caroline, Interview 1). There is only one example from the professionals of the parents organising an event to support the relationship between teachers and parents, 'we had to tell the parents we had been broken into and then the parents then took it upon themselves to ... do a charity evening for us and raise lots of money and other than that, clean the mess up that someone had left' (Teaching Assistant, Margaret, Interview 1). Teachers here seem to consider themselves to be the main drivers of the relationships with parents and attempting to put in place strategies to support the development of those relationships.

Some of the professionals take this one step further and suggest that there is a link between the specific type of parents the school works with and the approach that is adopted: 'I think, with our parents, because they are from ... they are different parents, you need to be more approachable to them' (Early Years Teacher, Caroline, Interview 1) and 'actually the families who have maybe got a deficit model in their home don't or won't access them so sometimes, you can put the most fabulous facilities in an area but you can't make the people use them, so you've got to look slightly differently and school has got an important part to play in that' (Head Teacher, Christine, Interview 1). This suggests that these professionals might perceive the parents as being 'different' and having a 'deficit model' and therefore the professionals need to 'look

slightly differently' and 'be more approachable' in order to cater for more parents who are perceived to be reluctant to engage with the school.

Relationships between teachers and other agencies

The relationship that was not discussed in as much detail by all professionals was that which they have with additional community agencies. It was only senior leaders from the school who emphasised these relationships, perhaps suggestive of the fact that these are the people who appear to have the most contact with these agencies. Some of the professionals such as the Deputy Head Teacher, Fran, highlighted the positives of working with additional agencies: 'the community police that we had a relationship with, was quite a friendly relationship and they came and knew lots of children through youth club' (Interview 1) and 'the attendance service ... because we've got a good relationship with them' (Interview 1). This suggests that the Deputy Head Teacher locates the school alongside other agencies within the community and values working with them as part of the community-oriented approach. However, the Head Teacher perceives the relationship between the school and families to be integral to families accessing other services,

you've got to look slightly differently and school has got an important part to play in that because there has to be a link because I think in school you potentially have the trust of those people, you might not be able to go and work in their home, but you can open the door for someone else.

(Head Teacher, Christine, Interview 1)

This indicates that the Head Teacher, Christine, perceives her role with families as a mediator facilitating relationships with other services.

The impact that referring children or families to other services in the community can have on the relationships between parents and staff is noted in the data. One professional stated that 'they see us as going behind their back to refer to another service, that they don't trust as much as us, that can cause a little bit of friction in the relationship we've got with them' (Deputy Head Teacher, Fran, Interview 1). This suggests that the relationships between teachers and parents is a complex one. An espoused view of closeness is belied by the reality of interagency working which creates potential tensions with some parents.

The challenges of working with external agencies were highlighted by a number of the participants:

When ... another service, is then manning that support and they're having meetings and talking with parents and school are then out of the loop. I think that can cause issues and frustrations with people because you might then get together with the parent and talk about it and they're telling you something that another group of people have supported with.

(Deputy Head Teacher, Fran, Interview 1)

Alongside this, 'there is frustration when you are referring it [a case] and it doesn't have the impact or other services don't live up to the expectations that you've got of them' (Deputy Head Teacher, Fran, Interview 1). This indicates that although the

professionals work closely alongside a range of external agencies, there are differences between their aims, practices and expectations and those of the school's professionals. Fran, the Deputy Head Teacher also underlines the challenges she faces when external agencies are involved with a family but this is not communicated to the school, potentially impacting not only on the relationships between the professionals and the families but also possibly on the education of the child.

Relationships between teachers and children

Many of the relationships between teachers and children were highlighted as highly significant to many of the participants. For example, 'the ideal person for that child is their own teacher, who they've got a good relationship with because they are living in an uncertain place' (Head Teacher, Christine, Interview 1) and '[w]hat he really needed and, I know, the learning mentor of this school agreed ... was that he just needed love. He needed to be shown that he was in a caring environment' (Key Stage Two Teacher, Paul, Interview 1). This could be suggestive of a deficit approach with children being seen as needing more support from their class teacher because of local community within which they live. Paul, the Key Stage Two Teacher, makes parallels between his upbringing and those of the children in Templeton Primary School. 'I realised that I'm from an area very similar to this ... very similar communities, very similar social-economic background. You know, working-class based thing. I knew the way I want to be treated' (Interview 1) and goes on to state that, 'I don't think ... the children don't take you for granted, I don't think and if you just give them back that little bit, of just what they're not getting at home, I feel like they do put the effort in for you' (Interview 1). This suggests that Paul considers himself in a good position to establish a relationship with the children in the school because his own background in a similar

community means that he has a more acute understanding of what the children require.

4.2.2 Support services and facilities

Building on the data analysis around relationships, data focusing on the supporting services and facilities that the school and other local agencies provide was widely articulated by the professionals (see Appendix 5.2). There was also some data focusing on how the professionals see the parents' role in supporting the school and education of the children.

School and agency-led support for parents and families

Several services were highlighted in the data from intervention teams to social workers and the police. At a surface level, professionals noted that local services, 'have supported us in a number of ways' and 'we've had support from Family First where we've had issues around children's poor attendance' (Deputy Head Teacher, Fran, Interview 1). However, tensions and issues around working with external support services were also articulated,

I think in some ways that can impact negatively because that parent is quite afraid of support and then becomes quite defensive so in some cases, that can be 'oh, school are snitching on me and they're getting someone else. They're saying things about me.' So that can cause a little bit of a barrier in terms of our ability to talk openly with parents.

(Deputy Head Teacher, Fran, Interview 1)

This data suggests that the way the professionals see support for parents may be very different from how parents see the support themselves. Professionals at the school appear to value the contribution that outside agencies provide in supporting their work with additional input. However, based on the Deputy Head Teacher's comment, parents may perceive the involvement of outside agencies as threatening and therefore not positive or supportive. In developing this further, Fran, the Deputy Head Teacher stated that 'the families are quite savvy aren't they and don't want support' (Interview 1), while the learning mentor, Jo, commented that parents, 'will come in and support purely on their terms' (Interview 1). From this, it is clear that some professionals perceive the families as having a significant amount of control when accessing or indeed refusing to access additional support and this could therefore potentially limit the impact of external services on families.

Parents supporting the school and children

Throughout the interviews some professionals, particularly those early into their careers as teachers, such as Pamela, presented a somewhat stereotypical perspective of the children in the school, such as, 'children who come from poor backgrounds who aren't supported' and 'this child has come in, he hasn't had any breakfast, you know, he hasn't got the right shoes on, his mum is not reading with him at home and if you can't you know, give that child extra support' (Recently Qualified Teacher, Pamela, Interview 1). However, some teachers, particularly those who had worked at the school for a longer period of time and perhaps had a more community-focused outlook, were more complimentary of the support provided by parents: 'to watch the parents with their children and the way they interacted together and were quite relaxed together I suppose shifted a little bit in how I thought that the support

that's available from parents' (Head Teacher, Christine, Interview 1) and 'they [the parents] didn't need to lend their support but they did so I just thought that's quite caring and they take pride in their children' (Teaching Assistant, Margaret, Interview 1). This may highlight a spectrum of perceptions that the professionals hold about the level of services and facilities needed to cater for the children in their school. It could also indicate possible differences between early career notions of the support provided for children by parents as well as the school and that of more experienced professionals.

Teachers supporting teachers

In terms of school-led support through services and facilities for children and families, several professionals consider this to be a strength. For example, 'our commodity is people and we have to support them ultimately' (Learning Mentor, Jo, Interview 1) and

[w]e know that we support children well, we know that our children come with a lot of baggage and lots of issues at home, we know that. So that's just a given almost ... We've got aroma therapists ... we've got learning mentors ... we've got someone who does that. We have all these facilities available to children, so maybe we take those for granted a little bit.

(Early Years Teacher, Caroline, Interview 1)

Despite this school-led commitment to supporting children and families, several professionals emphasise the support they require internally from senior leaders to ensure this can be sustained: 'it has to be in the school agenda and the Head Teacher and Deputy Head Teacher have to really want to push, to push with that' (Part-time

Teacher, Mary, Interview 1), 'the playgroup was probably less priority than PE...and [the problem] was resourcing and it was staffing' (Part-time Teacher, Mary, Interview 1) and 'you need full support from the senior management' (Learning Mentor, Jo, Interview 1). This indicates that although many of the professionals actively endorse the school-led support of families within a community-oriented approach, there needs to be strong leadership and a clear agenda to ensure it is embedded across the whole school.

Although the Deputy Head Teacher, Fran, espouses that 'we would support each other, so if a new teacher was struggling with a parent or with an issue, then they would be able to come and talk to someone' (Interview 1), this is not always a view shared by the other teachers. For example, when setting up a playgroup, Mary, the Part-time Teacher says that she was 'literally left to my own devices' and 'it was just mine, there wasn't much involvement really from anyone else' (Interview 1). As a result of a number of factors including 'resourcing and it was staffing' and not 'much eagerness to say you know I really want to keep it going' (Interview 1) from the senior leadership team, the playgroup closed. This is one example of when the teacher did not feel fully supported by the senior leadership team and as a result, the community-oriented activity could not be sustained.

4.2.3 Learning

The learning theme also consists of a number of different types of learning encounters in a range of learning contexts including an enquiry-based learning curriculum, the children's personal, social and emotional learning as well as the wider community

learning, including parents' role in supporting learning. All of the raw data around learning is collated in Appendix 5.3.

Children's learning including enquiry-based and personal/social/emotional learning

One of the professionals in particular, Pamela, the Recently Qualified Teacher, talked in some depth about one critical incident which focused on an enquiry-based learning approach to the curriculum. The teacher considered the approach to be having a positive impact on the children's attainment and attitudes towards learning, 'they have to be able to lead certain tasks or take charge and listen to others ... you need to be able to listen to others and follow their instructions and life skills like that' (Recently Qualified Teacher, Pamela, Interview 1). Through this approach to the curriculum, the children were making decisions and learning in the context of their local community as well as having the opportunity to 'decide what they want to learn and how they want to learn it' (Recently Qualified Teacher, Pamela, Interview 1). Pamela clearly perceived an enquiry-based curriculum within a community-oriented approach to be beneficial, not only to the academic attainment of the children but also to the development of personal and social skills.

Personal, social and emotional skills are discussed on a number of occasions throughout the professionals' interviews. All the professionals viewed this aspect of learning as intrinsic to their community-oriented approach, 'we've got issues with the children which are social and emotional aspects of learning and because they come in, it doesn't mean this it solves that problem' (Learning Mentor, Jo, Interview 1), 'they're not ready to learn, their minds are elsewhere, they're not calm, they're not relaxed, they've got all sorts going on' (Head Teacher, Christine, Interview 1) and 'you

are also there to ... help build that child's wellbeing and their attitudes towards life, not just learning' (Recently Qualified Teacher, Pamela, Interview 1). Each of these professionals clearly view the personal, social and emotional aspects of learning as an important part of their community-oriented approach as they view the children as not being personally or emotionally ready to learn which subsequently impacts on learning more broadly across the curriculum. Again, however, there are concerns from professionals that macro-level interventions such as the recent Ofsted judgment of 'requires improvement', might have an impact on this approach. For example, 'there is less of that valuable time to just talk to the children ... it's now about just solely on this is what I need you to learn and we'll learn it' (Key Stage Two Teacher, Paul, Interview 1) and from Mary, the Part-time Teacher,

we don't really get time to speak to the children, apart from everything is just curriculum driven at the minutes, erm, and I don't think we're really dealing with issues like, for example, my class behaviour is quite an issue and sometimes I don't think we're really dealing with the causes of the behaviour, we're just dealing with it and saying we need to move on. And the children aren't really getting time to reflect, I guess, because everything is just so busy.

(Part-time Teacher, Mary, Interview 1)

These quotes suggest a conflict within the perceptions of professionals. While the professionals all generally regard personal, social and emotional learning as fundamental to being able to teach the curriculum more broadly, since a refocusing

following Ofsted, there is less emphasis on these aspects in favour of the more academic and easily measurable curriculum areas.

Learning in the wider community

The final area of consideration in this theme is the way in which the professionals perceive learning that occurs at home with parents. There were very mixed views on this in the data. Some professionals, particularly those in the early stages of their teaching career, see their role as compensating for the limitations of children's learning at home. For example, 'I just think it (school) gives them more skills and makes them think more about the world than what they're probably getting at home' (Recently Qualified Teacher, Pamela, Interview 1) and 'without us, you know, her attendance would be poor, she'd be missing out on school ... her learning would be affected by that' (Recently Qualified Teacher, Pamela, Interview 1). In this, the teacher considers the school to be the main driver in the children's learning, not only academically but also in terms of their understanding and attitude towards learning. However, one of the more experienced professionals highlighted the parents' involvement in children's learning to be something that has consolidated her view of community-oriented schooling, 'the parents' ... level of literacy, their interest in children's development, their understanding of next steps, the keenness to be involved is huge' (Teaching Assistant, Margaret, Interview 1). In this, Margaret perceives the parents as playing an important role in learning in conjunction with the teachers and school. This is in distinct contrast to Pamela's views of the parents' role in learning.

4.2.4 What it means to be a teacher

What it means to be a teacher and variation in the articulation of the role of a teacher is a theme that emanates from all the participants (see Appendix 5.4 for the raw data). There is the sense that previous and even current articulations of teaching are not sufficient for those professionals working in a community-oriented context. There were numerous perspectives on the role of the teacher in a community-oriented school, however, one commonality was the significant role beyond teaching when working in this type of school. Within this, there were several discussions regarding the changing role of a teacher, the notion of teaching as a vocation rather than a job and the necessity of adopting other roles in addition to teaching such as working with external agencies and with the wider community.

Three of the participants, two of whom are senior leaders in the school, challenged the changing role of the teacher. For example, Fran, the Deputy Head Teacher stated that ‘if you stood back and said is this a part of my job you would probably say, ‘You know what, this is not what I trained to do’’ (Interview 1) and similarly the Head Teacher said, ‘also there is a sense of you know, actually this isn’t ... sometimes it feels like it’s not your job’ (Interview 1). It is possible that as both of these professionals are non-teaching senior leaders, they are dealing with a broader range of issues outside of the classroom which could explain their comments. However, a similar perception was also expressed by Mary, the Recently Qualified Teacher: ‘I know that if I want to do a good job or a job that means something: that you have to go that extra mile’ (Interview 1). This is to say that in order to wholly fulfil her role in the community-oriented school, her job involves additional roles other than teaching in the classroom.

Several professionals highlighted the range of roles they have to adopt in addition to teaching: 'never mind just being a teacher, but there's so many added things' (Key Stage Two Teacher, Paul, Interview 1). For example, Mary considered her role in a multi-agency meeting: 'it just felt like a lot of pressure that you were holding this meeting in front of all these people who you don't know and you've never met before in front of two parents about their child when really you're just the teacher' (Interview 1). It is interesting that she says, 'really, you're just the teacher'. This suggests that this teacher views her role solely as an educator and does not feel secure in the transition to leading a multi-agency meeting. The Head Teacher reiterates this shift between teaching and a range of additional roles:

twenty years ago, when you came into the profession, you came just solely as an educator but actually time has changed and almost every day on the news there's another role that a school has to take on board and you just kind of have to shift your mindset a little bit really, because it is a different way of working'.

(Interview 1)

This notion of a 'different way of working' is a thought-provoking one as it suggests there are additional skills and qualities needed to adopt these roles additional to teaching.

Another additional role that was highlighted by the participants was working closely with parents and families in the community. For example, 'you're trying to counsel the adults and also the children at the same time so, not every week but regular enough

to make it a huge part of your job, in a school in this sort of community' (Head Teacher, Christine, Interview 1) and 'like dealing with parents, that's a huge skill and the only way you will get the best out of your child is to recognise its lifestyle, what happens with the parents, what happens at home' (Learning Mentor, Jo, Interview 1). Again, these comments reiterate the idea that additional skills and qualities are required of teachers working in community-oriented schools. The other significant aspect here is the reliance on these additional roles and skills to ensure that teaching can happen. As the Early Years Teacher states, 'in a school like this it is really difficult to have academic without the pastoral' (Interview 1). This is to say that without the additional, pastoral role that the professionals have emphasised as such a key element of their job, their core role as teacher could not be as effectively fulfilled.

Crucially the additional roles that the professionals perceive to be integral to their jobs are considered to be ongoing within the community and not a series of small tasks. As Caroline, the Early Years Teacher suggested when discussing her work with parents, 'you can't just get them in and talk to them for a twenty minute workshop ... it's got to be an ongoing thing that starts from day one and finishes when they leave school' (Interview 1). This is also echoed by Christine, the Head Teacher who takes this idea further by stating, 'it feels a bit like sometimes you're the chief of the community and everybody brings their problems to you and you're meant to be able to solve it all ... it's not just here in this school, that it's a much wider role' (Interview 1). Here Christine identifies the disjunction between the role of the teacher and her wider role as 'chief of the community'. There seems to be a reluctance to adopt this wider role as she uses language such as, 'you're meant to'. However, it is clear that she views this mediating role as an investment without which the education of the children would be impeded.

The multifaceted and wide ranging role of the teacher in the school is viewed by some professionals to create tensions when blending community-oriented approaches with the core role of a teacher. 'Some of the frustrations around that is that it takes a huge amount of resource in terms of people's time, it takes people away from what they could be doing' (Head Teacher, Christine, Interview 1) and 'the difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment' (Head Teacher, Christine, Interview 1). Christine indicates here that there are challenges involved in trying to achieve a balance between the academic role and a community-oriented approach. This is also evident in Mary, the Part-time Teacher's account: '[s]o, there's a group of about nine ten children who, I feel, I don't really see. So, out of my PPA time, weekly I'm just giving fifteen minutes to them a week and I'm just literally having a chat' (Interview 1). This suggests that for Mary, the pastoral element of her role is so embedded that although post-Ofsted she feels unable to achieve this during the usual school day, she devotes her planning and preparation time to trying to balance the academic and community-oriented expectations.

There was a sense in which the range of roles the professionals felt they needed to undertake then led to time pressures and the associated frustrations of working with a number of competing agendas. However, one of the most discussed areas was around the impact of Ofsted on practice in the school and the difficulties resulting from a conflict of interest between external pressures to achieve academically at the same time as trying to maintain a community-oriented approach. There were numerous professionals who discussed the difficulties in attempting to balance Ofsted

expectations with their community-oriented agenda. Christine, the Head Teacher, commented that, 'there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same, so you've got to kind of balance that and sometimes that is really hard to do'. This is reiterated by Mary, the Part-time Teacher who stated,

the observations that we've had from the Head Teacher didn't marry up with what Ofsted were saying. Ofsted said the teaching needed to improve and our expectations weren't high and our books weren't good enough. So that left a lot of negativity there and we didn't really know what to expect ... I feel now that the curriculum is so tight that we're not really dealing, we're masking things, we're not really dealing with issues.

(Part-time Teacher, Mary, Interview 1)

This suggests that the Ofsted inspection may have prompted a shift in the way the professionals in the school think about and enact community-oriented schooling. This is evident across the professionals who articulate their emotions in the aftermath of the inspection 'I think they [the staff] are, they've become slightly, disengaged with the job really because of the general feeling around just because people are feeling quite stressed really' (Early Years Teacher, Caroline, Interview 1). An extreme example of this is Caroline's comments about a training session she was expected to lead for the local authority following the inspection. '[J]ust after our Ofsted, I went out to do some training and I thought, 'oh God, I don't know if I can really do this'' (Interview 1). This points to elements of shock that the professionals experienced as a result of the inspection and the subsequent challenges, conflicts and self-doubt that that occurred.

4.2.5 Raising aspiration

The professionals who discussed this theme mainly focused on their role in raising children's aspiration but with some aspects of attempting to raise parents' aspirations also. All of the data around the theme of aspiration is documented in Appendix 5.5. The main reason for raising children's aspirations was highlighted by some teachers as a lack of high aspiration from the families and parents. '[A] lot of these parents aren't in work because they've possibly not been pushed to achieve their potential' (Early Years Teacher, Caroline, Interview 1) and 'a lot of children will have seen parents who have gone from generation to generation with nobody working and it's good to set them that goal that you know you can do this' (Key Stage Two Teacher, Paul, Interview 1). This could be viewed as limited parental aspirations for their children and that it is therefore the teachers' role to provide heightened aspirations for the children. For example, Paul, the Key Stage Two Teacher discusses in-depth his role as, 'teaching them how to be part of a society and how to grow up, and how to give them aspirations and goals' as well as, '[t]here can be a cycle of deprivation can't there? And a spiral of negativity, in the sense that's what I can do and live perfectly fine, you've got to try and snap them out of that' (Interview 1). Paul here clearly sees children as having an aspiration deficit which needs altering by him as their teacher. It is notable that this teacher sees himself as having the ability to adjust these aspirations and perhaps this is as a result of his own experiences, 'I try to always get aspirations high for children and ... I suppose being a teacher or something like that, from this sort out background, without sort of being patronising, is raising a goal' (Interview 1). This suggests that as Paul considers himself to have been from a similar background and continued into higher education, he can encourage others to follow in his footsteps.

Caroline, the Early Years Teacher quoted above, demonstrates that she also believes there is a link between the education a parent has and a child's aspirations. Despite certain similar views to Paul, she does not see the teacher's role in the same way. 'I think a parent will have any aspirations they want for their child but I think we can have a role in educating their aspirations' (Interview 1). This is a much more moderated approach compared to Paul as Caroline suggests that the teacher's role is to support the development of aspirations rather than attempting to 'give them aspirations and goals' and 'snap them out' of a 'spiral of negativity'.

In summary, the data from the thematic analysis of the CIT interviews, suggests a number of key themes that are important to the professionals and the work that they do in the school. These include developing strong relationships with parents, children and other local agencies; supporting parents with school-led services and facilities as well as parents supporting the school's activities; learning through enquiry-based approaches and a focus on social skills; considering what it means to be a teacher and the role of the teacher in a community-oriented school; and issues around the aspirations of children and families. The diversity of viewpoints within each of these broad themes requires further examination. The narrative portraits documented in the next section may provide some clues as to how this diversity is formed.

4.3 Summative findings: narrative portraits

Through the thematic analysis of the CIT interviews, broad themes were identified horizontally across the participants. However, due to the diversity of viewpoints within these themes, it is also important to look at individual participants in a more holistic way and how their views are woven together. The nature of community-oriented schooling and how this is enacted is suggestive of an open-ended, contextualised approach, allowing the data and the interconnected and interrelated nature of the influences being discussed to speak for themselves. Therefore, in order to consider the multi-layered and interrelated nature of the data, a narrative portrait approach has been adopted as a synthesising tool. These narrative portraits have been compiled using data from the CDS of school documents, interviews using CIT (see samples of the transcribed data from the CIT interviews in Appendix 3), observations of practice (see samples of the observation data in Appendix 6) and further follow-up interviews (see examples of transcribed data in Appendix 7) with the participants. Each participant discussed two critical incidents in their initial interviews in detail. These critical incidents influenced what was observed in practice and the questions guiding the second interview.

As discussed in the methods chapter, Smyth and McInerney's 'standardised approach' (2013) has been used to ensure the narrative portrait remains faithful to the words and meaning of the original transcript but is edited for a more coherent and readable portrait. This ensures a clear and readable text is produced which documents a holistic view of the professionals' perceptions and practices in relation to all the levels of influence. These portraits will then be discussed highlighting the key ideas that will be closely analysed.

4.3.1 Key Stage Two Teacher: Paul

Paul seems to be culturally complementary to the children as he has had similar experiences growing up and seeks to replicate these positive educational experiences for the children he teaches. There is a set of principles that guides the way in which Paul works including building children's confidence, self-belief and aspiration, as well as developing strong relationships with the children and their parents. Paul's portrait also outlines some of the challenges and pressures he experiences when trying to put these principles into practice with the children he works with. This portrait contains the key dimensions of Paul's values based on the notion that he was enabled to succeed during his school experience and now Paul would like to be an enabler of children's success.

Paul is a Key Stage Two Teacher who currently teaches in Year Three. One year ago, Paul started working in the school in his Newly Qualified Teacher (NQT) year following his Postgraduate Certificate of Education (PGCE) at a local university. Paul completed a critical incident technique interview where he used an incident involving a boy with particularly challenging behaviour and the recent Ofsted inspection in the school. Following that, Paul was observed delivering a social skills lesson with a focus on behaviours and positive attitudes.

Often when talking with Paul, he refers to his own childhood and school experience as having great influence on the kind of teacher he is. Paul is from a very similar area to the one the school is located in and sees many parallels between the school's local community and his own. He takes great pride in being from a working-class background although says that this has given him a 'chip on his shoulder'.

I know I'm from a working-class background. Sometimes I do let that, sometimes I do have a chip on my shoulder about that. Other people have had a better background than us, but then I realised that it's all part of who you are, but I would not say I would treat a middle-class child differently from a working-class child, because they're middle-class and working-class.

Paul talks to the children about his own experiences as a child and often talks about a particular teacher who was influential in shaping his life trajectory and his philosophy of teaching. He sees this teacher as the inspiration for his own teaching and a role model for the way he treats the children he teaches.

I remember I had a Year Six Teacher who ... saw something and really, really pushed me, really wanted me to do really well in my SATs and it was only with her that I realised, you know, what I could do. Like, how intelligent I could be and stuff like that. You know, that in school it wasn't just about messing around, it's about getting on with it and I think that, because if it wasn't for her, I wouldn't be a teacher now. I wouldn't doing this sort of job, I'd probably be working in somewhere because I've always had a strong working value, but I probably wouldn't have. My parents always impressed on me to go to university and said you know, you've got to do this and do that. But if it wasn't for her, I probably wouldn't have had the skills to be able to achieve what I have done in life ... I wouldn't, which is why with every child I try to see something, I try to see

what I can do to push them on, because I want them to be the best they can be. And I would hate to feel like I failed a child because I didn't see something in them that I couldn't push them on.

Paul sees his role in school to inspire the children to emulate his achievements and in doing this, he sees himself as the one to provide the children with the goals and aspirations that he feels they are lacking. When talking about the children's parents and families, Paul often portrays them as being incapable of or unwilling to have high aspirations and therefore presents them as powerless in trying to change the present circumstances.

We're not just teaching them how to read and write, we are teaching them how to be part of a society and how to grow up, and how to give them aspirations and goals. We do need to do it in this sort of school because unfortunately, you know, they might not see it at home ... They will look up and they will see, well my Dad doesn't work and my Granddad didn't work, because he was laid off and he's never been able to get a job. I think that there can be a cycle of deprivation can't there? And a spiral of negativity, in the sense that's what I can do and live perfectly fine, you've got to try and snap them out of that.

Paul believes that to 'snap them out' of such a cycle of negativity, parents need more support and facilities and it is his role to provide that. There was a sense in which elements of this approach seemed evident in my observations of Paul's circle time discussions. There were numerous times when he used lots of positive

encouragement and affirmation when speaking to the children. Examples included, 'it's OK to be you, whatever you that is' and 'throughout your lives you need to remind yourselves why you are special' – examples that were about building confidence and self-belief. These examples from Paul's practice reflect the school's mission statement, 'learning and growing together; inspired by the love of Jesus' as Paul seems to be attempting to support children's learning as well as their holistic development. Paul sees this as important because,

[y]ou'll have some parents that we know, there's lots of children in this class and the school who have parents who will push them to be the best they can be, it just so happens that they live in this catchment area, but they still want the best for them, for their children. But you've got a lot of children who, even though their parents might want the best for them they can't provide the facilities to do that for them. And you just need to help them as much as you can, really that's all we're here to do; we're here to help and make the children the best they can be.

Paul is confident that he can have such a transformational effect on the children he is teaching because of his previous experiences. 'It's those little pockets which are valuable time to interact with the children, where you sort of impress them values and views on them. It's not like, it's just in the way you conduct yourself. I think, I am OK at it because I've come from a similar background and I know where these kids are coming from and where they need to go.' However, in my observations of practice, Paul appears at times to find it difficult to maintain the positive conversations with children, seemingly frustrated with their lack of engagement. In one observation, Paul

says to the children, 'I have to say Year Three, you have been terrible', 'I am not impressed', '[y]ou are not going to be talking' and '[t]his is too loud for my liking, calm yourselves down. You know how to behave when writing'. Sometimes for Paul, these challenges can have a personal impact.

If a child misbehaves in my class, I will take it personally and I will be like, 'I can't believe they've done that' and I'll go home and it'll upset me a bit, because I'll want them to be, not perfect, but I want them to be as good as they can be. And I just think, oh they've let themselves down and I do take it personally, in the sense that sometimes I feel that I've let them down, if they've done that and I feel like there's no other way to get round it, other than just to go you know, to try and, I've had to really over the past year or so, really take myself away from the situation and just realise that you can't always be thinking about work, because it will just absolutely ruin you.

Such personal investment is also seen in Paul's approach to working with the parents of the children he teaches. It seems important to Paul not only that he has close relationships with the children but the parents also appreciate him and the work that he is doing. 'I think my relationship with parents is quite strong, because whenever we're coming out, it comes from the fact that the children according to the parents they genuinely do like me'. Following the school's Ofsted inspection however, Paul felt that these relationships could have faltered:

the parents might be thinking I wonder...what teacher is sort of not meeting the required standard, but I'm fairly confident that none of the parents in my class do think that and if they do, it's in very hushed tones and not saying it anywhere near me and I'm not getting that impression, because I've never had a complaint from any one of the parents about anything I do.

Although Paul presents the image of a confident and driven teacher, there are signs that he feels under pressure to adopt too many roles in order to cater for the needs of the children in his class, 'you're not just a teacher, you're a psychiatrist, you're a liaison, you know you're all, you're an admin officer, you're loads, you're a hundred different things a day. Never mind just a teacher'.

4.3.2 Teaching Assistant: Margaret

Margaret is one of the longest serving staff members at the school and seems to place high importance on her relationships with parents in the community. She appears to see herself as a role model for these parents and shares a range of strategies that she uses to try to achieve this. However, from her narrative, Margaret suggests some of these parents do not engage with the school as she would expect but within her conversations, Margaret seemed to struggle to articulate why this might be the case.

Margaret is in her forties and has worked as a Teaching Assistant in the school for twenty-four years. Before starting work at the school, Margaret gained a Nursery Nurse qualification and also worked for two years as a nanny for a family in Spain. Her role as a nanny took Margaret around the world as she lived with the family on a full-time basis and accompanied the children while the parents worked in several countries. Margaret has only worked as a Teaching Assistant in one school and for most of the twenty-four years in the school, Margaret has worked in the Early Years team, working either in the Nursery or Reception class. Margaret has one son who is seventeen years old. He did not attend the school Margaret works in. Instead he attends a heavily over-subscribed Catholic independent school. Margaret's Catholic faith is important to her and she is regularly involved in work at the church associated with her son's school.

Margaret talked in her critical incident interview about a break-in at the school within a month of starting her job at the school. Even twenty-four years on from the incident, she still considered this to be influential in her thinking about how the school works in

a community-oriented way. Margaret talked about the school having brand new equipment delivered for the new school term and then during the first half term holiday in October, the equipment was stolen from the storage cupboard. She says, 'all our community play equipment had been stolen. That was bikes, climbing frames, a lot of money's worth of stuff'. Rather than focusing on the theft as the turning point in her thinking, Margaret instead focused on the reactions of the local community,

[W]e had to tell the parents we had been broken into and then the parents then took it upon themselves to ... do a charity evening for us and raise lots of money and ... clean the mess up that someone had left...I just thought it was really a nice gesture for the parents to do something like that because they didn't need to do it because we were insured so they didn't need to lend their support but they did so I just thought that's quite caring and they take pride in their children and what their children need to do, you know through play and through being involved with the children... [They] wanted to do something for us and I think that was a really nice gesture by you know, doing a charity evening which was really, a really good night, good support.

Margaret often talks about the parents in the community and the importance of engaging with them. She seems to value their input and sees the parents as having an important role in the development of the school. Margaret's view here echoes that presented in the school's prospectus: 'we greatly value the links between home and school and work hard to ensure that parents are always well informed' (Appendix 10). As she has worked at the school for such a long time, Margaret has taught many of

the current parents when they were themselves children and therefore the relationships that Margaret has developed have grown over a significant period of time.

I think having good relationships with the parents ... because I think a lot of the parents will come and tell us anything ... these parents that we've got now, they're really quite open as well about erm, things that have happened in their life ... and you know, us being us, they can speak to us. Us having good relationships with the parents and I think we have got good relationships.

The 'good relationships' with parents that Margaret talks about appeared to be observed in practice at the Nursery Open Afternoon as Margaret interacted with many of the parents in an informal way, linking to previous experiences with the family. For example, one of the parents Margaret spoke with had other children who were older and had previously attended Nursery. Margaret started the conversation by speaking to the mum about the older children and then moved on to talking about the outdoor areas and supporting the child to play. Throughout discussions with Margaret, she was very positive about the support parents give to the school and how they support the development of the children at home. However, Margaret did raise concerns that there has been some changes to parents' approaches to school since she first started work at the school.

I don't want to be quite negative. You get some families who are very positive and you get other families that ... oh how can I put it? Are not

interested. If that's the word now. I can't. You know they are interested in their child but you know, you can see from, and I'm not saying all families are but you know, some families are not interested in doing things out of school with their children for education. They're more obviously, let them do what they want, not do what they want obviously but there's more things like PlayStations around now and they're not really prepared to sit down and work with their child. That's what I've seen the difference in. From then to now, so ... that's hard to say really ... you wouldn't hear of children that are coming in with dummies and bottles and things like that years ago whereas nowadays we've got quite a few children who have got dummies and bottles still at five or four, four and a half, five, so ...

As a result, Margaret seems to feel that part of her responsibility in school is to be a role model for the children's parents. Whenever Margaret talks about the parents coming into school, she sees it an opportunity for the parents to learn from her and therefore better support their children. There are numerous examples of this from across the data collection, such as:

That's why it's good to have these [Open] Days so that they can see what we do and maybe model what we do at home

So they're just more interactive with the child when they are reading to them at home. And getting to read with them at home as well. Yes modelling yes, constantly.

They actually came in so it was great for them to see what we actually do in class and how we do it and maybe we hope that they take that away with them so they will do the same thing with their child.

hopefully then, if they get songs at home, they will sing with them at home and know lots of different songs and get them used to singing as well.

the parents are invited in any time during the morning to come and play and stay with their child and see how we work as a team really and what things we do and what activities are out and how the routine of the day is.

it is showing that we're open and that you can come in anytime and either speak to us or ask if they need ideas like we've done workshops where we invited, where we've had loads of resources to give to parents.

he didn't know anything what we were doing and he was so pleased that we showed him things to do because he was doing totally the opposite to what we do in school so it gave him an idea of what we needed to do.

These examples reflect the guidance given for parents in the school prospectus, such as, '[s]hare a book with your child for 10 minutes each night', '[p]lay an active role in school whenever possible' and '[s]upport the school Behaviour and Discipline policy' (Appendix 10). Margaret appears to use lots of opportunities in practice to provide a role model of what she expects the parents to do when interacting with the children.

For example, during the Nursery Open Afternoon, Margaret encouraged parents to play as well as their children using phrases such as, 'mummies and daddies can have one too. We role model everything.' Despite this, Margaret's narrative seems to suggest that she gets frustrated with some parents who she thinks could be more active participants in their children's learning,

You get, I'd say, the same few coming all the time but the ... they're the ones that really you don't want to see, because they probably know what's happening whereas you want the parents who ... need that little bit of extra help and guidance with their child. You know, to help them along the way.

Some of the disengaged parents Margaret talks about are people that she has previously taught as children themselves. Margaret's narrative suggests that she does not see a reason why they would not come back into school to access additional support because she says, 'obviously they've liked our school and they've done well in our school so they want to send their children to our school'. On several occasions, Margaret seemed to struggle to articulate why she thinks some of these parents may not be engaging in the way she would expect. Perhaps an explanation for this is the shared history and possible sense of loyalty that she has with the parents after teaching them as children then teaching their children too. However, Margaret appears to see her role as a pastoral one rather than focusing solely on the education of the children.

I think we are just there for the children. I think we just want to do the best for the kids and make them come on as best as they can and reach their targets and enjoy coming to school and love coming to school. I think that's the main thing when they're so young, that they enjoy coming to school and that we make it fun, we make it happy to be here, to be fair to them, to understand them as much as they understand us, just to help them really, to guide them.

4.3.3 Learning Mentor: Jo

Jo seems to want to involve the children's wider families including parents and grandparents in all aspects of school life. She appears to value the contribution that they make to the school and the education of the children through sharing their experiences, skills and ideas. Jo's portrait indicates, however, that she may not always see this as a straightforward process. Jo talks about the community being 'close' and only working with the school 'on their terms'. This is something that Jo sometimes seems to struggle to manage, particularly when she feels she may not have the full support of other staff members.

Jo is the learning mentor in the primary school. Her role involves supporting children with social and emotional issues as well as working with their parents. Jo has worked in the school for fourteen years and has a history of working with children in challenging social and emotional circumstances. Jo seems to be nurturing in her approach to the children and appears to believe strongly in developing a sense of community with the children and parents taking responsibility for aspects of school life.

This is our school, we want our school to be part of our community ...

They get to see what the level of understanding is between the children and staff and we want to kind of draw families into school don't we ... on a level.

On a day-to-day basis, Jo meets with children from across the school to deliver one-to-one and small group interventions for behavioural issues as well as emotional and social development. Jo is also responsible for the pupil council and leads events for

parents and grandparents of children in the school such as parent and child cookery and gardening clubs each week.

We've had parents helping with the garden, we've had some really good help from parents this year and it's been different people as well. Now the cooking, unfortunately this year because of the shortage of space in school, we've had to use our cooking facility as a classroom but we are getting it back next year so we've only had twelve months out really ... We'd really still like that to happen like it has in past years because it was really great, parents came in there.

In addition to activities such as gardening and cookery, Jo appears to encourage parents' participation more widely across the school too.

We always say to them always, 'whatever skill you've got, bring that skill into our school'. For example the garden, we've had some really good gardeners but if anyone's got a skill we want to know about it so as they can come in and use that skill. Somebody might be in the fire service for example, so we might say come on in, speak to the pupil council, speak with a group of children. What is your skill? What have you got to offer us?

From Jo's narrative, it seems that she values the contribution that parents and the wider community can make to the children in the school. This view is in line with the school's prospectus that states, '[w]e clearly recognise that our school can only

succeed in its work with the children if it can rely upon the goodwill and support of their parents and carers' and 'parents and carers have many skills that can be used to benefit our pupils' (Appendix 10). Jo also attempts to involve the parents in aspects of decision-making and indicates that she strives to do this both with parents taking the lead in cookery and gardening clubs as well as taking ownership of school fundraising:

We were thinking how we could raise funds. So we kind of said to the grandparents, 'any ideas?' And they've got some good ideas that perhaps we wouldn't have thought of. One came up with an example of the school uniform that we get in school ... and usually just keep in case a child is without one that day, we'll give it them. But somebody came up with a really great idea in the fact that we launder it, iron it and sell it because it's impossible to get uniform after the first couple of weeks. I thought that was a great idea. So that's good feedback to us really. Coffee mornings, they suggest stuff like that, for them to have an input, they feel as though they are important to the school and they are.

Jo recognises however that even though she may work hard with the parents, it can be difficult. She talks about having a strong senior leadership team to drive community participation forward and she believes that, '[i]f they're not supporting it then it's not going anywhere.' There are times that Jo indicates though that even with the support of the senior leadership team, sometimes there are differences of opinion between the staff,

You just have to ... put in what you can to help that change and to help it move forward and sometimes there are things that you don't like and you feel like saying, you know, 'that's not right, that's wrong' but you have to let that go in order to move forward don't you? If you can see that there is an outcome or an aim that you're going to like, I think you have to get over an awful lot of things, you might go home screaming and crying down the motorway but nonetheless you know, you have to don't you? I think it's an on-going process.

There is a sense in which this statement perhaps highlights some of Jo's extreme frustration at making sure her work with parents and the community is always moving towards a community-oriented goal. It shows that despite what appears to be a calm and caring approach towards the children and parents she works with, her emotional investment in her role means that there are times when she hints at her struggles to manage the sometimes conflicting agendas of the school staff and the families she supports. She outlines how these two aspects of her role come together in a school setting.

Like dealing with parents, that's a huge skill and the only way you will get the best out of your child is to recognise its lifestyle, what happens with the parents, what happens at home all those things because when a child comes into class, it's not a blank slate, it comes in with all the baggage that's in its head and if you choose to ignore that, you will get behaviour as an offshoot of that, without a doubt. If you can reassure your child or you have a level of understanding and that to me ... should be absolutely

implicit in teacher training, because our children are human beings and you can't take the human being out of a child. If they've got baggage they'll bring it into class, that's for sure.

This was further developed in Jo's narrative when she reflects on how much she has learnt about the community over the last fourteen years of working within the school. Jo indicates that her perception of the role she takes within the community and her ability to engage parents seems to be limited.

What I did discover was, after a period of time that it's on their terms and the reason I say that is because we are in a socially deprived area and they will come into school but they'll come on their terms. It doesn't mean that you get to know them any better, they will choose ... What I'm trying to get at is that a lot of the time you're working for a no score draw, they will come in and support purely on their terms. They will then tell you they will take as much as they want and I think we have to accept that and say, 'yes, we are building a community school, but we are building it on your terms. You come in and take what you want' and they allow us to build it.

This idea that Jo is working for a 'no score draw' and working on the community's terms rather than her own is something that Jo refers to several times. She indicates that she finds it difficult to fully engage with some parts of the community, particularly if Jo is attempting to make significant changes in the community.

[I]t's a close community, it's very, very close, they value our school because we're right at the centre, at the heart of it ... so they do see us as being very useful and they want us as a community resource because of all the stuff that goes on here, they want to build it with us but they will only allow us so much leeway to do that, I think.

Because of the closeness in the community, Jo seems to feel that she has to be very careful not to damage the sometimes fragile relationships with the parents and wider community. In her role as Learning Mentor, children, parents and staff share confidential information with Jo. She indicates that in her view it is imperative that trust is built and maintained through strict confidentiality and absolute impartiality.

I think in a community like this you've got to be really on the ball and really spot on with the way you deal with stuff and you've got to be seen to be absolutely fair and impartial. That how I see it. That's how I do my role and I really try the best I can to stick to it and if somebody divulges something to me, I try to say, you know, 'well thank you for that' and never go on to discuss it. I kind of have to keep that really confidential. I think you have got to be, you have got to be really on the ball with that.

4.3.4 Head Teacher: Christine

Christine's narrative suggests that she sees herself as the 'chief of the community' whereby she solves the problems both within her school and the wider community. As part of this role, Christine seems to think that it is her responsibility not only to teach the children but the parents and families, too. In her discussions, Christine talks about the parents and children as 'different' with 'different ways' and it is these differences that Christine sees herself as aspiring to overcome. The multifaceted and complex nature of her role is something that Christine seems to find difficult and fraught with challenges. However, she does appear to hold hope for the future as she has seen evidence of the parents interacting with their children and engaging with school in a way that she sees as positive.

Christine is the Head Teacher of Templeton Primary School and has been for the last seven years. Before becoming Head Teacher, she worked in another local primary school for ten years and was also a member of the senior leadership team. Christine lives locally with her partner although not on the estate immediately surrounding the school. Even though she lives in the locality, Christine seems to see herself as having a very different lifestyle from the people who attend her school.

I find it quite interesting that teachers sometimes are involved in things that you would never dream of sharing with your teacher so if I was at home, I wouldn't necessarily think that 'oh, I've had an argument last night, I must go and tell the teacher about it' and you become a part of families' lives and you know potentially more about the families that

you're working with than your own family because you're privy to private information ... and you're asked to solve problems that ... you might just solve yourself privately, but it becomes more of a public situation and I think that can be a bit challenging ... being in a situation where they're asked to ... make comments on people's lives really and make judgments when are we really in that position, because you're not living that lifestyle.

Although she seems to think of herself as having a very different way of life to the parents of children in the school, Christine's role as Head Teacher also means that she feels a sense of responsibility to the whole local community, not just the children.

[Y]ou are almost educating everybody, rather than just in a school that is just educating the children.

Christine appears not only to think of herself as being responsible for the education of the whole community but also some of the wider issues in the community too. As highlighted in the school prospectus, 'parents and carers are always warmly welcomed to discuss their concerns or the progress of their children' (Appendix 10) with Christine. However, this responsibility seems to be quite broad with Christine's narrative suggesting that she feels she is expected to solve everyone's problems.

[I]t feels a bit like sometimes you're the chief of the community and everybody brings their problems to you and you're meant to be able to solve it all, or you've got the people to solve it all or you can find the way to solve it all ... it's not just here in this school, that it's a much wider role

and you know, you've got to keep your mind flexible about what you're doing in the day.

An example of a time when Christine found herself trying to solve such problems was when a couple of families in a local street had been unhappy about where a group of children were playing. Christine explained that the adults got involved, asking the children to move on when the children responded in a way that she considered 'inappropriate'. Christine explained that the situation had been quite tense and as a result, a window was smashed in the street. Christine said,

that created more anger and more hostility and lots of fighting between the adults and also the children. And although it happened not in school, because the majority of the children involved were our children, it then potentially had the possibility of it spilling onto our school week. So it wasn't sorted out at home and it was brought in on say the Monday and we spent quite a considerable time unpicking what had gone on.

Although Christine seems to see this 'unpicking' as important to her ability to solve the problems of the wider community, she also appears to find it frustrating.

[S]ometimes it feels a bit frustrating that you think just a little bit of common sense and a little bit of ... a different way of handling situations in communities, mean that problems wouldn't arise like that and if people just spoke to each other differently. And also there is a sense of you know, actually this isn't ... sometimes it feels like it's not your job.

Because you want to come in and you want to ... educate the children and sometimes you feel like you're wasting time ... sometimes it feels a little bit wasted

Here Christine seems to suggest that she would like parents to speak with each other in a 'different' way and handle situations in a 'different way' meaning that they would not need her support to deal with such situations. There is a sense that Christine sees this role as additional to her core business of education. This is furthered by Christine when she articulates how she believes the role has evolved.

[T]wenty years ago, when you came into the profession, you came just solely as an educator but actually time has changed and almost every day on the news there's another role that a school has to take on board and you just kind of have to shift your mindset a little bit really, because it is a different way of working.

This 'different way of working' is continued when Christine identifies the challenges of working with a range of other agencies and how valuable she finds it when she can start to view a situation from a range of different perspectives,

when you have multi-agency training around issues and you get to understand the different viewpoints of the different agencies because actually that's quite startling at times. Sometimes the teaching profession see things in one way, perhaps a little bit black and white, and actually social workers, health visitors, the police, have different boundaries and

if we had a common understanding of what everyone was doing and how each other work, then there's lots to be learnt from that.

Although Christine seems to accept that her role may have changed since she started teaching, she does identify some of the challenges that this way of working brings. She appears to find difficulty in balancing the proportion of her time spent working on her community-oriented commitments compared with the time spent focusing on matters of educational attainment.

The difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment at the end of the day because there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same, so you've got to kind of balance that and sometimes that is really hard to do.

Christine not only seems to experience personal tensions and frustrations in balancing her different roles but also indicates that she recognises other members of the school staff may also hold similar frustrations.

I think that, you know, they [teachers] have to be flexible and adaptable but it must be quite frustrating at times because they'll spend an awful lot of time planning things which then just have to go on hold while they just deal with another situation

Despite these frustrations, Christine does seem to have hope in the parents developing in the way that she would like. When talking about a whole school initiative, kite day, which aimed to bring parents into school to work with their children on a mini project of making and flying a kite, Christine seemed to be inspired with the parents' potential.

I think it kind of gave some sort of hope that ... the parents want to be involved with their children, they're capable of having ... a lovely Saturday afternoon that didn't involve loud music and alcohol, that involved being with your children and playing, interacting and just having a really nice time with each other ... so it kind of said ... if this is something that people are willing to do and if maybe we want to get parents more relaxed about school, more engaged with school, then maybe we need to just put to one side literacy and numeracy for a little while and do what the parents are strong with, maybe arty, crafty, the less stressful activities until they feel more confident to come in.

Christine's refocusing here from trying to engage parents in an educational context is something that influenced the way she planned for future events: 'at Christmas, we had an art session and lots and lots of parents came, we did scarecrows the other week and lots and lots of parents came ... So they all come to those sort of things and that's maybe where their gift is and it gives them that self-esteem that actually they're succeeding'. Events where the parents actively participate in their child's education appear to be important to Christine in attempting to build the community around the school and despite the challenges that this can seem to bring for her, she finds these

events, motivating, 'for me it kind of showed me what the possible future could look like which is a bit more uplifting I guess'.

4.3.5 Deputy Head Teacher: Fran

Fran's responsibility for the pastoral wellbeing of the children underpins her portrait. She seems to feel that she plays an important role in bridging the gap between families and support services. In order to bridge this gap, Fran appears to highly value the relationships she has with parents and services. Sometimes there are differences in expectations, approach or viewpoint that make this challenging. One example Fran uses of this is a parent's perception of the agenda of another agency. Fran appears to see this work as important to the day-to-day operation of the school and her job rather than an additional role she undertakes.

Fran is the Deputy Head Teacher of the school and has worked there for seven years. Before working at the school, she was as an advisor for the local authority with responsibility for literacy. Her role as Deputy Head Teacher means that she does not teach but takes responsibility for the curriculum, assessment and pastoral support within the school. Fran has a daughter and a husband and lives in an affluent part of the city in which the school is located. She highlights this when she says, 'this community might not be the same community that I come from but you have to be respectful of their values and all of those types of things'. Despite not living directly in the local area, Fran still seems to see herself as a significant part of the community.

I am part of this community and this school is part of this community, the children come from this community, so I've got to be that bridge in lots of ways and I'm happy to do that if it impacts on children.

Fran appears to see her role as a connection between the school as an educational establishment and the children as members of the community. She also talks about her bridging the gap between parents and wider community services.

I think school is useful in bridging that gap between parents and those other services. I am not sure it works as well the other way around.

Here Fran seems to suggest that the school plays an important role in ensuring parents have access to a wider range of support services and are signposted to these when they are required. This is echoed in the school prospectus: 'We work very closely with a number of agencies to support the school, the pupils and their families ... A team approach is essential for us to provide the very best for all pupils' (Appendix 10). However, Fran appears to suggest that dealing with the differing perspectives and demands from either side of her bridge can be challenging at times.

[A] parent is quite afraid of support and then becomes quite defensive so in some cases, that can be 'oh, school are snitching on me and they're getting someone else. They're saying things about me'. So that can cause a little bit of a barrier in terms of our ability to talk openly with parents. I don't feel that's ever really happened as a huge issue yet, because I think we have really good relationships with our parents and they trust us but there have been elements where you can sense parents backing off if they think, oh, this is going to involve social services or whatever.

Fran's perception of the parents being reluctant to engage with wider support systems makes her emphasis on the openness and trust that she would like to nurture with the parents even more important. Fran reiterates the importance of this 'really good relationship' often and seems to suggest that establishing these relationships is integral to her role in the school rather than additional to it.

For another school, it might be an entirely different set of issues, but if you apply for that post, you are actually buying into that level of support or that level of relationship that you have with parents and those expectations

There does seem to be a hint of cautiousness, however, throughout Fran's narrative as she talks about parents being able to work around the systems that she puts in place to support a family. She appears to present a lack of trust on her part towards some families who she seems to perceive as knowing how to avoid support.

[F]amilies are quite erm savvy aren't they and don't want support...and they feel that you know, if [a family intervention service] go in there, they will say the right thing, they know some families, not all families, but some families know the right things to say and will present a picture to that service that makes it look like everything's fine and that mum's managing really well, when the reality is that we know she's not. So yes, once we've referred, we might have to refer again or we might have to go through different channels to try and get that same level of support, which is difficult.

Fran seems to believe that it is the school which should be the driving force in aligning the correct support with the family. As Fran suggests this can be difficult if the family are reluctant to receive this support but she also outlines her frustration when she is not the driving force behind organising support for the family.

[I]t's about somebody having an overview of the whole process and I can think of occasions when ... another service, is then managing that support and they're having meetings and talking with parents and school are then out of the loop. I think that can cause issues and frustrations with people because you might then get together with the parent and talk about it and they're telling you something that another group of people have supported with and there's all of those tensions.

In coordinating the support, Fran appears to see conflicting expectations and agendas between the different services which she finds difficult to manage. 'There is frustration when you are referring it and it doesn't have the impact or other services don't live up to the expectations that you've got of them but it doesn't feel like it's not part of our role. To me it feels like it is.' Fran suggests that when this happens it is her determination to provide families with the support they need that is the driving force.

Our level of concern, sometimes, unless there is something major happens, then a service ... will investigate that but when they, if parents kind of say, 'Hey, I'm ok, I'm fine, I don't need your help' sometimes that service has withdrawn without as much liaison or without as much talking

to a school as we would like so we have to oft-, sometimes, re-refer children or sometimes we think we have referred them and they are getting support, but when they actually come back and review what is going on we find that, 'Oh no, we went a did a home visit and it looked fine so they are not getting any support'. Or 'mum said that she was fine' and it's a bit frustrating, sometimes.

This is even further developed by Fran when she talks about one child in particular who she says 'the service didn't really help in that case it was, if you reflect upon it, it took up a lot of our time but because nothing happened in that first instance, the service didn't impact on learning for that child.' Despite some of the challenges that working with a range of services seems to bring for Fran, she is appears certain of their importance in supporting the wider school community and being a hub in which parents and services can meet.

[P]arents hopefully feel that they can come and talk to us and other community services feel that they can come to our school and that we can almost be a stop gap for some people like a signposting agency for some needy families that we can direct them on to the right people in the community to help them.

4.3.6 Part-time Teacher: Mary

Mary's portrait is heavily based on her recent experience of having her first child. This seemed to be the catalyst for attempting to establish a playgroup within the school that aimed to develop children's social skills and educational attainment prior to starting school. The principles underpinning Mary's approach to the playgroup are outlined in her portrait alongside some of the challenges that she appeared to face in attempting to maintain the group such as resources, engagement and senior leadership support. Mary seems to see herself both as a parent, whose child will attend the school, and a teacher in the school. In doing this, she appears to want to develop the school's offering to parents and ultimately for her own son too.

Mary is in her thirties and has worked in the school for eight years. Prior to working in the school, she completed a Business and Technology Education Council (BTEC) diploma and a Nursery Nurse qualification then went to a local university to achieve her undergraduate teaching degree. After qualifying, Mary worked as a supply teacher for three years and as part of this, she worked in schools and as a Nursery Nurse in private nurseries too. The schools Mary worked in during this time were in a range of catchment areas, some leafy suburbs, some with a high proportion of children with English as an additional language and some schools in areas of significant disadvantage. When she started her job at the school, Mary taught the Year Six class and has since worked as a planning, preparation and assessment (PPA) cover teacher and in lower Key Stage Two classes. Two years ago, she went on maternity leave from school as her first child, a son, was born. When she returned to work, she did so

on a part-time basis as a PPA cover teacher. This year she is job sharing with another class teacher and working in a Year Four class.

The impact of having her child seemed to have had a significant influence on how Mary thinks about her work with the children in school. Several of our discussions during the data collection process started with how her son is developing and balancing her work and family commitments. Having her first son also appeared to be influencing what she wanted to achieve in her practice as a teacher,

[a]fter having my son, it made me realise the importance of ... having a stop gap, if you like, from ... a young child to school, and in our school there was a big opportunity to set up a parent and toddler group ... The reason I set up the parent and toddler group was because after speaking to a colleague, who is a Reception Teacher, she said that the children who came to our school started on low entry points on the speaking and listening and their communication. So, we set up the playgroup in hope to strengthen those skills.

Following this experience, Mary, who posed the idea, despite having some concerns about resourcing, agreed to run a playgroup. Mary spent time resourcing and planning the playgroup sessions. She spoke with the Early Years team to ensure she was meeting the Early Learning Goals and marketed the playgroup using flyers in the local areas as well as on social media.

I think it's nice for other parents to have someone to talk to, because of lot of parents were saying that they were quite ... lonely, if you like, and would have benefitted from meeting up in a social situation and allowing the children to interact with other children, because some of the children were an only child, ... so it was nice for them to have interactions with other children. It was a lot of grandparents who were bringing their children to the playgroup, so it was nice for them to meet and get out really...and then it was nice for them as the first insight to the school because they didn't have any brothers or sisters so, in a way, it was letting them see the school as a bit of a taster before they decided if they were bringing their children to the school or not.

Mary even asked her own father to bring her son to the playgroup as he was an only child and therefore she wanted him to be able to socialise with other children too. She thought it was important that the other children see 'my child as a child' rather than 'as a teacher's son'. The paragraph above could also perhaps describe Mary as a mother. She has an only son, could want other parents to share experiences with as many of her friends have older children and she also is aware of her own child starting school in the coming years. Mary appeared to have a clear plan for the playgroup which had twelve members. Part of that plan was supporting the development of relationships between parents, although she found this difficult to manage along with the learning.

I personally I'm not like that as a mum, I don't like just leave my son to play ... The only thing that, you can't change people so if people let their children play, it's fairly hard to get them involved. So, I tried as much as I

could, in the sense of set the activities up, but you still had a cluster of people who were happily to talk, were more happy to talk to friends, instead of play with their children ... As much as I tried, in the sense of I didn't have chairs out and I didn't, I turned the benches upside down ... they still, if they wanted to find opportunities to talk...but I do agree that the socialising is important. I guess it's getting that balance right.

Although Mary worked hard to make the playgroup work and encouraged others to see the benefit of it, it was clear that Mary found it difficult to manage alone.

I mean people helped me, in the sense of people were happy to deliver flyers for me ... [but] it didn't really go in newsletters or ... it didn't really go on the website ... I did try and drive it, like put it on Netmums ... I had, we created the flyers at home ... but I didn't take an active role to promote it I guess, because juggling all the other responsibilities, but no one else made that choice to either.

As a result of small numbers and the increasing pressure on Mary as a job-sharing class teacher, a parent who attended the playgroup was asked to lead it instead. Katie is a parent governor with three children. Mary said, 'she was quite happy to do that...so it wasn't delivered the same, but it was still OK'. Mary found, though, that she was still involved in planning, organising and setting up the playgroup before each session, then handing over to Katie. 'That handover was quite difficult because I helped set up, most days I set it up for her and go back into class, so I guess then it became less priority ... less priority for me because the pressure of getting class set up...seemed

to win.' This tension is something that Mary seemed to struggle with, particularly as her own son was involved in the group. She found it difficult to organise both her own class and the playgroup simultaneously and on reflection she said, 'if I was in class, like now I would never ever dream of setting up a playgroup, because I wouldn't have the time'. The playgroup ended after two terms of sessions. This was mainly as a result of groups being cancelled.

The main reason it started to fold is we've only got one hall ... and the PE had to come into the hall and, because it was September, weather always seemed to be poor on a Monday. So a lot of the groups got cancelled and it was only three that got cancelled and that was enough for our parents to give up, so after three weeks the numbers started to dwindle and then it got to hardly anyone, just the organiser turning up ... The playgroup was probably less priority than PE, if you like, because the numbers were not great ... and it was resourcing and it was staffing ... I think the Head Teacher was a little bit, at the same time the Head Teacher knew she was taking me out, she was a little bit anxious that I wasn't there to carry it on, but there wasn't an alternative for that. So, I don't think there was much eager, much eagerness to say you know I really want to keep it going, so it wasn't thought to stay open at all.

Mary's narrative suggests that she sees the potential in having a playgroup to support children's learning, provide social opportunities for children and parents and potentially ensure that children start school with higher entry points. However she seems to believe that it takes time to grow and develop as an initiative, with more time for

parents to hear about it through 'word of mouth' and to overcome some parents' reservations about going into school.

I think it's a fear, isn't it, of the unknown. I think some parents don't do groups with their child and I don't think they know what to expect and, erm, I think it is just fear and they don't know. And it's just very much out of their comfort zone, because you know, some parents don't like doing things like that and they would just happily do things with their child at home, and I just think it's their personal experience I guess.

Mary's narrative suggests that she also attempts to provide opportunities for social development with the class that she teaches. However, the pressures that Mary faces in light of the recent Ofsted inspection were also highlighted. She talked a lot about accelerating the children's progress, non-negotiables and the expectation of her workload. Balancing these academic expectations as well as the social and pastoral aspects of her role, seemed to be difficult for Mary.

There's a group of overlooked children in my class, nine of them and I feel that I'm not seeing them much, because we've got to be able to push our top group to the top ... So, out of my PPA time, weekly I'm just giving fifteen minutes to them a week and I'm just literally having a chat; we go in to the room and we just chat and they tell me anything and I'm just giving up that time, because I just feel like the need it, and that's additional to the curriculum...it's just to make sure then they feel important. But I think that is again due to me having my son, on reflection

I think, if that was my son, I'd want him to like have a chat with his teacher
and then that's why I'm doing it.

A group of children being 'overlooked' seems to contrast with the school's prospectus which states, '[w]e believe in the uniqueness of every child and aim for all children in our school to reach their full potential, find their talents and gifts, develop new interests, make strong friendships ... gain confidence, develop their self-esteem' (Appendix 10). Mary seems to have to provided additional time, outside of her usual teaching time to try to ensure that particular groups of children are not 'overlooked' and so that these children might reach their full potential.

4.3.7 Recently Qualified Teacher: Pamela

Pamela's narrative suggests that she sees a distinct difference between her own upbringing and the childhood experiences of those she teaches. She appears to consider herself as very lucky to have strong family support that has helped her on her journey towards being a teacher. Pamela's portrait presents the pedagogic principles that underpin her practice in an attempt to go some way to replicating her own experiences and providing additional life chances for the most disadvantaged. For example, Pamela appears to present herself as a role model for the children and also uses enquiry-based learning to facilitate the involvement of parents in her teaching. Despite these attempts, Pamela seems to indicate that she feels underprepared to teach in disadvantaged schools and was not equipped to deal with the level of responsibility that she holds as a teacher in such a school.

Pamela is in her twenties and a Recently Qualified Teacher (RQT) who was appointed as a Key Stage One Teacher. Pamela completed a PGCE in primary education at a local university and since her NQT year has worked in Key Stage One of the school. Pamela suggests that she didn't come from an affluent area of the city but she had 'a good home life'. Pamela recognises that she had both a supportive family and teachers particularly through her A-Levels and university degree. Her parents did not go to university and neither did her older brother. However, her older sister did attend university and Pamela thinks that this made a difference to her own education and career choices.

I had a good family as well but without that extra help and extra support, I wouldn't have gone on to a better school, I wouldn't have gone on then to do A-Levels, university...

Pamela's ideas about the purpose of education are rooted in her strong values. She entered the profession to educate children and, in particular, to improve the life chances of those children who are most disadvantaged. Her thoughts about the nature of the community that the school is located in are suggestive of what she sees as a central pedagogical approach to her job.

[Y]ou are also the person they see every day. You're also a role model for the children and if they haven't got good role models at home then you've got to make sure that you're a better role model for them to look upon. There are children in this school who have very poor role models at home ... You are also there to help build that child's wellbeing and just their attitudes towards life, not just towards learning.

In addition to being a role model for the children, another pedagogical approach that seems important to Pamela is the way she attempts to involve the children in her class and their parents in their learning. One way that Pamela has sought to do this is through enquiry-based learning. Pamela chose Christmas as the theme and she encouraged the children to plan and prepare for the Christmas party.

We went to a party shop and we realised that we needed money so we are going to hold a fair on Friday to sell cakes and sell loom bands and

play games and obviously we have had to include the parents in that in the fact that they're going to have to help to ensure that the children ... either bake cakes and bring cakes in or ... make the loom bands at home ... The children are going to have to stay behind on Friday so obviously the parents need to be ... willing to let the children stay that extra ten or fifteen minutes and even obviously helping out. We've even already had one parent in particular who has gone the extra mile and she's you know, went and got us a football for Everton and it's signed by all the players and a tour that we can raffle off. So that's a positive thing where we've had to reach out to the parents and they've said 'yeah, that's fine' and they'll help as much as they can.

Pamela's enquiry-based learning is suggestive of the type of learning that is encouraged in the school policy documents and that is set out in the school's prospectus. 'We aim to work closely with all parents and carers so that together we can achieve the best for your child'. The prospectus also says that the staff

have designed an exciting curriculum that aims to develop a sense of enquiry and understanding. The thematic curriculum is structured to put basic skills such as speaking, listening, reading, writing and numeracy at its centre whilst encouraging children to see that these skills are transferable and relevant to life in school and beyond.

Pamela's rationale for introducing enquiry-based learning seems to have been influenced by this school-level documentation and the sense that what she is teaching the children is not just the curriculum but deep-rooted values and aspirations.

I think they just see coming to school and they learn but actually it is to actually go on to further, to get a better education, and go to university and further themselves. I just think it gives them more skills and makes them think more about the world, than what they're probably getting at home. Maybe.

This ethos of developing the children's notions of themselves and their values is something that Pamela appeared to be using in the classroom. In the social skills lesson observed, Pamela was careful to keep reiterating and building the confidence of the children using phrases such as, 'I know all the great things about all the children in this class' and '[w]e are really good at saying what is good about us'. Alongside this, it appeared that Pamela took time to listen and understand the individuals in her class. When one child was discussing her friends, Pamela also reminded her of the other friendships she has with children from a neighbouring school.

However, Pamela seemed to abruptly cease using enquiry-based learning based on some of the feedback she received from the recent Ofsted inspection. One of the main reasons Pamela stopped was because she had to justify how she had covered the curriculum using the approach.

They [Ofsted] could see the outcome at the end and we went back and we showed them all the stuff ... and they [the children] really immersed themselves in it and they really loved it and ... the learning, the money, the language, everything. The writing was fantastic but it didn't cover enough of the curriculum, especially because they're Year Two ... We have a lot of pressure on the exams and pushing them because of progress, it just wasn't working ... There wasn't enough evidence in books for Ofsted, not enough evidence of cross-curricular writing because it would just be pieces of paper or photographs ... so it wasn't meeting the criteria. We had these enquiry books and in there we had these sheets and it was all about ... attitudes and just general life skills, being able to solve problems, how would you discuss this, how would you solve that and they ticked so many boxes on that but it wasn't ticking history, it wasn't ticking geography, it wasn't ticking all those things that actually that's what people are coming in to see.

Following the Ofsted inspection, Pamela returned to teaching the foundation subjects discretely and evidencing curriculum subjects in a more formal way. This was clear in the lesson I observed Pamela teaching as it was a social skills lesson focusing on building social skills and effective friendships. Although part of the lesson was spent in a circle on the carpet, a significant amount of the lesson was spent with children completing a worksheet by writing how they might be a good friend in a range of situations, such as the classroom or the playground. It seems that Pamela felt it was not sufficient to discuss or role play friendship scenarios but instead in order to match

with 'what people are coming in to see', evidence of this work is needed to tick the necessary box.

Before working at Templeton Primary School, Pamela had not worked in a school in a disadvantaged area. The placements that she completed during her PGCE year were not in similar schools and Pamela seems to think that it would have been useful to have at least one of her placements in 'these types of schools'. Having said that, Pamela says that:

You're not really prepared for children who come from poor backgrounds who aren't supported ... I don't think you are ever really prepared for anything really. I do feel like practise, practise, practise and as you go through different circumstances, prepares you for that but I do think because of my type of personality, it helps whereas I think if I was more closed off or maybe less caring, I think it would be a difficult transition.

Pamela appears to think that there are several aspects of teaching in a community-oriented school that she was unprepared for. For example, Pamela talked about a multi-agency meeting she attended in her NQT year. It was Pamela's role to chair this meeting and manage relationships between the parents, school support staff and other agencies. This was something she appeared to struggle with and felt under significant pressure to do well.

I just wasn't prepared for the ... amount of responsibility and ... how my input affected the whole meeting when you just don't get trained for

anything like this in uni, you don't get ... you know, you're all just thrown in at the deep end ... really it just felt like a lot of pressure that you were holding this meeting in front of all these people who you don't know and you've never met before in front of two parents about their child when really you're just the teacher. You know, you're not a parent, but your opinion mattered.

This sense of responsibility and vocation was woven through Pamela's narrative. She focused on her 'love or ... concern' for her class and she often highlighted that teaching was much more than a job for her, it was about supporting her class, giving the children the tools they need for later life and considering their lives outside school.

I feel like if you are not a person who cares, or if you've not got that bone in you to actually think, 'Oh God, you know, he is in today that is all that matters' then I think you should maybe work somewhere else.

4.3.8 Early Years Teacher: Caroline

Caroline seems to see her role as compensating for the disadvantages the children in her class face, whether it be limited aspirations and experiences or the additional educational or social needs they have. Caroline appears to place a significant emphasis on the active engagement of parents in their child's learning. Her narrative suggests that she employs a range of strategies over a long period of time to further encourage and build engagement through activities such as parent workshops, Open Days and a homework dialogue amongst others. Although Caroline seems to feel the need to compensate for parents' shortfalls, she also seems to explain in her narrative how the parents have surprised her by their active engagement in homework and their support since the recent Ofsted visit.

Caroline is in her thirties and has worked at the school for eleven years. She is an athletic and enthusiastic woman who is often seen sitting on the carpet or engaged in play with children, particularly in the outdoor areas. She started working at the school in her NQT year and has previously managed a pre-school class in a private Nursery while studying for her degree at university. Caroline's role in the school is the Early Years Lead Teacher as well as the Special Educational Needs Coordinator (SENCO). These responsibilities enable Caroline to be a member of the senior leadership team. In her role as Early Years Lead, she works with the local authority supporting other Early Years units to improve their practice and ensure effective progress.

The recent school Ofsted report highlighted the Early Years provision as good, however overall, the school was found to require improvement. Caroline explained that

even though Early Years was praised for much of its practices, the impact of moving from 'good' to 'requires improvement' as a school altered her own perceptions of her practice as well as other people's, too.

I think we were always a school that was kind of looked on as fine, you know just getting on and doing whatever they do and now, obviously there's lots of local authority support being put in place ... which has made things quite erm different, maybe, is the word ... Because obviously there's the Head Teacher who is involved in other things within the local authority as well ... and just after our Ofsted, I went out to do some training and I thought, 'oh God, I don't know if I can really do this'.

Caroline's own lack of confidence following the Ofsted inspection appeared to reflect other emotional challenges she felt staff were experiencing. She talked about people wanting to 'allocate blame', staff becoming 'slightly disengaged with the job' and 'quite stressed'. She suggested this is because of the additional expectations and the enhanced work scrutiny such as lesson observations and action plans, all following the inspection. Caroline has a clear plan of action for improving practice in the school and it is one which is dependent on the efforts of the whole community to develop neighbourhood community links.

I think that we have quite strong community links, considering the area is an area of deprivation, I think that we have strong community links, but I think that we will have to make them even stronger, so that we are

working together to get us out of 'requires improvement' as quick as we can.

The way Caroline says, 'considering the area is an area of deprivation' is interesting as Caroline seemed not to expect strong community links in such an area. Caroline's view of the community is further discussed when she talks about her perception of the backgrounds of the children she teaches:

the majority of our parents aren't parents that move in to the area and aspire to live in this area. They are parents who have always lived here and their parents live very close to them and they walk to school.

Although it appears with some degree of hesitation, Caroline also goes on to talk about the parents she works with as being 'different', perhaps from her own experiences.

Our parents, because they are from ... they are different parents, you need to be more approachable to them ... I don't think they are less clever, but I think that they've had less educational opportunities and less experiences. I know for a fact that they're not less clever, as some of the feedback we receive, their writing it's brilliant, there are no issues, but a lot of these parents aren't in work because they've possibly not been pushed to achieve their potential.

Caroline herself is from a suburb not far from the school and is from a well-educated family. Her brother owns his own business and she lives with her mother. Both her

brother and Caroline went to university and this was very much an expectation as they were growing up. In comparison with her own parents, Caroline seems to see her role as providing additional support in raising the aspiration of parents in the community and helping to ameliorate any potential parental shortfalls.

Interviewer: Is that the school's responsibility to raise aspirations and expectations and ensure parents are spending quality time with their children?

Caroline: I don't think it is the school's role to ensure they're spending quality time, I'm sure that's a parent's role and I think a parent will have any aspirations they want for their child but I think we can have a role in educating their aspirations and falsely giving them that quality time so that that possibly becomes part of everyday life. Or at least weekly routine or whatever.

One approach that Caroline has used to provide more experiences and educational opportunities for the parents is by making new links with one of the local Children's Centres and asking them for support with parents' induction to school. As the school does not have a Children's Centre on site and is situated some distance from a centre, previously links had not been established. However, in an effort to ensure parents feel part of the school from the outset, a new Nursery induction programme was set up. This involved one of the members of the Early Years team and a member of the Children's Centre staff visiting the parents and children at home before implementing a more formal induction at the school. When this was observed, the Children's Centre

staff led the discussions and workshop with the parents. A part of the afternoon session was spent in the Nursery classroom. The school staff spent time speaking with the new parents and children while they were in the Nursery classroom. Caroline's rationale for providing this opportunity was so that,

[h]opefully, it will give us more of an insight into the lives of the children when they come to us. Nursery-wise, parents feel more at ease, almost like a relationship has started to form before they have started school. Rather than them coming in on their first day or their induction day and starting a relationship then and obviously too, it will help the children to understand things.

This notion of parents having close relationships with the Early Years staff seemed to be important to Caroline and was a theme that was reiterated several times in our discussions. Having parents inside the classroom seems to be contradictory to some aspects of the school prospectus. The document states, '[s]chool is secured during the day with digital locks on all entry/exit points and parents are required to stay outside the building when bringing their children to school in the mornings or collecting them in the afternoons' (Appendix 10). However, Caroline was clear that parental involvement was not something that could be done periodically but it was continually developing and maturing over time.

You can't just get them in and talk to them for a twenty minute workshop for them to get that across, it's got to be an ongoing thing that starts from day one and finishes when they leave school.

Having said this, Caroline recognises the difficulty in encouraging all parents to be involved in the school and having close relationships with the staff members. She sees that there are some parents who are reluctant to be involved in the life of the school and that it can be intimidating when parents are asked to participate in school events, 'we always have a difficulty with the parents that attend who are the parents who you don't need to attend. So, what we do is target parents'. In addition Caroline used the Open Afternoon as an opportunity to informally assess the children and their families.

It allows us to see how they interact with their own child so what experiences have the children had possibly with interactions with adults and it also allows them to see how we interact with the children, what resources are available. What discussions they could have with their child in Nursery to provoke finding out what has happened in the day and stuff like that...there are children that you automatically look at and you think, that's possibly the fact that they're two, not even three yet or, right we need to be aware of their speech and language, we need to be aware of potential PSED (Personal, Social and Emotional Disorders) issues and issues you can kind of see quite clearly.

This seems to be suggestive of Caroline's general view of the cohorts of children she works with. She is clear that the school provides a high level of support for children and their parents, but that, 'we all know that our children come with a lot of baggage and lots of issues at home'. This is what she appeared to be observing and assessing

during the Nursery induction, too. Caroline could then plan how she can best support the children even prior to starting school.

According to Caroline, one of the most effective ways of supporting parents to engage with their child's learning is through focused homework tasks. Recently, she has introduced more games-based homework where the parents are expected to play together with their child. Caroline appeared to be quite surprised by the parents' engagement with this type of homework.

The feedback from homework is unbelievable. The amount the parents are writing their level of literacy, their interest in the children's development, their ... understanding of next steps, the keenness to be involved is huge and, actually, their gratitude has come out unbelievably. They'll always say ... 'we can really see the progress from this step to step. Thank you for your help. What can we do next?' They are, at the minute, at the point where they are talking about their child's own next steps.

Caroline seems to see this as a major development in terms of the relationships between the Early Years staff and the parents. In her narrative, she suggests that she now feels able to engage with those parents who she may not see often and believes those parents who may need some additional support can seek it more readily from her.

[P]arents are really honest in saying that they feel like they need support with this, or what could they do to help with that ... One dad wrote that he was concerned about his son's concentration and could we give any tips or ideas of what we could do for them to help at home, so at the minute, touch wood, they're really honest.

Such relationships with parents seem important to Caroline as she considers these conversations to support the development of children's aspirations as well as their parents'.

[I]t makes them see how capable children are at such a young age. So if a child can read and blend and write and make such quick developments at such a young age, then it may raise aspirations and expectations of their child, long term. It may encourage them to be more, maybe ... get back into education if they can see that they're enjoying doing things with their child and they can see an outcome and they can see that they're having a positive impact and if nothing else, it gives them quality time with the child.

Summary

The narrative portraits above demonstrate the interconnected and interrelated nature of the influences impacting on the professionals' perceptions and practices of their community-oriented work. The portraits seem to illustrate that micro- to macro-level influences help inform the professionals' perceptions in different ways and to different degrees. For some of the professionals, such as the Key Stage Two Teacher, Paul and the Part-time Teacher, Mary, their personal biographies have a significant influence on how they think and do community-oriented schooling, whereas for others, the meso-level influences seem to have an important impact, such as Christine the Head Teacher and Fran, the Deputy Head Teacher. The particular influences on the professionals' perceptions and practices will be discussed in detail in the next chapter as well as considering how these are located within the broader literatures in the field.

The presentation and analysis of the findings chapter has presented data from a critical discourse analysis of key school documents, a thematic analysis of data drawn from interviews and narrative portraits comprising data from interviews, observations and the CDA of school documents. In doing this, the data presented has demonstrated how micro-level personal biographies, pedagogical understandings, meso-level matters around the school's location within the community and some macro-level policy discourses have influenced how professionals think and do community-oriented work. In the next chapter, the range of influences will be discussed in detail as well as how the data has indicated these have impacted on perceptions and practices. The discussion will relate the findings to previous research in the field and examine areas of agreement and debate.

Chapter Five: Discussion

This thesis has documented a series of eight critical case studies of the professionals' perceptions and practices in one primary school with a particular mission statement and approach that reflects some elements of macro-level policy discourses about one-stop, multi-agency, community-oriented schooling strategies. The school was chosen as it, in rhetoric at least, is avowedly community-oriented and therefore most likely to demonstrate favourable conditions for such an approach. The community-oriented rhetoric was provided by the Head Teacher and senior leadership team, espousing a history of community-oriented working and current close links with families and the community. In this chapter, the findings from the thematic analysis of the participants' interviews, the critical discourse analysis and the eight narrative portraits will be discussed in detail to explain the diversity of viewpoints and practices with regards to professional engagement with community-oriented schooling. In examining the findings, the structure of the literature review will be used to guide the discussion and ensure that all the research questions are answered. As the previous chapter highlights, a general finding from the research is that even within one small community-oriented primary school, there is a spectrum of ideas, notions of and approaches to the way professionals think about and do community-oriented schooling. Even though all the professionals are working within the context of one particular school, the different biographies, professional identities and approaches of each professional suggest a broad spectrum of diversity in community-oriented perceptions and practices. As each narrative portrait suggests, individual

professionals have their own particular configuration of influence and these will be highlighted in the discussions of each research question.

5.1 Identity, development and agency of teachers as professionals

The way professionals think and do their work in community-oriented schools is influenced by the way they 'explain, justify and make sense of themselves in relation to others, and to the world at large' (MacLure, 1993, p. 311). The literature review explored how these are formulated through the way professionals view and explain themselves and their professional lives (Connelley and Clandinin, 1999). The data indicates that the way some of the professionals explain themselves and their professional lives in the community-oriented school is strongly influenced by their experiences prior to and during their time as a teacher. There is evidence to support psychological, socio-cultural and post-structuralist perspectives of professional identity to different degrees within the data. This section focuses particularly on the narrative portraits of Pamela, the Recently Qualified Teacher and Paul, the Key Stage Two Teacher. The discussion in relation to Paul's portrait emphasises the social contexts of identity that have shaped the way he sees his work, particularly those he experienced in his childhood. Alongside this, the discussion of Pamela's portrait highlights the importance of her emotional experiences working in the school and how these pertain most strongly to her perceptions and practices at the time.

5.1.1 Social contexts shaping professional identity

The data suggests that a range of factors impact on the development of various professionals' identities. For some, their experiences in school as a child through to their teacher training as well as their own personal set of values are all factors that have been important in shaping their professional identity. One particular portrait that emphasises the impact of formative experiences on the way he understands his

professional identity is Paul's. In his portrait, he makes clear parallels between a child in his current class and his own experiences as a child from a similar inner city area. As part of this, Paul pinpoints one particular teacher who was influential to the way he thinks about his role as a teacher in a community-oriented school today. Paul sees it is his job to inspire, transform and almost rescue children from a 'spiral of negativity' (Interview 1). Paul highlights that 'I'm from a working-class background ... sometimes I do have a chip on my shoulder about that. Other people have had a better background than us' and as a result of this he sees his role as trying to 'snap them out of that [cycle of deprivation]' (Interview 1). Here, Paul's professional identity seems to have been heavily dependent on the social contexts he experienced himself growing up (McCormick and Pressley, 1997) as well as how he negotiated the meaning of his experiences as a member of this social community (Wenger, 1998). Such a socio-cultural perspective of professional identity also influences how he perceives his role in the community-oriented school - almost as a saviour for the children in the community - 'I would hate to feel like I failed a child because I didn't see something in them that I couldn't push them on' (Interview 1). Such strong ideas of the role of the teacher in a community-oriented school is suggestive of Braun's notions of becoming the 'right' person for teaching (2012). Braun argues that 'naturalised' discourses of the teacher as a charismatic and caring professional suggest that the 'right' person for teaching is born rather than developed. This is seen in Paul when he says, that his role is

not just teaching them how to read and write, we are teaching them how to be part of a society and how to grow up, and how to give them

aspirations and goals. We do need to do it in this sort of school because ... they might not see it at home’.

(Interview 1)

Paul seems to suggest that his own upbringing has provided him with similar experiences and therefore he may see it as his role to replicate this with the children that he teaches.

5.1.2 Emotions shaping professional identity

In a similar way to Paul, Pamela seems to have been significantly influenced by the development of her professional identity but perhaps by a different and particular issue. In her narrative portrait, Pamela's emotional investment in the children she teaches is a strong feature. There is a sense of vocation to her work and she sees education as providing additional life chances for the most disadvantaged children through the curricula and pedagogical approaches she uses. Such emotional investment, however, is seen to have a significant influence not only on Pamela's understanding of her role in the community-oriented school but also how she reacts to events in her practice and the decisions she makes as a result. When attempting to explain how emotions are integral to her role, Pamela says, 'I think if I was more closed off or maybe less caring, I think it would be a difficult transition [to working in the school]' (Interview 1) and 'I feel like if you are not a person who cares ... then I think you should maybe work somewhere else' (Interview 1). This is suggestive of a more post-structuralist perspective of professional identity which highlights the high level of emotional investment involved in the role of the teacher and the resultant significant impact on teacher identity (van Veen, Slegers and van de Ven, 2005; van Veen and

Slegers, 2006, Zembylas, 2003a, 2003b). Pamela is observed to use emotion not only to help express her own professional identity but also to support the development of children's emotional responses, too. For example in the lesson observed, Pamela strategically praised individual children referring to their personal strengths to produce the desired responses. On reflection, she said that was because, 'they'll probably think, 'she knows me'' (Interview 2) and she goes on to say that 'it's really important to have that relationship with the children because they will work harder for you' (Interview 2). This type of management of one's emotions could be interpreted as something that is used to produce or suppress particular feelings in order to produce desired responses in others (Payne, 2009). These ideas, therefore, move beyond emotions influencing a post-structuralist perspective of professional identity as they are also indicative of ideas around the emotional labour of teachers (Hochschild, 1983) forming part of their 'vocational habitus' (Braun, 2012). This is to say that it is expected for teachers who work with children that the 'care' shown is genuine and heartfelt. At the same time, professionals are also required to distance themselves from personal emotional attachments (Colley, 2006). Such detachment could potentially be challenging for professionals working within a community-oriented school as Pamela emphasises such a vocational habitus as essential to the work that she does and the relationships she has with the children.

Hochschild (1983), however, makes an important distinction between displaying emotion and 'deep acting'. He argues that deep acting is necessary when engaging in sustained emotion work and is the point at which the real and the acted emotional selves merge together. This is evident in Pamela's portrait as she identifies part of her responsibility to be:

a role model for the children and if they haven't got good role models at home then you've got to make sure that you're a better role model for them to look upon. There are children in this school who have very poor role models at home ...teaching is only so much.

(Interview 1)

This example illuminates Hochschild's notion of 'deep acting' as Pamela seems to be engaging in this 'deep acting' to provide the children with the type of role model she feels she had during her upbringing and as the children may not have this at home, her role is to compensate for this.

Pamela highlights the limited reward for her emotional investment using the example of one particular child and family. The example suggests that despite such an investment, the child was still not 'perfect' and that she 'didn't progress enough' (Interview 1). This indicates that Pamela may feel under-rewarded for her emotional investment. However, this kind of emotional investment for teachers can lead to a tendency to erase boundaries between professional and personal lives (Nias, 1996) and as Bolton emphasises, such skilled 'emotional juggling' (Bolton, 2001) can also lead to 'eventual emotional burn-out' (Colley, 2006, p. 16). Emotion work therefore involves the potential for teachers to regard these aspects of their work as an opportunity to express agency and feel reward, or the danger of burn-out when that emotional investment is not acknowledged or left unrewarded. This is further reiterated when Pamela discusses the difficulties of trying to manage her whole class alone and continue to be a role model for all children as she talks about 'trying to stretch herself'

(Interview 2), it being 'a lot for one person' (Interview 2) and a 'huge struggle' (Interview 2). This suggests that perhaps the extent of Pamela's emotional investment is too great and is not fully recognised. This leads to a feeling of struggle and difficulty in maintaining the 'deep acting' that Pamela would usually practice. Pamela sees this as important to how she perceives and practices in the community-oriented school. She clearly identifies that her work is about deep relationships that require substantive emotional work and which can often yield limited rewards.

5.2 Approaches to understanding community-oriented schooling

A community-oriented approach aims to work with a community focus or the involvement of the community in a holistic way to improve outcomes for children, parents and the local area. The literature review explored a diverse range of approaches to community-oriented schooling from school-led actions (including schools providing services and facilities and schools developing community-responsive curricula/pedagogy) to community-led actions (including communities' involvement in school governance and community organising). This section discusses some of the community-oriented approaches and indications of power dynamics evidenced in the CDA of the key documentation. Alongside this, the section will also examine the pedagogical/curricula approaches that Pamela, the Recently Qualified Teacher highlights as significant in her portrait and the notion of the school as a provider of services as emphasised strongly in Mary, the Part-time Teacher's portrait. Pamela's portrait is discussed in relation to literature around area-based curricula and arguments about the kinds of knowledge that is important in community-oriented schools. Alongside this, the services and facilities provided by the school are explored using literature focusing on the extended schools approach to community-oriented schooling.

5.2.1 Location of power in community-oriented approaches

The school documents, such as the prospectus and mission statement, suggest that the school engages in school-led community-oriented actions such as extra-curricular clubs, breakfast clubs and parent workshops. One of the notable features of the documents, however, is the location of power. The power relations between parents

and staff seem to be institutionalised in language in a Foucauldian sense, such as parents taking 'an active part in the life of the school' but 'under teachers' direction and supervision'. Examples of this include: '[e]nsure that your child has the correct equipment in school. Your child will be very upset if they have no lunch, if they have left their homework behind or if they have to complete P.E. lessons without their P.E. kit' and 'share a book with your child for 10 minutes each night' (school prospectus, Appendix 10). This is to say that these discourses seem to be exercising power as they suggest how parents should think and behave (Foucault, 1996). The cases suggest that this rhetoric impacts on the educational professionals' perceptions of their relationship with parents and subsequently on their practice within the school. This is particularly evident in the cases of Margaret, the Teaching Assistant and Jo, the Learning Mentor. For Margaret, the rhetoric in key documents, such as the school prospectus, influences how she views her role in the school. The school prospectus advises parents to, 'share a book with your child for 10 minutes each night' and in practice, Margaret sees it as her role to model this for parents, 'so they're just more interactive with the child when they are reading to them at home. And getting to read with them at home as well. Yes modelling yes, constantly' (Interview 1). Bourdieu and Thompson describe this as 'that invisible power which can be exercised only with the complicity of those who do not want to know that they are subject to it, or even that they themselves exercise it' (1991, p. 164). It is not suggested that such complicity occurs by any conscious concealment but rather by the structural relations between language, the habitus (including the perspectives it embodies) and the field.

Issues of power between meso- and macro-level influences are also evident in the documents. The work of the senior leaders and teachers being dominated by external

accountability processes, such as a centralised curriculum and high stakes testing, seems to limit the possibilities for community-oriented work. For example, evidence of the school working within the existing societal and governmental arrangements is seen in the school's Pupil Premium statement, in the Year One Phonics Screening Check results and the statutory assessments at the end of each Key Stage. When considering the types of community-oriented activities in the school (such as parent meetings, extra-curricular activities and a thematic curriculum) set out in the school prospectus (Appendix 10), it could be suggested that precedence is given to achieving academic success within the current education system rather than nurturing the individual. Such a perspective aligns with Hogan's (2011) work which illuminates the two contrasting positions: either education is viewed as a subordinate practice or one with inherent purposes. If it is a subordinate practice, teachers deliver the prescription given by the government. If however, education has inherent purposes, teachers have an ethical responsibility to the larger society. This is not to say that the latter operates in isolation from the economy or the controls in place, but instead it works within these restraints to deliver an education that is rooted in ethical responsibility. In terms of this school in particular, while the senior leaders may aim towards education's inherent purposes working with teachers who have a strong sense of ethical responsibility to the larger society, the prescriptive nature of macro-level accountability seems to restrict this.

Many of the cases suggest that the professionals perceive their work as trying to ameliorate some of the issues that children have in order for them to be successful within macro-level structures. This is particularly evident in Christine, the Head Teacher's case as she states,

The difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment at the end of the day because there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same.

(Christine, Head Teacher, Interview 1)

However, as Smyth suggests, 'succeeding at school, for many students, means having to suppress their own identities and act within a narrowly defined and institutionalised view of what it means to be a 'good' student' (2006, p. 291). Christine's view reinforces this narrowly defined and institutionalised 'good' further by implying that despite the challenges experienced by some children and families, her role is to ensure that all children achieve the same academic outcomes in a small number of core subjects. Rather than propagating this narrowly defined ideal and stigmatising students from the most disadvantaged backgrounds as 'bundles of pathologies' (Warren, Thompson and Saegert, 2001) to be 'fixed', Smyth advocates placing a 'much greater emphasis on putting relationships at the centre of everything schools do' (2006, p. 291). This means using the capacity in the relationships to begin to address and redress social and structural inequalities in society drawing on the trust and cooperation developed within the relationships (Warren, 2005). This is not to say that there is a lack of understanding and valuing of relationships in schools but rather a 'deficit political will and imagination to put 'relational ties' around the interests of the students' (Bryk and Schneider, 2002, p. 6). In relation to the school, despite making strong statements about the ethical values modelled, practiced and taught in the school, there are some tensions around

how the school balances the restrictive statutory requirements with a relational and nurturing ethos. For example, in the case of Pamela, the Recently Qualified Teacher, an enquiry-based learning approach was perceived to be one way of combining statutory requirements with a relational and nurturing ethos. However, Pamela explained how she struggled to balance the competing agendas:

The writing was fantastic but it didn't cover enough of the curriculum, especially because they're Year 2 ... We have a lot of pressure on the exams and pushing them because of progress, it just wasn't working ... There wasn't enough evidence in books for Ofsted ... We had these enquiry books ... and it was all about...attitudes and just general life skills ... and they ticked so many boxes on that but it wasn't ticking history, it wasn't ticking geography, it wasn't ticking all those things that actually that's what people are coming in to see.

(Pamela, Recently Qualified Teacher, Interview 1)

Here, Pamela is seen to value a broader, more holistic curriculum and pedagogy, however, this does not meet the expectations that are expected to be met, as Christine highlighted earlier. Nash (2002) explores such a positive orientation toward the narrow, academic elements of schooling and links to what Bourdieu describes as the 'educated habitus'. The educated habitus includes more than just an instrumental view of education. Moreover, it includes the desire to be educated and to identify and be identified as such. Many of the positive effects of the educated habitus on educational attainment, however, are associated with non-cognitive dispositions, such as high aspirations, positive academic self-concept and positive perceptions of school (Nash,

2001). In the school's attempts to raise educational attainment through the development of just one element of the educated habitus of children, other aspects of the children's 'cultural toolkit' - the skills, preferences and understanding to negotiate the 'rules of the game' (Bourdieu, 1984) - are not being considered. In the data, Paul recognises a need to move beyond an instrumental view of education in order for children to be able to negotiate the 'rules of the game'.

We're not just teaching them how to read and write, we are teaching them how to be part of a society and how to grow up, and how to give them aspirations and goals. We do need to do it in this sort of school because unfortunately, you know, they might not see it at home ... I think that there can be a cycle of deprivation ... you've got to try and snap them out of that.

(Paul, Key Stage Two Teacher, Interview 1)

Paul identifies here a 'cycle of deprivation' that may be reproduced if all aspects of the educated habitus are not considered. Edgerton and Roberts (2014) echo this by warning that these disparities could continue to be transmitted intergenerationally. Not only this, but how teachers come into school is reflective of their own habitus. In other words, each of the professionals bring with them a set of value orientations, dispositions and cultural and educational capital which influence how they position themselves and how they are positioned within the school.

Some of the professionals may enter the school with what Bourdieu calls 'a well-constituted habitus': their dispositions align well with the expectations and exigencies

of the senior leaders of that particular school. In the narrative portraits, Margaret, the Teaching Assistant's perceptions are seen to align closely with the school prospectus. She is observed to model the recommendations for parents outlined in the prospectus such as reading with the children, having daily routines and managing behaviour. However, Mary, the Part-time Teacher, demonstrates in her narrative portrait how the birth of her son was more influential in the way she interpreted school policies, leading her to set up her own playgroup. This is to say therefore, that within an individual school, the process of policy 'take up' is far from coherent and is instead complicated and multifarious (Mills et al., 2014) due to factors such as how a professional's habitus aligns with the expectations set out in policy documents. Developing this idea further, Bourdieu explains that dispositions that are both shaped by past events and structures, are part of shaping current practices and structures and also, importantly, condition our very perceptions of these (1984). This is particularly evident in the narrative portrait of Mary as discussed above but also relates to notions of how policy is enacted which is further explored in section 5.5.

5.2.2 Developing community-responsive curricula/pedagogy

Throughout the narrative portraits, the critical discourse analysis and the thematic analysis of the data, a school-led approach to community-oriented schooling that works within existing social boundaries seems to be the dominant discourse of professionals within the school. Both Caroline, the Early Years Teacher and Pamela, the Recently Qualified Teacher, particularly highlighted the curriculum as important and it is clear in their narrative portraits that their perceptions of the curriculum have developed while working at the school. In some of the school documentation (e.g. the school prospectus), a school-led approach is evident in statements such as, '[p]arents

looking for an opportunity to play a more active part in the life of the school might consider offering their services to assist in areas of the school under teachers' direction and supervision' (Appendix 10). It is clear from such documentation, that the approach to working with parents is led by the school and provides services for families, rather than the parents taking a leading role, or the work being transformative in any way. One aspect that some of the professionals highlight as important to their community-oriented approach is the community-oriented pedagogy and curricula.

In her portrait, Pamela talks about how, at the beginning of the school year, she introduced an enquiry-based pedagogical approach to the curriculum. She considered it to be one way to involve the parents in their child's learning and saw it as an attempt to accommodate for some of the challenges of disadvantage. For example, Pamela noted that she had to 'reach out to the parents' (Interview 1) and that one particular parent had 'gone the extra mile' (Interview 1). Pamela did this with the aim of providing opportunities for children to develop 'more skills' and making them 'think more about the world' (Interview 1). Her underpinning values here of preparing children for their future life and starting with their previous experiences is similar to Midwinter's (1972) critiques of the national curriculum advocating a real and relevant curriculum, which works not only with children but also their families to produce 'social criticism and action'. This does not mean at the expense of core skills but rather is located in the previous experiences of children and their families. This approach resonates with the examples of community-oriented curricula discussed in the literature review such as the Royal Society of Arts curriculum model and the Disadvantaged Schools Program.

Despite early reflections by Pamela viewing this approach as beneficial for the children in developing 'life skills' and involving parents, a shift in her perception was prompted by feedback from Ofsted. The feedback suggested that the approach 'didn't cover enough of the curriculum' (Interview 2). Such criticism of a community-oriented curriculum is evocative of the debate articulated by Young (2011). Young suggests that an area-based approach may not provide children with the 'powerful knowledge' needed for them to overcome disadvantage. This is to say that children need to 'move, intellectually at least, beyond their local and the particular circumstances' (2011, p. 152). Such examples highlight a potential conflict of perceptions around community-oriented pedagogy and curricula. While Pamela can see the benefits of the approach in the community-oriented school, critics suggest that it might be limiting the children and perhaps not meeting the requirements set out at a national policy level.

Pamela examines some of the criticisms of her community-oriented curriculum in her narrative portrait citing a disconnection between the approach she used and the evidence of progress needed to satisfy external bodies: 'there wasn't enough evidence in books for Ofsted' (Interview 2) and the expectation to complete national assessments, 'we have a lot of pressure on the exams' (Interview 2). Pamela's example echoes findings from the Disadvantaged Schools Programme in Australia where alternative assessment methods, such as 'goal-based assessment' and 'descriptive assessment', were considered to accompany a community-oriented curriculum (Connell, Johnson and White, 1992; Hannan, 1985) and where some areas even removed assessments altogether (Lingard, O'Brien and Knight, 1993). Such challenges to the assessment procedures, highlighted here, threaten the 'compensatory' logic which these schools may be built upon. In other words,

'compensatory' logic acts to increase accessibility and achievement in the mainstream curriculum for disadvantaged children. However, educational assessments are a social technique designed to reproduce educational inequality built into the system (Whitty, 1985). This is to say that these assessments are determined by those powerful groups who have been successful in attaining the particular forms of knowledge valued in the curriculum. In this way, these assessments then reproduce a hierarchy of knowledge requiring schools to compensate for disadvantaged starting points rather than considering alternative assessments for a community-oriented curriculum.

Pamela's portrait shows that she discarded her community-oriented curriculum based on the feedback from Ofsted and instead taught discrete foundation subjects, such as history and geography instead. This supports the work of Priestley (2010) who argues that since the introduction of the national curriculum in 1988, teachers have developed into technicians implementing pre-set policy (Ball, 2008; Biesta, 2010) rather than professionals creatively mediating flexible policy frameworks (Supovitz, 2008). However, there seems to be more to Pamela's practice than merely implementing pre-set policy. For example, observations on Pamela's practice included in her portrait highlight how both in her perceptions and practice, she gives importance to developing social skills alongside the national curriculum. This echoes Olson's work on curriculum as a 'multistoried process' (2000) suggesting that the teacher's structure, agency and intentions are integral to the impact on the curriculum and cannot be independent of it. Furthermore, instead of being an abstract process, the curriculum becomes a process of professional development and cultural change (Stenhouse, 1975) for the teacher, school and broader community. In other words, the impact and success of

each curriculum is heavily dependent on the teacher developing the curriculum and their ability to mediate macro-level policy tensions. Such mediation is not currently strongly evident in Pamela's portrait despite some attempts to do this.

5.2.3 School providing services and facilities

Mary, the Part-time Teacher's portrait focuses on her setting up a parent and toddler group in the school with the aim of supporting parents and developing children's communication skills prior to starting school. She talked about the parent and toddler group providing an opportunity for parents to talk with each other, gain an insight into school and for the school to introduce parents to a range of resources and professionals for additional support. Such supporting services for the community are reminiscent of the Full Service Extended Schools initiative (DfES, 2002, 2003) as the playgroup operates in addition to the school's core offer. It is also an example of where the school is attempting to focus on the involvement of the community in order to influence the social and intellectual development of the children (Nettles, 1991). One challenge that hindered the development of Mary's parent and toddler group was having a sufficient space in the school. Initially the group was located in the school hall, but PE was also scheduled to use this space and therefore groups were cancelled. This led Mary to conclude that 'the playgroup was probably less of a priority than PE'. (Interview 1) This is a factor highlighted in the literature as important to the implementation and delivery of additional services for communities. Dryfoos highlights this when arguing that space needs to be 'set aside in a school building where services are brought in' (1994, p. 142). The data suggests, however, that while space is a key factor in delivering additional services and facilities, there are also a range of other factors influencing this work in a community-oriented school. For example, Mary's

portrait suggests that in order for the school to provide such a service, support from the senior leadership team is essential along with the resources, including staffing, to deliver it. Mary was in an interesting position in setting this up as she is also a mother of a son who was preparing to start school when the research was carried out and therefore she had a personal rationale and motivation for setting up and delivering the service. However, without strong support and resourcing from the senior leadership team, schools as providers of services struggle to be sustainable in the longer term.

5.3 Professionals' learning in community-oriented schools

The range of approaches to community-oriented work documented in the literature review suggests that much of this work encourages thinking outside the school boundaries. To do this, the literature suggests the importance of professionals engaging in dialogue, interaction and collaboration with a range of community organisations, agencies and services. In order to understand the ways of conceptualising professional learning, the literature review explored hybridisation and notions of interdisciplinary working. In this section, the way the professionals perceive their work with other agencies is discussed. This is particularly pertinent in light of the portraits of Christine, the Head Teacher and Fran, the Deputy Head Teacher, who both identify multi-agency working as an important influence on the way they perceive their role in the community-oriented school.

5.3.1 A multi-agency approach to community-oriented work

Throughout the narrative portraits, there is a significant emphasis on the inadequacies and deficiencies of both the children and the local community more generally. Some professionals, such as Jo, the Learning Mentor, highlight this as being important to their community-oriented approach as they perceive their actions as compensating for these deficiencies. This is without much recognition of the adversities the children and families might face or their resourcefulness in attempting to overcome these. A similar focus is also common across a range of literature (such as Carpenter et al., 2010; Cummings and Dyson, 2007). There are several examples in the data of the professionals attempting to raise aspirations and ameliorate some of the issues experienced by the children and families in the community. Examples such as,

'[m]aybe [the parents] sometimes they don't tell them, 'oh well done for doing that or well done for doing that'' (Recently Qualified Teacher, Pamela, Interview 1), 'the class have interventions for those specific children ... who aren't reading at home' (Recently Qualified Teacher, Pamela, Interview 2), 'a lot of children will have seen parents who have gone from generation to generation with nobody working and it's good to set them that goal' (Key Stage Two Teacher, Paul, Interview 1) and 'it was great for them to see what we actually do in class and how we do it and maybe we hope that they take that away with them so they will do the same thing with their child' (Teaching Assistant, Margaret, Interview 2) are all examples of how the professionals in this study perceive their role in the community. Despite the clear commitment of the professionals, such positioning may have negative consequences for the families and children. This is to say that these professionals' perspectives of the families in the local community may not be entirely accurate or fully informed by the reality of families' experiences. This is notable because these perceptions may influence the decisions the professionals make about their practice with the children and their families. However, ultimately it is the reality of the families' lives that will be most affected by the decisions made for them (Todd, 2007). Crowson (2001) takes this further by suggesting that in fact, the decisions made by professionals that are founded on such perceptions and intentions 'to help', paradoxically may even drive them further into dependency and isolation.

In order to ameliorate some of the perceived issues in the community, professionals such as Christine, the Head Teacher, identify a multi-agency approach to community-oriented work. In her narrative portrait, Christine foregrounds her work with other agencies: 'when you have multi-agency training around issues and you get to

understand the different viewpoints of the different agencies ... actually social workers, health visitors, the police, have different boundaries' (Interview 1). What is notable here is the recognition of the different communities of practice (Wenger, 1998); 'different agencies', 'different viewpoints', 'different boundaries' and how 'startling' these differences appear to be. The tensions that arise from working with such a diverse range of communities of practice are not made explicit, however, the knowledge that Christine seems to gain from these memberships is evident: 'if we had a common understanding of what everyone was doing and how each other work, then there's lots to be learnt from that' (Interview 1). The literature suggests that the knowledge gained from membership in multiple communities of practice informs Christine's subsequent actions in every community in which she participates (Gee, 2000). This is to say that the challenge and learning that occurs as a result of multi-membership is valuable as practices are shared and relationships are developed. These can both inform the resultant direction of the community. In the case of Christine, this process is seen to be not only influential to how she thinks about her own perceptions and practices in the school, but can also benefit the wider school community as practices are challenged and the experiences of others are drawn upon.

5.3.2 Tensions when crossing boundaries

In their narrative portraits, other professionals also depict the tensions and challenges they have experienced working with other agencies. Having said this, the data suggests that the professionals in this study recognise that without adopting such a role, education in the community-oriented school would stall. This is certainly the case for Fran, the Deputy Head Teacher. Her narrative portrait focuses on her role as a mediator between families and a range of services and agencies that work alongside

the school. This is an important element of how she perceives her work. When explaining this role, Fran uses the analogy of a bridge: 'I've got to be that bridge' (Interview 1). It seems here that Fran's professional identity is inextricably linked to the community in which she works and she sees her role as providing a 'bridge' between the school professionals and other professionals from the community. Although Fran sees her professional role clearly, there is a sense in her portrait that this work is sensitive and with some families being particularly wary of those other agencies or services. This has a negative impact on Fran's work. For example, she suggests that parents can be 'afraid' and 'defensive' (Interview 1) when offered external support resulting in the development of feelings of resentment towards the school: 'oh, school are snitching on me and there getting someone else. They're saying things about me' (Interview 1). Such uncertainty and even confusion on the part of parents and the wider community could be a result of less clearly defined professional roles. This type of multi-agency work has been highlighted as one of the possible instances of this as it involves frequent boundary crossing on the part of the professionals (Atkinson, et al., 2002; Daniels et al., 2007; Gaskell and Leadbetter, 2009).

Fran's portrait also highlights the complexity of the relationships with families as a result of such boundary crossing and how this has a significant influence on her daily role. For example, she discusses one family that she had referred to a family intervention service. However, Fran explains, 'families are quite savvy aren't they and don't want support', 'some families know the right things to say and will present a picture to that service that makes it look like everything's fine' (Interview 1). Such a situation results in Fran having to refer the family to the service multiple times or try to 'go through a different channel' (Interview 1). This results in an enhanced level of

liaison with the agency and the family. Baxter argues that 'the discourse of choice and the centrality of the service user as customer, has also created an increasingly complex environment within which to create and sustain a salient professional identity' (2011, 38). This has led to a reduction in the status of the profession of a teacher, resulting in alternative ways of establishing salient identities in testing professional contexts (MacLure, 1993). In this way, the boundaries between teachers, social workers and other agencies blur and potentially impact on how the professionals view themselves as more than a teacher, performing a wider variety of roles in a community-oriented school.

5.4 Hybridisation

When considering the role of the teacher in a community-oriented school and considering all of the aspects discussed above such as, the developing identity of community-oriented professionals, the shifting aims and objectives of community-oriented schools as well as considering working with other agencies and services, further reflection is needed on what teachers might do in these contexts. This links to notions of teachers seeing their role beyond the classroom and working in more hybridised ways. Such hybridisation was not evident across all the professionals' narrative portraits. However, it was evident in some forms for Christine, the Head Teacher. She recognised that she has had to 'shift' (Interview 1) her professional identity based on her experiences with the community in which she works. She talked about seeing herself as not 'solely an educator', taking 'a much wider role' and being 'chief of the community' (Interview 1). These ideas echo the literature exploring the concept of hybrid professionals identifying that teachers are increasingly expected to operate in roles beyond the classroom; working outside the remit of merely teaching (Beijaard, Meijer and Verloop, 2004).

In her narrative portrait, Christine, the Head Teacher suggests that to operate in such a hybridised way requires a shift in mindset to accommodate the thinking within a community-oriented school, with professionals seeing their roles as something more than merely teaching. In the data, such a role is observed to cause tension and challenges due to the competing demands of the increasingly hybridised role(s). Beijaard, Meijer and Verloop (2004) emphasise those tensions as they suggest that teachers' desire to teach and the perception of the role of a teacher does not always align with the expectations and practices within the role itself. It is evident from the

data that there are some elements of hybridity but these are not fully developed. As the narrative portraits demonstrate, even in a school that is avowedly community-oriented, hybridisation is not necessarily thoroughly embedded in the perceptions and practices of all the professionals. Instead, the data suggests that hybridity is only for those with power and whose roles are more outwardly-focused, such as the Head Teacher and the Deputy Head Teacher.

5.5 Policy enactment

The data points to an understanding of the way professional identities and agency develop as being guided by the specific experiences of working in schools. Hence the different policy enactments of community-oriented schooling are likely to have a strong influence on the professionals' perceptions and practices, or identity and agency of teachers. Despite the research being conducted in one small primary school, the data points to a spectrum of perceiving and doing community-oriented work.

In order to make sense of the school's policy documents and mission statement, the professionals do much more than merely decoding policies and putting them into practice. Policies have to be translated from text into action and as part of this process, the history, context and available resources must be considered. 'Practice is sophisticated, contingent, complex and unstable' and as a result 'policy will be open to erosion and undercutting by action' (Ball, 1994, p. 10-11). This is to say that professionals' perceptions and practices are intricate and constantly developing in light of their school context. Christine, the Head Teacher echoes this by stating, 'they [teachers] have to be flexible and adaptable but it must be quite frustrating at times because they'll spend an awful lot of time planning things which then just have to go on hold while they just deal with another situation' (Interview 1). The literature identifies policy enactment as being inextricably situated in the context that it is being enacted in (Brown, Collins and Durguid, 1989; Resnick, 1991; Suchman, 1988; Weick, 1995). Therefore within one small primary school, the professionals' enactments of policy come together in an overlaying way despite non-uniform enactment. This is exemplified in the data as, despite all participants being asked about an event that had changed their perception of the community-oriented school, the professionals

highlighted different aspects of the community-oriented approach outlined in the school's prospectus. For example, Fran and Christine discussed their work with other agencies, Margaret and Caroline reflected on their relationships with parents, Pamela and Paul focused on a community-oriented curriculum/pedagogy and Jo and Mary highlighted their attempts at engaging parents in extra-curricular activities.

As a result of the contextual dimension, localised factors and variables, as well as the professionals' own habitus, the policy enactments, or 'take up' that occurs in one school will be significantly different to those happening in another school and even between professionals in the same school (Gowlett, 2015). This is reflected in key national policy documentation for extended schools: 'there is no blueprint for the types of activities that schools might offer. How these services look and are delivered in or through a particular school will vary' (DfES, 2005, p. 8). This is because professionals are both part of and influenced by policy development and enactment.

One of the recurrent themes within the narrative portraits was the impact of policy change on changing individual professionals. Often there were traumatic references to policy change that impacted on the professional identity. For example,

[s]ometimes there are things that you don't like and you feel like saying, 'that's not right, that's wrong' but you have to let that go in order to move forward ... I think you have to get over an awful lot of things, you might go home screaming and crying down the motorway but nonetheless, you have to

(Learning Mentor, Jo, Interview 1)

The almost self-sacrificing rhetoric of the Learning Mentor suggests that on occasions her true emotions and identity are concealed in order to achieve an end result. A change of policy is presented as something that might potentially cause the 'screaming and crying down the motorway' reaction. These emotions are similarly presented in other professionals' portraits using language, such as 'I am going to be hit' and 'bang, they're hit with something huge that they're not expecting' (Head Teacher, Christine, Interview 1). This links to Davies's identification of educational professionals as 'being understood in liberal humanist terms; that is, as autonomous individuals with varying degrees of freedom to choose what kind of a person to be' (2006, p. 425). Rather than professionals consciously thinking and therefore choosing how to enact policy, Butler (1990, 1997) contends that 'cultural intelligibilities', or preconceived ideas and social norms shape how people come to view policy and react to policy. This is to say that the data suggests professionals' perceptions of policy differ widely as they view the policy through different lenses which shape their perspective and the way they put it into practice. Each of these lenses, suggests a spectrum of policy enactment. However, it is evident in the data that this spectrum of enactment is limited as notions of co-production and radical ways of working are not supported in the study. Within the spectrum, there is a strong sense of conservative thinking and doing as ameliorative approaches are used even though the school is avowedly community-oriented.

Summary

In this chapter I have provided a detailed summary of the main discussion points emerging from the data. Regardless of the form of community-oriented approach taken (e.g. school providing services and facilities for the community, developing community-oriented curricula/pedagogy, developing communities social/civic capacity and so on), the data highlights there is not a substantial amount of creative engagement with a community-oriented approach. The discussion above presents a pessimistic understanding of the ideas expressed by the professionals in the study. It is argued that although there is a spectrum of understandings and practices among the professionals, these are not radical or transformative in their approach. Instead the discourses are school-led rather than community-led and there is plurality in approach rather than a uniform purpose across the school. Between the professionals, there is a range of factors influencing their perceptions and practices in the community-oriented school, but the emphases of these are particular to each of them individually. In the next chapter, I will reflect on the research questions, the limitations of the research study and the contributions to knowledge it makes in this area. The wider implications of the research will be addressed and finally, I will conclude by summarising what can be learnt from this study and how that might inform future work focusing on community-oriented schools.

Chapter Six: Conclusions

In this chapter, I aim to provide a detailed summary of the answers to the research questions. The overarching research question was: what are the professionals' perceptions and practice of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community? In order to respond to this question, I will revisit the rationale for the study and the theoretical underpinnings outlined in the introduction and the literature review before considering how the overall findings align with the wider field. Following that, the limitations for the research study along with contributions to knowledge will be considered.

6.1 Revisiting the research questions

Previous research in the field highlights a clear rationale for and a long history in the field of community-oriented provision (see Chapter 1). While there have been many formulations and initiatives encompassed in this, the voice of the professionals in thinking about and doing such community-oriented work is limited. One study by Cummings, Dyson and Todd (2007) explores the professionals' understandings of community-oriented schooling, however, does not examine the influencing factors in the development of these understandings, neither does it collect observational data from the professionals' practice. This study therefore aimed to understand the professionals' perceptions and practices of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community. This was done using a case study design that tended towards an ethnography (see Chapter 3) to ensure that an in-depth examination of the lived realities of the professionals working in such contexts could be completed. To answer this question systematically, ecological levels of analysis that range from proximal (micro) to distal (macro) influences were considered including:

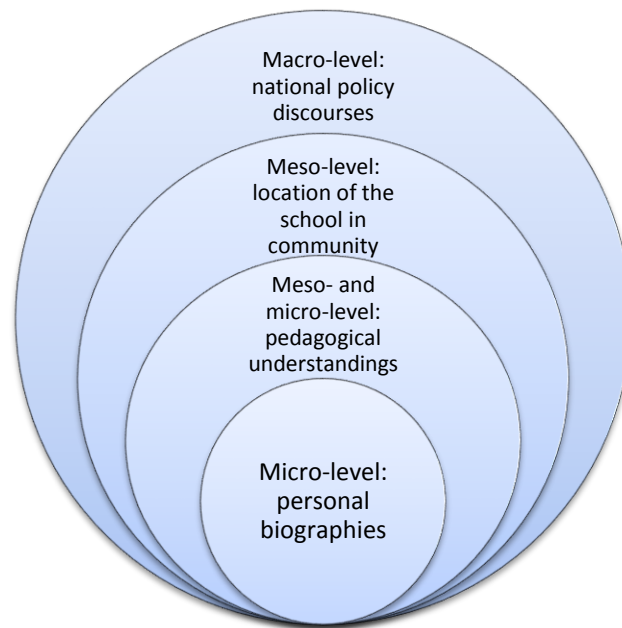


Figure 2. Conceptual framework of ecological levels of influence on professional perceptions and practice

Using this broad theoretical framework, the overarching research question was understood through a number of interrelated and interconnecting sub questions relating both to perceptions and practice:

How are professionals' perceptions and practice influenced by:

- personal biographies e.g. previous experiences and personal values?
- pedagogical understandings e.g. their professional educational experiences of working in a community-oriented school?
- how the school is located within the community including working with parents, other local professionals and with the wider community?
- macro-level policy discourses e.g. local authority policies and broader regional/national agendas?

An overarching concern was also how professionals' educational practice and other factors relate to their perceptions of the community-oriented school so that both espoused theory and theory in practice could be examined. In this section, the literatures, data analysis and discussion will be drawn together in order to answer each research question individually. It is important to recognise that the findings suggest that it is difficult to answer each question discretely owing to their interconnecting themes. It is also evident from the findings that each of the ecological levels of influence are different for each individual.

6.1.1 How are professionals' perceptions and practice influenced by personal biographies?

A review of the literature in the field of professional identity highlighted the complex and interrelated ways in which identity is constructed. At the micro-level, identity is shaped by, reflections on the self (Day et al., 2005; Erikson, 1963, 1968; Goffman, 1959), the socio-cultural contexts and the individual experiences (Adams, 2011; Beijaard, Meijer and Verloop, 2004; McCormick and Pressley, 1997) and the affective domain (Hargreaves, 1998; Zembylas, 2003a, 2003b, 2003c). These aspects of the professionals' constructed identities were examined for each participant individually and documented in their narrative portraits. Some of the professionals were particularly strongly influenced by their personal biographies, such as Paul, the Key Stage Two Teacher and Mary, the Part-time Teacher. These participants seemed to draw on their personal experiences either in as a child themselves or as a parent to articulate their perceptions and practices of community-oriented schooling. The discourses were suggestive of Braun's notions of being the 'right person' for teaching (2012) and the idea that teaching in community-oriented schools is a vocation. There

were also indications of the emotional labour (Hothschild, 1963) and teachers' personal investment in their practice in community-oriented schools.

6.1.2 How are professionals' perceptions and practice influenced by pedagogical understandings?

The range of approaches to community-oriented schools documented in the literature is suggestive of professionals working outside traditional school boundaries. This involves professionals interacting, engaging in dialogue and collaborating with a range of agencies and community organisations. The literature review examined professionals' understandings of their work both within and outside the school, in particular, notions of hybridised ways of learning and working. The narrative portraits highlighted that both of the participants who are senior leaders were strongly influenced by their work with other agencies and organisations. Their data aligns with the idea that the knowledge gained from these interactions with other agencies informs the professionals' subsequent actions (Gee, 2000). However, uncertain and blurred boundaries of professional roles are seen to be a challenge (Atkinson et al., 2002 and Daniels et al., 2007) and this has an impact on the identity of the professionals themselves (Baxter, 2011).

6.1.3 How are professionals' perceptions and practice influenced by how the school is located within the community?

In chapter three, the possible discourses that might underpin and influence how the school locates itself in the community were documented. These included school-led approaches such as schools providing services and facilities, developing civic capacity, driving area regeneration and adopting community-responsive pedagogies

and curricula. Community-led approaches were also documented, such as communities' involvement in governance, establishing schools, choosing schools and community organising. To examine how the school leaders positioned themselves within these approaches, a critical discourse analysis was carried out on key school documents. Analysis of the documents indicated that the school engaged in activities consistent with an extended schools approach and that the school was driving the agendas rather than the community. This is consistent with notions of a narrowly defined and institutionalised view of what it means to be successful in school (Smyth, 2006). Alongside this, some of the professionals' perceptions and practices were particularly influenced by the school's community-oriented positioning in these documents. Pamela, the Recently Qualified Teacher, was seen to be influenced by the notion of a community-responsive pedagogy and curricula while Mary, the Part-time Teacher, initiated her own community-oriented activity. Both of these professionals articulated the possible benefits and outcomes of their work. However, their community-oriented engagements were brief as challenges hindered their efforts. Limited resources, space and macro-level interventions, such as an Ofsted inspection, were observed to significantly limit individual professionals' initiatives.

6.1.4 How are professionals' perceptions and practice influenced by macro-level policy issues?

The literature points to policy enactments of community-oriented work being driven by professionals' interpretations of these policies in the context of their local area (DfES, 2005; Resnick, 1991; Weick, 1995). One of the recurrent themes within the narrative portraits was the impact of macro-level policy issues on the individual professionals. Much of the data suggests that significant macro-level policy changes have an

emotional effect on the professionals as it may challenge their perceptions of community-oriented work. Some of the professionals, including Jo, the Learning Mentor experience such policy changes as traumatic events and describe them as being restrictive, or having a limiting effect on their practice. This is consistent with ideas of how 'cultural intelligibilities' shape the way in which professionals view and react to policy but also with some small degree of autonomy in their interpretations (Davies, 2006).

The responses to the research questions above present a pessimistic understanding of the ideas around community-oriented work in the school. The influencing factors vary from professional to professional, but the spectrum of community-oriented perceptions is, in itself, neither radical nor diverse. Instead, the data documents how the community-oriented discourse in the school is led by the professionals rather than the community and there is little evidence of any democracy, co-production or hybridity within this. While it seems senior leaders are relatively more able to align themselves with some hybridised ways of working than the teachers, the findings from the study suggest that the community-oriented work within the school is individualised and dependent on a performativity agenda.

6.2 Limitations of the study

Broadly, the literatures examined and methodologies used enabled the overarching research question, 'what are the professionals' perceptions and practice of a community-oriented approach in the context of a primary school located in a socio-economically disadvantaged community?', to be answered in some detail and with a range of data to support the conclusions. The case study research design was effective in allowing deep reflection about the ways community-oriented schooling is perceived and practiced by professionals within one school. However, this thesis has focused only on eight of the professionals working within the school and not any of the community organisations, agencies, parents or children who are also engaged in the school. Rather than achieving an overview of perceptions and practices across this broad range of groups, the study aimed instead to consider a limited number of professionals in-depth and analyse the complex and interrelated factors influencing the way they understand and do community-oriented work.

The study was also situated in the context of one small primary school. While the findings can be suggestive of a spectrum of influences on, and complexity of, perceptions and practices that may be found in other schools, it is recognised that the spectrum presented here will not be representative of all community-oriented schools.

6.3 Contribution to knowledge

Within the literatures on community-oriented schooling, there is little detailed research into how community-oriented schools are understood and enacted by various core educational professionals. As it is the professionals who are central to interpreting and delivering such approaches, this is notable in its absence. The work of Cummings, Dyson and Todd (2007) focusing on extended schools emphasises the key role of the professionals in community-oriented work. It examined what professionals in schools and local education authorities said they were doing in relation to their local communities and how these actions linked to the communities' perceived needs. Although concluding that understandings of professionals 'seem, in many cases to be the result of individual preferences, experiences and values' (2007, p. 197), their work does not consider the factors influencing the professionals' understandings in detail and does not observe how these understandings are enacted in practice.

This study has responded to this omission in the literature. Perhaps for the first time, an empirical study has explored the perceptions and practices of professionals in a community-oriented primary school that recognises the importance of an ecological approach. Such an approach embeds professional identity and agency within a multifaceted and interconnected set of discourses and experiences at various levels of analysis from macro-level policy discourse to micro-level biographical experiences. The use of this model to explore the range of professionals' perceptions and practices is a theoretical contribution to knowledge as this model has the explanatory potential for the consideration of other professionals in other community-oriented schools.

A key finding in this study is that there is real diversity in the thinking and doing of educational professionals that reflects different and particular articulations of the models with some individuals emphasising their personal backgrounds as key to their community-oriented approach while others were more strongly influenced by the location of the school in the community.

Given such diversity within what might be viewed as a small primary school with an avowedly community-oriented approach, the findings suggest that schools engaging in such forms of working may need to explore this diversity of viewpoint and action in more detail. However, although there was clear diversity in perceptions and practice the evidence in this study suggests that this diversity was located within a more general positioning of what might be termed a community-oriented approach. Such a positioning reflected a professionally-oriented and deficit articulated notion of the term, with little evidence of hybrid or horizontal forms of learning with other professionals or with the community and families more generally.

6.4 Implications and recommendations

The implications of this study for future research are numerous for the school, teachers and policy more broadly. Firstly, the implications for Templeton Primary School. This study could be used by the school to highlight the spectrum of understandings and provide stimulus for debate and discussion about the community-oriented approach that the school may take in the future. In this way, the study would serve to support the refinement and development of a whole-school approach. In terms of the teaching profession, this study could act as a starting point in preparing future teachers to understand the range of factors influencing their perceptions and practices in relation to community-oriented work and furnish them with a wider range of approaches to draw on in their practice. In addition, this research might enable senior leaders in schools to develop their continuing professional development programmes in ways that recognise the potential influences on staff in terms of their community-oriented work and also the likely diversity of perceptions of staff within schools about such work. Such a contextualised way of working may assist the development of professional development approaches that enable teachers to move beyond the individualised practices suggested in this study to ones that recognise wider concerns and opportunities associated with community-oriented working.

In terms of implications and recommendations for policy more broadly, it is hoped that this study could serve to open up further discussions about professionals' practices of community-oriented work on a local level. As it is the professionals who are at the centre of community-oriented work, a forum for discussions about the influences and challenges of such work would be useful. This would not only ensure that the range of influences on professionals' perceptions and practices could be further explored but

could also build a support network that enables reflection on events which have challenged professionals' thinking and identity, sharing real examples of community-oriented practice and supporting one another to interpret macro-level policies at a local level.

At a national level, a greater focus on community-oriented work, parental engagement and localised responses to community needs in accountability frameworks such as Ofsted inspections would encourage schools to engage in community-oriented work in a more holistic and systemic manner. Similarly, if funding was available to support community-oriented work in a broader sense, more potential for creative engagement in authentically community-led activities could be developed. This is in contrast with the current, rather narrow and individualised approaches to supporting children to attain academically that is suggestive of the pupil premium funding approach.

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Appendices

Appendices	269
Appendix 1: Research instruments	274
1.1 Participant information sheet.....	274
1.2 Consent form.....	276
1.3 Critical incident technique interview schedule	277
1.4 Observation schedule.....	279
1.5 Follow-up interview schedule	281
Appendix 2: Context of Templeton Primary School	283
Appendix 3: Examples of participant data - CIT interviews	288
3.1 Deputy Head Teacher	288
3.2 Recently Qualified Teacher	294
3.3 Head Teacher	302
Appendix 4: Initial thematic analysis of CIT interviews by theme and participant	310
4.1 Relationships.....	310
4.1.1 Deputy Head Teacher	310
4.1.2 Recently Qualified Teacher	310
4.1.3 Teaching Assistant.....	311
4.1.4 Head Teacher	312

4.1.5 Learning Mentor	312
4.1.6 Key Stage Two Teacher.....	313
4.1.7 Early Years Teacher	314
4.1.8 Part-time Teacher	315
4.2 Support.....	317
4.2.1 Deputy Head Teacher	317
4.2.2 Recently Qualified Teacher.....	317
4.2.3 Teaching Assistant.....	318
4.2.4 Head Teacher	318
4.2.5 Learning Mentor	318
4.2.6 Key Stage Two Teacher.....	318
4.2.7 Early Years Teacher	319
4.2.8 Part-time Teacher	319
4.3 Learning	321
4.3.1 Deputy Head Teacher	321
4.3.2 Recently Qualified Teacher.....	321
4.3.3 Teaching Assistant.....	321
4.3.4 Head Teacher	322
4.3.5 Learning Mentor	322
4.3.6 Key Stage Two Teacher.....	323
4.3.7 Early Years Teacher	323
4.3.8 Part-time Teacher	324
4.4 What it means to be a teacher	326
4.4.1 Deputy Head Teacher	326
4.4.2 Recently Qualified Teacher.....	326

4.4.3 Head Teacher	326
4.4.4 Learning Mentor	328
4.4.5 Key Stage Two Teacher.....	329
4.4.6 Early Years Teacher	329
4.4.7 Part-time Teacher	330
4.5 Raising aspiration.....	331
4.5.1 Key Stage Two Teacher.....	331
4.5.2 Early Years Teacher	331
4.6 Challenges	333
4.6.1 Deputy Head Teacher.....	333
4.6.2 Recently Qualified Teacher.....	333
4.6.3 Teaching Assistant.....	333
4.6.4 Head Teacher	334
4.6.5 Learning Mentor	334
4.6.6 Key Stage Two Teacher.....	335
4.6.7 Early Years Teacher	335
4.6.8 Part-time Teacher	336
Appendix 5: Initial thematic analysis of CIT interviews by sub themes	338
5.1 Relationships.....	338
5.1.1 Relationships between teachers and parents	338
5.1.2 Relationships between teachers	341
5.1.3 Relationships between teachers and other agencies	342
5.1.4 Relationships between teachers and children.....	342
5.1.5 Relationships between parents	343

5.2 Support services and facilities	344
5.2.1 School and agency-led support for parents and families	344
5.2.2 Parents supporting school and children	345
5.2.3 Teachers supporting teachers.....	346
5.3 Learning	348
5.3.1 Children’s learning including enquiry-based and personal/social/ emotional learning	348
5.3.2 Teacher learning	350
5.3.3 Learning in the wider community	350
5.4 What it means to be a teacher	353
5.4.1 Role beyond teaching	353
5.4.2 Teaching as a vocation	355
5.4.3 Working with other agencies	356
5.5 Raising aspiration.....	357
5.5.1 Children’s aspiration.....	357
5.5.2 Parents’ aspiration	357
5.6 Challenges	359
5.6.1 Time and resources	359
5.6.2 Personal impact	360
5.6.3 Working with other agencies	362
5.6.4 Challenges of working with families	362
Appendix 6: Examples of participant data - observations.....	363
6.1 Nursery Open Afternoon – Early Years Teacher and Teaching Assistant.....	363
6.2 Personal Social and Health Education lesson – Recently Qualified Teacher...	368

6.3 Parents' Afternoon – Part-time Teacher	372
Appendix 7: Examples of participant data – follow-up interviews.....	377
7.1 Nursery Open Afternoon – Teaching Assistant	377
7.2 Personal Social and Health Education lesson – Recently Qualified Teacher...	380
7.3 Grandparents' Afternoon – Learning Mentor	385
Appendix 8: Examples of Templeton Primary School's community-oriented activities.....	389
8.1 School-led activities.....	389
8.2 Community-led activities	395
8.3 Limitations of the framework	397
Appendix 9: Articulations of CDA.....	398
Appendix 10: School's prospectus for critical discourse analysis	400

Appendix 1: Research instruments

1.1 Participant information sheet



MANCHESTER
1824

The University
of Manchester

The Professionals' Perceptions and Practices of a Community-Oriented Primary School Participant Information Sheet

You are being invited to take part in a research study as part of a Doctorate degree paper. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Who will conduct the research?

Elizabeth Parr at Templeton Primary School.

Title of the Research

The Professionals' Perceptions and Practices in a Community-Oriented Primary School.

What is the aim of the research?

I aim to develop an understanding of the factors influencing how professionals perceive and carry out their work in a community-oriented school. Through this, I aim to highlight areas of development for current practices. Through this, I intend to illustrate and illuminate the ideas, issues and tensions in the way schools and the professionals working in those schools conceptualise a community-oriented approach.

Why have I been chosen?

As you currently work in Templeton Primary School, your perspective is being sought about how you work with the local community. There will be a total of two participants involved in the pilot study.

What would I be asked to do if I took part?

If you choose to take part, you will be asked to consider events that were significant enough to cause reflection on your role or work within the school. You will be expected to give information regarding your professional perspectives of the practices within the school and the reasons behind your viewpoints. If you are not comfortable in discussing these matters, the interview will be stopped and we will move to the next area or terminate the interview.

What happens to the data collected?

The interview data will mainly be collected using a Dictaphone. The data will then be anonymised and transcribed. Following this, it will be used to inform a discussion in the paper regarding the factors influencing the perspectives identified.

How is confidentiality maintained?

To maintain confidentiality, data will be made anonymous prior to transcription. The data will be stored on a Dictaphone and will be securely kept at the researcher's home address. Data will be destroyed after transcription and all data will be destroyed before December 2016.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

Will I be paid for participating in the research?

None

What is the duration of the research?

Two interviews – maximum length 60 minutes each, observations of usual practice at an agreed time.

Where will the research be conducted?

In an available room at the primary school.

Will the outcomes of the research be published?

It is anticipated that the research be used for an EdD level thesis.

Criminal Records Check

Researcher DBS/CRB checked (teacher).

Contact for further information

For further information contact Elizabeth Parr at The University of Manchester, Oxford Road, Manchester M13 9PL

What if something goes wrong?

If there are any issues regarding this research that you would prefer not to discuss with members of the research team, please contact the Research Practice and Governance Co-ordinator by either writing to 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093

1.2 Consent form

**The Professionals' Perceptions and Practices
of a Community-Oriented Primary School
Consent Form**

If you are happy to participate please complete and sign the consent form below.
Please initial below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.
2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.
3. I understand that the interviews will be audio/video-recorded
4. I agree to the use of anonymous quotes
5. I agree that any data collected may be passed to other researchers
6. I agree to my GP being informed of my participation in the study
7. I agree that any data collected may be passed to other researchers
8. I agree that any data collected may be published in anonymous form in academic books or journals.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

I agree to take part in the above project

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent	_____ Date	_____ Signature

1.3 Critical incident technique interview schedule

As part of my research considering professionals in community-oriented schools, I am examining the factors that have influenced your perceptions of and practices using a community-oriented approach. To do this, I will be interviewing a range of professionals working in the school about specific events that have consolidated or impacted strongly on their views about how the school works with the local community.

In order to help you examine the way you think about and practice within a community-oriented school, consider an event, however small, that caused you to reflect on your role within the school. The event may have happened either recently or some time ago but it should have been significant enough to have changed or consolidated your practice/perception of how the school works with the local community. You will not be asked to name individuals or organisations you have worked with; I am only interested in what happened.

In recalling this event, it may help to reflect on the following questions:

- When did the event happen?
- What is your role in the event?
- How did this event make you feel?
- How did it impact on the way you think about community-oriented schooling?
- How does this event fit with the school's community-oriented policies?
- How did this event impact on your practice?
- What professional tensions or issues does this event highlight?
- What does it say about your professional values in education?

- How do events such as this support or hinder wider issues such as tackling disadvantage in the community?

1.4 Observation schedule

Stimulus Question	Observations
Who is in the group/scene/activity – who is taking part?	
How many people are there, their identities and their characteristics?	
How do participants come to be members of the group/event/activity?	
What is taking place?	
How routine, regular, patterned, irregular and repetitive are the behaviours observed?	
What resources are being used at the scene?	
How are activities being described, justified, explained, organised and labelled?	
How do different participants behave towards each other?	
What are the statuses and roles of the participants?	
Who is making decision and for whom?	
Who is in the group/scene/activity – who is taking part?	
What are the statuses and roles of the participants?	
Who is making decisions and for whom?	

What is being said and by whom?	
What is being discussed frequently/infrequently?	
What appears to be the significant issues that are being discussed?	
What non-verbal communication is taking place?	
Who is talking and who is listening?	
Where does the event take place?	
How long does the event take?	
How is time used in the event?	
How are the individual elements of the event connected?	
How are changes and stability managed?	
What rules govern the social organisation of and behaviour in, the event?	
Why is this event occurring and occurring in the way that it is?	
What meanings are participants attributing to what is happening?	
What are the history, goals and values of the group in question?	

1.5 Follow-up interview schedule

Research Area	Question	Probe
Introduction	Can you provide some background information about yourself?	Age, position, length of teaching career, personal background
Critical Incident Technique	Further questions based on the CIT data or read narrative portraits and discuss issues/elaborations.	
Personal Biographies	<p>What are your experiences of working in community-oriented schools?</p> <p>What personal values do you hold which are important when working in a community-oriented school?</p>	<p>Other schools, experiences working with members of the local community</p> <p>Moral/social/cultural values, why are they important?</p>
Pedagogical Approaches	How does the core professional work as a teacher in a community-oriented school differ to that of a teacher in other schools?	What does the role involve? Impact on teaching?
How the school is located in the community	How does the school work with the local community including working with parents, other local professionals?	Regularity, with whom, for what reasons, links to pedagogical approaches and broader policies.
Macro-level policy issues	Which local or national policies impact significantly on your work in the community-oriented school?	How do they impact on pedagogical approaches and community? Why do those specific policy issues impact more than others?

Observations	Further questions based on the observation data and how practice observed links to those perceptions discussed above.	
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Appendix 2: Context of Templeton Primary School

The local area in which the school is situated is an area of high levels of deprivation and the English Indices of Deprivation (Department for Communities and Local Government, 2012) ranks the area as fourth most deprived local authority in England. This is furthered by the Mosaic classifications describing the people in the community as 'Group O: Families in low-rise council housing with high levels of benefit need'. This is further divided into three categories:

O67: Older tenants in low rise social housing estates where jobs are scarce

O68: Families with varied structures living in low rise social housing estates

O69: Vulnerable young parents needing substantial state support.

(Mosaic UK, 2009)

The following is the broad description of the people within this wider Mosaic group (O). It illustrates the characteristics common to people living in this area including employment, housing, behaviour and the community services.

These are some of the most disadvantaged people in the UK including significant numbers who have been brought up in families that have a history of dependency on the state for their welfare. Residents in this group are surrounded by others who find it a struggle to make ends meet, and whose children will find it more difficult to achieve any sort of educational attainment. Many work in semi-skilled jobs on modest salaries, others may be unemployed, on long term sick or raising children on their own. These people can be found in large, low rise estates of terraced and semi-detached houses,

often purpose-built and with limited planned amenities. Typically they these are on the periphery of large provincial cities, such as Liverpool, Hull and Middlesbrough, which have struggled against declining demand for low skilled labour. High levels of unemployment on these estates are exacerbated by low levels of car ownership and by residents' reliance on public transport for shopping and travel to work. In addition to the economic disadvantages faced by consumers in these areas, they are also most likely to be subjected to high levels of social deprivation and anti-social behaviour.

Price and poor accessibility to shops mean that residents frequently find it difficult to get access quality fresh produce which results in poor diet and health. Money management tends to be on a weekly basis, and whilst budgets can cope with the daily necessities they are often undermined by larger items such as payment for phone, utility or Council Tax bills. Readership of tabloid newspapers is popular, and television is the primary source of entertainment, but most residents are unfamiliar with IT and use of the internet is low. Most of these areas have poor access to community services such as pubs, leisure facilities and community centres.

(Mosaic UK, 2009)

Over a number of years, both the local authority and the school have increasingly recognised a need for it to work with the community to improve educational and social outcomes for children and the community. The local authority's 'child poverty and life chances strategy' (2011) outlines it aims to work in conjunction with other local authorities in the region along with a range of service providers to improve outcomes for children. It sets out 'the need to develop a culture in both our primary and secondary schools that is conducive to the values of well-functioning families' (2011, p. 4) through

a range of action points ranging from making Foundation Years more outcome focused; improving readiness for school; reducing the attainment gap early in primary schools; ensuring pupil premium narrows the gap in performance between those receiving free school meals and those who do not; increasing family mentor support and enhancing children's social and emotional development (2011, p. 5-6).

Working with the community to improve educational and social outcomes for children and the community is not new to the school however. The school has, in its sixty year history, had a long-standing commitment to engaging with the local community and attempting to deal with some of the issues that the local authority outline. Schools in the local area were part of the Excellence in Cities initiative in 2000 and prior to this, there had been some significant concerns about the progress children made. However, following the appointment of a new Head Teacher and a refocusing on community, the school was recognised for its improvements with a School Achievement Award in 2000. In Ofsted reports from 2002, this is recognised, 'The school has developed good links with the community. Pupils make numerous visits to local places of interest such as nearby art galleries and museums. Community visitors include 'PC Brian', the local community policeman, who talks to pupils on all aspects of personal safety and representatives from the church parish who assist in the Nursery on a regular basis. Another welcome guest in school is the representative from the 'Reading Volunteer Project'. All these activities are clearly linked into the curriculum and have a positive impact on pupils' learning.' (Ofsted, 2002). Having said this, the school's academic results remained below national averages in English, mathematics and science. Also, involvement of parents was limited as only four parents attended the 2002 pre-Ofsted inspection consultation and 18% returned

questionnaires asking parents their opinions of the school including how safe their child feels, the progress their child is making and the information/communication the parents receive from the school.

Since the appointment of another new Head Teacher in 2006, the school has further developed its links with the community, attempted to work with parents in a creative way and develop the curriculum so that the children can attain at or above national expectations. Since the Head Teacher's appointment, the school has attained Healthy Schools, Activemark and Eco-Schools awards in recognition of their work promoting healthy lifestyles; worked with a range of local community groups to enrich the curriculum and attempted to work creatively with parents. This is to say that parents have delivered teaching sessions, worked as teaching assistants in the classroom and supporting then delivering extra-curricular sessions. This is exemplified in the school's prospectus, 'We believe that the best chance of success for each child is by developing a partnership between the child, their parents and school. We aim to work closely with all parents and carers so that together we can achieve the best for your child.' As a researcher then, there are documents that provide a discourse of school-community engagement that is reflected in some of the activities documented. However, what is unclear is the substance, essence and ethics of these activities (see appendix 6).

Although the school was graded 'good' by Ofsted at the beginning of this study, in its 2014 Ofsted inspection, the school was graded 'requires improvement'. The report stresses the levels of achievement in Key Stages One and Two as well as the progress of pupils across these phases requires improvement. The areas for development focus on writing, handwriting, marking and challenge of the most able children. In

terms of the strengths highlighted in the report, the sole area identified as 'good' was the behaviour and safety of pupils with the report noting, 'the Head Teacher ensures successfully that pupils learn within a very nurturing, caring and supportive environment'.

Appendix 3: Examples of participant data - CIT interviews

3.1 Deputy Head Teacher

I	Could you please tell me about the first event that you have thought of which has impacted or consolidated your understanding of how the school works with the community?	
DH	I think a positive event not one that happened recently but some time ago, was with a quite a difficult family who basically went missing for a little while so we got phone calls from grandparents who didn't know where the children were, the children were absent from school, we couldn't contact mum and the children were untraceable and we got in touch with the erm, the attendance service and we also got in touch with the community police because we've got a good relationship with them and they've supported us in a number of ways but we just thought kind of, almost as a low level way of getting around this problem and I found that really useful because the community policing service have got a really good idea and sort of knowledge of the local people and issues that we might not necessarily be aware of so they were able to bring to us some information that we didn't know and they were also able to go and investigate that, not in a very formal way, obviously not in an underhand way but they could find out a little bit more information for us and it...it kind of...it was very helpful because the community police then helped us to sort of paint a picture if you like of what the family circumstances were surrounding where the family had gone, and later, because the community police went around to nan's and sort of liaised with nan and mum, we were able to bring that family back, because they'd gone off to Macclesfield and then they came back. And it sort of reinforced my view of that if there are much more community links between us and the police force that that lot, some of our problems could maybe be lessened and maybe we could, you know, sort of address some of them before they got too out of hand, if that makes sense? Is that enough detail?	Relations. Support
I	So your role was to go to the community police?	
DH	Yes.	
I	How does that fit in then with the school's policies around community-oriented work?	
DH	School's policy, because we are a very, school is a big part of this community and school's policy around working with those extended services, so it fitted in well because I talked to Attendance and they said, 'oh you might like to contact the community police' so I didn't just go 'oh, I'll just contact some	

	random community police officer' it was done through the protocols we've got in place around, of people that you should contact if people are absent from school. So I went through the Attendance Service and they sort of put me on to that line of thinking and what was the rest of the question sorry?	
I	Ok, it was how does this fit with the school's community-oriented policies? So is that something that you would routinely do	
DH	In extreme circumstance. I mean we've used the community police for other things that have been, when we've had some children who have been violent in school, we've used them, again in quite an informal way to sort of say, 'would you just come in and have a chat with mum, would you have a chat with that child?' so that there's a kind of, they see school and the community as giving the same messages out around behaviour and protocol and all of that type of stuff. So it works, I think we work well together.	
I	And are there any tensions then between your professional role and their professional role?	
DH	I think possibly at some point, because the community police that we had a relationship with, was quite a friendly relationship and they came and they knew lots of the children through youth club and so on, there was a time when I contacted them about something and there was almost, I felt that maybe, not that I'd overstepped the mark but that school were using them maybe a little bit too frequently in that way so maybe we need to go to somebody else. Does that make sense?	Relations.
I	And you've talked quite a lot about relationships with the different agencies, what does that say about your own professional values around community-oriented schooling.	
DH	Personally speaking?	
I	Yes.	
DH	Erm, I think that a school can't function without all of those other things in it. We have to remember that we are only as successful as our community will let us be really, you know, we are part of that community but we are invited to do so because those people don't have to send their children to our school erm, and we have to be respectful of that whilst erm, utilising what's out there being very open to know that, you know, this community might not be the same community that I come from but you have to be respectful of their values and all of those types of things. So for me, erm, I came to work here knowing what type of community I was working in and very open minded about some of the baggage and issues that children bring with them and erm, my role is in supporting that by making sure that staff and learning mentors and additional support staff and so on, that communication is a really positive two-way thing so like we're... parents hopefully feel that they can come and talk to us and other community services feel that they can come to our school and that we can almost be a stop gap for some people	Teacher Role

	like a signposting agency for some needy families that we can direct them on to the right people in the community to help them.	
I	I think it is interesting about what you said, 'baggage and issues' in the community around the school. Are those services that you mentioned then essential to tackling that wider disadvantage in the community?	
DH	Yes, definitely.	
I	There are a number of staff who are relatively new both to teaching and to working in a school with such a community-focused outlook. How do you ensure that those staff are prepared and ready for their role in the school?	
DH	It's interesting that because we had a meeting yesterday around, bearing in mind our recent experience with the inspection, so just trying to get people as a team together, we talked about our ethos and our culture and what our school was and what it meant to be part of our school. And I think for erm, new teachers, that can be a big shock to the system can't it? But I think to train new teachers for that would be really difficult because you never know what you are going to get. You could go and work in any type of school couldn't you and not every school has the same type of issues but I think it's about buying into the way that school is so I think some of the training for teachers would be around being really clear about when you apply for a post, knowing what that community is and not just walking into school and thinking 'it's a job' but knowing that for this particular school, these are the issues that could entail. For another school, it might be an entirely different set of issues, but if you apply for that post, you are actually buying into that level of support or that level of relationship that you have with parents and those expectations but it's also for the school to make that really clear and to be in there, showing candidates around, in their interview questions and in their induction to be really helpful around those issues and to be clear about, there is a certain level of deprivation, there are certain issues that might crop up. Erm, supporting Newly Qualified Teachers, there isn't anything directly that I would do, I would just hope that that would happen because we would support each other, so if a new teacher was struggling with a parent or with an issue, then they would be able to come and talk to someone. We've got some systems in place around pastoral support and pastoral care so that there is a direct communication line from classrooms then to senior leadership who can then take it to whoever.	Teacher Role Relations. Support
I	Yes, because are there different skills required in this school to deal with those additional services that might not be required in others then?	
DH	Yes, I think so.	
I	And do you have another event then that has consolidated or impacted on how you think about the way the school works with the community?	

DH	I think in some ways that can impact negatively because that parent is quite afraid of support and then becomes quite defensive so in some cases, that can be 'oh, school are snitching on me and they're getting someone else. They're saying things about me'. So that can cause a little bit of a barrier in terms of our ability to talk openly with parents. I don't feel that's ever really happened as a huge issue yet, because I think we have really good relationships with our parents and they trust us but there have been elements where you can sense parents backing off if they think, oh, this is going to involve social services or whatever.	Support Relations.
I	I think trust can be a really significant issue. Do you think that is something that perhaps the other services do not have in their relationships with the parents?	
DH	Yes, and because then they see us as going behind their back to refer to another service, that they don't trust as much as us, that can then cause a little bit of friction in the relationship that we've got with them.	Relations.
I	So how do you rebuild that?	
DH	In, I can think of cases where we've had then around a table, say a review meeting where that other service and school have been involved with parents and it's been done in a way in which we've been open and honest and understanding and offered support then there haven't been many cases where that's broken down and it hasn't been able to be repaired.	Relations.
I	Thank you, I think we have covered quite a bit there. So, in terms of how that impacts on how you see the way the school works with the community, do you think services like the ones you have spoken about are useful to the overall work of the school and the way you try to bridge the gap between the school and wider community?	
DH	Yes, I think school is useful in bridging that gap between parents and those other services. I am not sure it works as well the other way around.	Teacher Role
I	Because...	
DH	There isn't that level of trust there, whereas parents have got that with us.	
I	Ok, finally then, any professional tensions or issues around working in the situations you have described. I know you have mentioned trust and relationships, anything else in terms of your own role and the tensions it causes for you?	
DH	Erm, I think maybe another way in which it breaks down – I don't know whether I am answering the question here – is that then if meetings or reviews are held and then school is out of the picture, then it's about somebody having an overview of the whole process and I can think of occasions when then, not necessarily Family First but another service, is then managing that support and they're having meetings and talking with parents and school are then out of the loop. I think that can cause issues and frustrations with people because you might	Challenge

	then get together with the parent and talk about it and they're telling you something that another group of people have supported with and there's all of those tensions.	
I	So, you are not necessarily receiving all the information to help support the child?	
DH	Yes.	
I	So how does that link then again to your own professional values of education?	
DH	I think you, if you actually, if you stood back and said is this a part of my job you would probably say, 'You know what, this is not what I trained to do' but coming back to what I said earlier, if you come and work in a school like ours and you don't know what the ethos of our school is, without signing anything, you sign up for that don't you? You agree that that's my role, I am part of this community and this school is part of this community, the children come from this community, so I've got to be that bridge in lots of ways and I'm happy to do that if it impacts on children. There is frustration when you are referring it and it doesn't have the impact or other services don't live up to the expectations that you've got of them but it doesn't feel like it's not part of our role. To me it feels like it is.	Teacher Role Teacher Role Challenge
I	Because ultimately it impacts on the outcomes for children?	
DH	Yes, definitely.	
I	Ok, thank you very much for your time.	

3.2 Recently Qualified Teacher

I	I: Can you tell me about the first event that has consolidated or changed the way you view how the school and community work together?	
RQT	<p>R: Right ok, so I had, last year I had a young girl in my class whose attendance became really poor after about ... after Christmas so we had to contact mum and dad who were not together so that was very difficult. Erm, and we had to, that also impacted on the child's behaviour in class: her ability to join in because they were missing so much school and their actual behaviour in class of the, actually the attitude towards learning became really, really poor. So along with the learning mentor, and the parents, we had to devise like a set of events of what we were going to do to help this child and both parents had to be involved. Erm, one parent, the mum, was very reluctant I would say to join in and due to her background as well of ... she was very ... not highly educated at all. She spoke once about not being able to read and stuff so for that reason, that impacted her joining in and wanting to be involved with it and dad was very, very keen but him and mum didn't get on so that was one of the big issues but the big event really was trying to like bring them together to help this little girl in my class maybe, to be in school every day. Mum was phoning up and saying that she was sick when she wasn't sick or she would come in and she wouldn't come in until after break so she was missing a lot, a lot of stuff and then obviously it affected her behaviour. Erm, so it was working with the learning mentor to like bring that bridge together, to work together and there would be ... she'd go out of an afternoon and dad would come in and mum would come in and they'd do workshops and they'd work together. Erm, to hopefully help the girl come into school. Erm, and for mum to see the importance of her coming into school. However, mum then went down the path of going to doctors and saying that the child had ADHD and it had got nothing to do ... like the school was not supporting her enough and everything that was happening at home wasn't impacting her learning, it was just because the child had ADHD and she went down that route and then the attendance officer came in and I am trying to think of the other company that came in erm, like this big meeting happened anyway in the community room. I can't think who it was, that the GP referred her to, a company, I can't think of what it was but the attendance officer was there.</p>	<p>Challenge Learning</p> <p>Support</p>
I	I: It wasn't CAMHS?	
RQT	R: Yes, CAMHS, so they were, they came and we had a meeting with mum and dad and I just wasn't prepared for the, the amount of like, I'm trying to think of the right word, you know just like the amount of responsibility and like how my input affected the whole meeting when you just don't get trained for anything like	

	<p>this in uni, you don't get ... you know, you're all just thrown in at the deep end really but because of all the work that I'd done with the learning mentor and all the work that I'd gone out my way to do with mum and dad, that helped that big event and then eventually the child would come in but it still wasn't perfect. Her behaviour got a little bit better but as a result, her like ... she didn't progress enough throughout the year so then it had affected her education so that in general was the big thing. Is that ok?</p>	
I	<p>Yes, that's good. So, towards the end there you were discussing your training and this not being something that you were specifically trained for. What training do you think should be in place for teachers training to work in schools who work closely with the community?</p>	
RQT	<p>I don't know really because I remember with my teaching practice you did a lot of stuff about autism and and SEN children and you got, you're prepared for that stuff but you're not really prepared for children who come from poor backgrounds who aren't supported so it might be just having like workshops or like scenarios set up in uni you know like saying if this happens, what would happen here? Erm, maybe even doing a ... but then I suppose it is all confidential isn't it? Just having your placements in one of these types of schools but I don't think anything can really prepare you for it until you're thrown into it and I think that in general with teaching, you do all your training as much as you can but it's still being in the field of work, you've just got to practise, practise and you'll get used to it.</p>	Support
I	<p>Tell me a bit more about the responsibility that you talked about before: what responsibility did you feel you had?</p>	
RQT	<p>Well the responsibility really is that we had to document everything that the child did, her attendance, when she came in, her behaviour. Because mum was going down the route of ADHD and dad didn't agree, then it felt like you were taking sides a little bit but you know, honestly, you feel responsible in the fact that one parent thought that you were acting against them. The fact was that she didn't have any symptoms. Well, she did have some symptoms but she wasn't you know, there was no need for CAMS to be there and that was why they came in. It was just about being able to document everything and being able to verbally tell people this is what you think and then they take your accreditabilty and then go with it but obviously that was supported all by the learning mentor but it just felt like a lot of pressure that you were holding this meeting in front of all these people who you don't know and you've never met before in front of two parents about their child when really you're just the teacher. You know, you're not a parent, but your opinion mattered.</p>	Teacher Role
I	<p>And was this during your NQT year?</p>	
RQT	<p>Yes, yes.</p>	

I	So, that is a big responsibility for an NQT. What additional skills or qualities did you need to be able to handle that situation?	
RQT	Well you had to have, you had to know what you're talking about. You need to be able to speak correctly and so everyone understands but you also need to be able to, you know, address to mum and dad and that relationship with mum and dad and you know, in the meeting, the mum accused some of us of not giving her eye contact apart from me. It's just making sure that you have those relationships with people erm, but it's also being, wanting, you know, I had a concern for that child and you know, if you don't have that love or that concern for that child then what I was being asked to do probably wouldn't have bothered me that much but because it was impacting on the little girl in the class and it would affect the rest of her life, her progression throughout the school, you know, I don't know, it was quite difficult really. I don't know what qualities I actually needed, I don't know.	Relations. Challenge
I	So you said it was impacting on the child quite a bit, what impact was it having?	
RQT	The impact was obviously on her behaviour in class so she might have had to be statemented, she might have had to leave the school or she might have had to go on medication and that would have affected her ... I feel that would have impacted on her progression throughout school because it would have been ... it would have almost given the girl an excuse to act the way she was, when actually she was just choosing to do the wrong thing because of what had happened at home and how she used to get away with things and I think it wouldn't set her up for the rest of her life really, that's what my opinion is, personally, so that's how I think it would have affected her. Especially when there wasn't and she's fine and she's in Year Three now and although her attendance is still poor, her behaviour is so much better just proves that what we did was right.	
I	And ultimately her learning?	
RQT	Yes, definitely.	
I	Ok, so how did that impact on the way you think about the school's role within the community?	
RQT	I think it's very important because without me or the learning mentor, or the other teachers who have worked with the little girl, you know, she wouldn't be coming to school. You know, she took two weeks off school. Her attendance is still very, very poor but she would be off for days and she'd just come in. So without us, you know, her attendance would be poor, she'd be missing out on school, erm, again, her learning would be affected by that. Erm, but also we helped build a relationship between mum and dad again because they hated each other but we made sure that they came in and they were amicable and everything like that. What was the question again?	Learning Relations.
I	It was about how the school is located in the community and how the event has changed your perception of that.	

RQT	Oh yes, the importance of it?	
I	Yes.	
RQT	Because without us helping flagging it up and me going to the learning mentor and saying this is happening, this is happening, then you know, we became a community with, we worked with the parents within the community to help and without that, it could have just been pushed under the carpet. <i>She could've gone throughout the school, carrying on missing school and learning is affected and then I think we then mould her personality almost or her attitude towards life as well.</i>	Learning
I	So in terms of how that event has impacted on your own practice in the classroom, were there any impacts on your own teaching?	
RQT	I feel like now, if anything comes up then straight away, I always write everything down straight away. Erm, I'm always, because I've got another little girl who is quite similar but not in the same way but <i>it's not attendance, it's just her attitude towards learning.</i> But you know, I just always speak everything through with the learning mentor and the support staff and if I'm having any troubles then I go straight away, don't let it go, address it straight away. Erm, but it's also gave me more confidence in the fact that I know what I'm doing when it concerns not only their education but also their wellbeing, the children.	Learning
I	Good, thank you. Did any professional issues arise during the event at all? Any awkward or difficult situations?	
RQT	Yes, <i>I think the relationship with mum was very difficult after it because obviously we weren't siding with mum, she thought we were against her. But because I was so friendly with mum and I always made sure that I spoke to mum whenever I seen her and stuff I think I could still speak to her freely. It was still awkward</i> in that fact that like no matter what you said about the child that day, you know it just went over her head because she thought, you know, this is want was up with the girl when it wasn't. Erm, but the relationship with dad was fine and it still is now you know, I still speak to dad, I always say hello to dad now but I think, I wouldn't say it is awkward, I wouldn't think that anything was really awkward, I think it was more just a lot of pressure, that's more what I thought more than awkward, I thought I could talk about ... I never got to the point where I didn't understand what I was talking about or I was being asked something that I didn't know. So it wasn't awkward in that way but I just thought it was a lot of pressure and I used to think about it all the time and be like, after school, you know when you go home, you'd be thinking what was happening and stuff so it was more, it impacted that way more than it being awkward if that helps.	Relations. Challenge
I	Does the event say anything about your own professional values and what you think about education more generally?	
RQT	Yes because the main reason why I am here is to educate children but I mean I also think that within the community that we live in, you are also the person they see every day. <i>You're also a role model for the children and if they haven't got good</i>	Teacher Role

	<p>role models at home then you've got to make sure that you're a better role model for them to look upon and you know, there is an amount of children in this school, and especially in my class, who just have very poor role models at home so it's made me realise that teaching is only so much, whereas you know, erm, you are also there, you know, to help build that child's wellbeing and just their attitudes towards life and not just towards learning.</p>	Learning
I	Ok, good. Can we move on to your second event then please?	
RQT	<p>Ok, I've been trying to think of one and trying to think of a positive one. Ok, so at the moment, me and the other year one class and the year two class are ... we've gone down the enquiry-based learning route so the children are planning and preparing the Christmas party and so to do that we've had to discuss all the different things that we need. We went to a party shop and we realised that we needed money so we are going to hold a fair on Friday to sell cakes and sell loom bands and play games and obviously we have had to include the parents in that in the fact that they're going to have to help to ensure that the children, you know, either bake cakes and bring cakes in or you know, make the loom bands at home, you know the children are going to have to stay behind on Friday so obviously the parents need to be, are willing to let the children stay that extra ten or fifteen minutes and even obviously helping out. We've even already had one parent in particular who has gone the extra mile and she's you know, went and got us a football for Everton and it's signed by all the players and a tour that we can raffle off. So that's a positive thing were we've had to reach out to the parents and they've said 'yeah, that's fine' and they'll help as much as they can. Erm, so that in particular.</p>	Learning
I	So, tell me a little bit more about enquiry-based learning and the rationale for doing that.	
RQT	<p>So the enquiry-based learning is having the children decide what they want to learn and how they want to learn it. So, because we have only just started it, we had to, we chose Christmas and the Christmas party so we actually gave them that topic and then we have let them go and they decided that, we let them watch videos about Christmas and about parties and we've talked about previous Christmas parties, you know any type of parties and they've brought pictures in and all stuff like that at home. Then they decided that they wanted to plan the Christmas party so we erm, said, 'ok, well what do we need to do?' So we said we needed to go out and we needed to go and look at decorations so we planned a trip to go to Mandy's one stop party shop, opposite the baths in the community so we all went there. Every class went there. And we went in and we had price lists and they had to ask questions so the kids came up with questionnaires to ask Mandy and everyone in the shop and they give them all a balloon which was lovely. So all the kids got a balloon and then we came home and the children had to</p>	Learning

	necessarily say it was teachers, because in my situation, I don't think it was just them because I had a good family as well but without that extra help and extra support, I wouldn't have gone on to a better school, I wouldn't have gone on then to do A-Levels, university and then I just think, my professional values are that sometimes there aren't people there to help you. Like sometimes your parents can't be there to help you or they don't know because obviously my parents didn't go to university but because I went to a better school, you know. I don't know whether I am going off at a tangent here ...	Support
I	No, because this is important because it might influence the type of teacher you are and how you practice.	
RQT	Well I think because my parents didn't have a university education, and my older brother and sister didn't but another elder sister did who is a few years older than me. I think it makes you want to work harder because you know that I know that if I want to do a good job or a job that means something, that you have to go that extra mile, you need to go to university, you need to get your PGCE you need to work hard and then when you get that job, it's not just a nine to five job, especially this job, you know. It links and it impacts other people. Am I making sense?	Teacher Role
I	So is that part of a whole school policy about raising aspiration?	
RQT	I would say so yes, I mean I've worked in other schools, only on supply and stuff but I really enjoy working in this school because I don't think ... the children don't take you for granted, I don't think and if you just give them back that little bit, of just what they're not getting at home, I feel like they do put the effort in for you. Particularly because I've got a boy in my class now who the last two years his behaviour has been really bad, he has not progressed and stuff and because we have split him from two of the other boys in the class and because I give him the attention that he deserves, he hasn't half come on. That little, that little, just me being, giving him an extra smile, asking how his day is, has just gave him that confidence to come to school every day on time when he wasn't and to work hard and to, you know, to try harder because it is not something he is getting at home. I think as a school we do do that and I think it is really important to do that.	Teacher Role
I	OK good and does everyone do that?	
RQT	Well, I would hope so. I would hope that I would do it with every class that I would get and I have seen it happening in other school- in other classes. I definitely think that the majority of the teachers in this school do really care. I can't comment on every teacher though.	
I	And then final question then, as a more Recently Qualified Teacher, have you been prepared sufficiently to develop those broader skills that you think the children in this kind of community require?	

RQT	Yes, I think obviously I have had less experience, less teaching experience with children and I think I don't know if it's because of the type of person that I am they I do care and so my personality is a caring person and I will always, no matter what school I work in, even in a private school, I would always I would still put the same amount of care and attention into the children. But I do feel like you're not prepared as much as you ... like how, sometimes how bad it is and it is very upsetting sometimes to see some children who come in and you know what is happening at home and how happy they are when they get a question right and knowing that you've helped them achieve that and you know, I'd always hope that they'd always remember, oh that teacher was good because she helped me do this or how I really enjoyed year two because we did lots of fun things and I felt like I did that but I don't, I don't think you are ever really prepared for anything really. I do feel like practise, practise, practise and as you go through different circumstances, prepares you for that but I do think because of my type of personality, it helps whereas I think if I was more closed off or maybe less caring, I think it would be a difficult transition.	Support
I	So you need to be a particular type of person perhaps?	
RQT	Maybe because I think if you don't care or you're not, you can just go home and you know, if things don't affect ... well I don't know, actually maybe, I just feel like you need to understand where the children are coming from and if you can't think, 'this child has come in, he hasn't had any breakfast, you know, he hasn't got the right shoes on, his mum is not reading with him at home and if you can't you know, give that child extra support of you know, understand that child more, then I don't think you can work in a type of school like this, because you are not giving that child the understanding he needs to be able to deal with them. You might just go negative and say, 'you're not doing this, you're not doing this' whereas you know you could say, 'well done, you're really trying hard, you got in today, you know'. I feel like if you are not a person who cares, or if you've not got that bone in you to actually think, 'Oh God, you know, he is in today, that is all that matters' then I think you should maybe work somewhere else. Controversial!	Support
I	Thank you very much.	

3.3 Head Teacher

I	Could you start by describing the incident, explaining some of the background to what happened, who was involved in it and so on?	
HT	<p>The first incident I chose was an incident that I suppose the school had been asked to get involved in, it was something that happened out in the community, so it happened over a weekend if I remember correctly, or possibly over a holiday period. And whereby that you would imagine in some communities and some families, that would just be dealt with by the people who were involved in the incident. Often what seems to happen is that school becomes the problem solving force that solves all the incidents. So, a couple of families in a street, the children were playing out, erm the families were unhappy about where the children were playing, so the adults got involved, asked the children to move on. They hadn't really spoken to the children in a calm and polite way, the children had then answered back inappropriately, the adults had got involved. It all became a bit heated and then the children became quite aggressive with each other and a window was smashed in the street. And so, that created more anger and more hostility and lots of fighting between the adults and also the children. And although it happened not in school, because the majority of the children involved were our children, it then potentially had the possibility of it spilling onto our school week. So it wasn't sorted out at home and it was brought in on say the Monday and we spent quite a considerable time unpicking what had gone on with the children mostly first of all, about who had done what, who had said what, what they could have done, what they shouldn't have said, what they could have done better, how they could have responded and all those sort of things. Erm, and so although initially you think 'well do you know, it's a Monday, we don't really want to start unpicking what has happened at the weekend'. The potential impact on the rest of the day meant that perhaps if you put some time into that, it could help our day. But also it meant that we could bring this to an end rather than it rumbling on because it could carry on that night and then have an impact on the next day. Some of the frustrations around that is that it takes a huge amount of resource in terms of people's time, it takes people away from what they could be doing. And sometimes it feels a bit frustrating that you think just a little bit of common sense and a little bit of erm, a different way of handling situations in communities, mean that problems wouldn't arise like that and if people just spoke to each other differently. And also there is a sense of you know, actually this isn't...sometimes it feels like it's not your job. Because you want to come in and you want to erm, educate the children and sometimes you feel like you're wasting time...sometimes it feels a little bit wasted, while you deal with</p>	<p>Challenge</p> <p>Teacher Role</p> <p>Challenge</p> <p>Teacher Role</p> <p>Challenge</p>

	<p>that. Erm, so there's a bit of kind of, you have to take people off other jobs that they've got to do, and it isn't a five minute job, it takes a long amount of time, you unpick it, and then at the end of the day, you've got to go back over it all with the adults and hope that they will take that on board, and alter their practice and perhaps we can only hope that children will alter their way of dealing with things in the future, so you kind of hold on to the fact that although we may have to continue to do this, that some point in the future when our children become adults, that they will have seen a different way of resolving issues. So for me and for the staff, it's the issue around, sometimes you think of you're being a school and education being the first thing that you're going to do, but actually you have to spend time on some community issues, in order to create the harmony which will allow you to educate the children in a settled, calm way and allow them to make progress and the attainment that they want. Erm, that was kind of one of the issues that I thought of.</p>	Teacher Role
I	<p>So, you were talking about the school's primary role not being to intervene in that way, what impact did that incident have in terms of the way your personal values about working with the community?</p>	
HT	<p>I think it kind of look at your job a little bit differently, you have to re-evaluate that yes, originally, you know, twenty years ago, when you came into the profession, you came just solely as an educator but actually time has changed and almost every day on the news there's another role that a school has to take on board and you just kind of have to shift your mindset a little bit really, because it is a different way of working. You don't just come into school with a plan: I'm going to do this piece of academic work today, actually sometimes you have to say 'I'm going to have to leave space in my diary, particularly on a Monday or a Friday, that's when often things will happen, because <u>I am going to be hit</u>, and it is erm, the school is the hub of the community and probably we can have an important part to play, erm, and once we are a bit more set up in order to do that, then it would help the community, the difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment at the end of the day because there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same, so you've got to kind of balance that and sometimes that is really hard to do.</p>	Teacher Role Challenge
I	<p>So you have talked about the other roles that teachers have to perform alongside teaching, how can we prepare people who are coming into the profession for those additional roles?</p>	
HT	<p>I think that possibly, initially, it needs to be erm, there needs to be some sort of probably shadowing for a day, just to see the extent of what people have to do that is outside of actually physically teaching, like some sort of analysis of...in a teacher's</p>	

	<p>day, how much is actually physically teaching and how much else. But actually awareness raising is a start at one level erm, but also there does need to be some sort of, erm I guess some, you don't want to make specialists because you can't possibly be everything, that's why there are people who study social work and police because you actually should draw on those people but probably some of the best things is when you have multi-agency training around issues and you get to understand the different viewpoints of the different agencies because actually that's quite startling at times. So some of the multi-agency work that I've been on, which always is around safeguarding but I think that there's elements that you could do not just about safeguarding and child protection, it's more than that and to understand how other agencies see situations is interesting and can influence your thoughts because I think sometimes teachers and the teaching profession see things in one way, perhaps a little bit black and white, and actually social workers, health visitors, the police, have sometimes different boundaries and if we had a common understanding of what everyone was doing and what can be done and what can't be done and how each other work, then there's lots to be learnt from that.</p>	Teacher Role
I	So moving back to the incident, how did it impact on the way you think about how the school works with the community?	
HT	<p>It made me think that, actually I'm not just a Head Teacher, that actually erm, you're seen in the community like somebody who can influence and make changes and that erm, actually you perhaps have to take on that role. Whether you want to or not, that's another thought to have but in some communities you have to take on that role where you almost become erm, it feels a bit like sometimes you're the chief of the community and everybody brings their problems to you and you're meant to be able to solve it all, or you've got the people to solve it all or you can find the way to solve it all so erm, it reminds me a little bit that actually, it's not just here in this school, that it's a much wider role and you know, you've got to keep your mind flexible about what you're doing in the day.</p>	Teacher Role Teacher Role
I	So how does that then have an impact on the school's policies about working with the community?	
HT	<p>Erm, I suppose in some ways, because we're quite community-oriented, so you know but I guess it's more about often it's on our... what we want, so we want to invite them in to do this, or we want to do a course, we want them to do this, but actually sometimes it's a bit about this is what the community wants, so it goes back to when we previously spoke about how the community sometimes don't want to come to literacy and numeracy courses, actually what they want is you to help them with some of the issues that go on, in their community, sadly only at crisis time, we might get to a time where it could be a little bit more about pre-crisis but at the minute, it is we are very much open to working with the community, but actually we might have</p>	

	to work with them in a different way. It's about looking at your workforce, you know, we have a Learning Mentor who is primarily here for the children, but actually in the future you might need a Parent Mentor, you might need parent workers, who are here for parents, not for the children so you are almost educating everybody, rather than just in a school that is just educating the children.	Teacher Role
I	You mentioned there that there are crisis moments and you also mentioned earlier that you have to free up a bit of time on a Monday and a Friday, how typical of day to day events is this incident?	
HT	Erm, it's not, it doesn't happen every week, it seems to come in groups, you wouldn't say that every week there is something big, every week there is something, but on some weeks there are a number of issues and you just think 'oh my goodness, this is ridiculous', I would say that every week there is always something that somebody needs to deal with that isn't necessarily a school issue, in terms of education, it would be a social issue so it could be someone has fallen out with their friends, they've had a sleepover and they've kept their pyjamas, something really, some quite low level stuff, to bigger things whereby somebody has had to take in a family member because their dad has been arrested etc. and you're trying to counsel the adults and also the children at the same time so, not every week but regular enough to make it a huge part of your job, in a school in this sort of community.	Teacher Role
I	We touched on it a bit before but if it is so regular, then is must have a significant influence on teaching and learning, what teaching and learning issues does an incident such as this highlight?	
HT	Erm, I think that for the teachers it becomes a bit of a dilemma because parents are saying 'oh I need to speak to Mr Suchabody or Mrs Suchabody and they're actually in class and if they come out of class, it might just be for a quick five minute chat and parents actually need you for an hour and that then becomes a bit awkward because then they're in the middle of outpouring some sort of story and you need to be somewhere else and they don't really plan it and say 'oh can I speak to them at lunchtime or speak to them after school'. For the children going in to class, they're not ready to learn, their minds are elsewhere, they're not calm, they're not relaxed, they've got all sorts going on, and they're not quite...they're brains aren't relaxed enough to take in learning so then that, and we can't know or judge just from outward appearances what that looks like or how that's happening for that child, you can only try as much as you can to relax them and hope that their brain is calm enough to take in information but potentially, it's a wasted half a day, a wasted day because that child is not in the right place for learning. And then also I think that, I find it quite interesting that teachers sometimes are involved in things that you would never	Learning

	<p>dream of sharing with your teacher so if I was at home, I wouldn't necessarily think that 'oh, I've had an argument last night, I must go and tell the teacher about it' and you become a part of families' lives and you know potentially more about the families that you're working with than your own family because you're privy to private information really and you're asked to solve problems that, you know, you might just solve yourself privately, but it becomes more of a public situation and I think that can be a bit challenging for staff really, being in a situation where they're asked to comment upon, you know, make comment on people's lives really and make judgments when are we really in that position, because you're not living that lifestyle.</p>	Teacher Role
I	You mentioned there that teachers can attempt to relax the child and hope that they're ready to learn, how does an incident like this impact on teachers' practice?	
HT	<p>Well, I think that erm, it, teachers spend huge amounts of time planning and preparing lessons and then you know, bang, they're hit with something huge that they're not expecting, a new child suddenly appears and instead of doing a mental maths test you have to do a circle time, erm, a child comes in and, you know, there has been an incident and instead of starting off your literacy lesson, you've got to just do something a little bit different, or take that child to one side and talk to them. So, I think that, you know, they have to be flexible and adaptable but it must be quite frustrating at times because they'll spend an awful lot of time planning things which then just have to go on hold while they just deal with another situation, and you know, it's not a five minute thing. It's not something that you can go 'oh you're feeling ok, great' and then move on, it takes a little bit of time and so although in one respect you can go, well you haven't done that lesson today, you can do it tomorrow but come pupil progress day there's pressure from me to say, well why for example your child is only at a 3a when really they should be at a 3b and then you've got to kind of recall all those many events that have happened, that actually, well I couldn't teach that day because X happened and the next day something else happened and you know, it does have a huge impact.</p>	Challenge
I	And on that note, you do have to justify what you do against broader targets, how does this community-oriented work fit in with broader governmental agendas?	
HT	<p>I guess potentially the government would say they provide school with additional money in the form of the pupil premium to be able to cater for these eventualities and yes, that's brilliant, it's a godsend the money that is sent, however, you know, some of the children who most need that money, need the familiarity of their own teacher and their own staff and erm, you can't necessarily just bring in an extra teacher who is then going to take that child and provide that extra support because the ideal person for that child is their own teacher, who they've got a good relationship with because they are living in an uncertain place</p>	Support Relations.

	<p>and to try and work with this new person who they don't know and they might feel suspicious with is difficult. So, you've then got to use your teacher to support them but then what about the other children. So in one respect, yes, the government and their policies are supportive of us because they're giving extra money to support those families, erm, but on the other side then actually, when it comes to results, it's kind of like, well you've had that money, your children are expected to be at the exact same level as a child whose lifestyle and opportunities are vastly different and you know, they are spoken to at home, they do great cultural visits, they have great family time, the level of language is much richer and even though you work really hard in school, it is really hard, we only have them for five hours a day, so there are nineteen hours when they're not here and I'm not sure that £900 a year can make up for that deficit as much as you would want it to.</p>	Challenge
I	<p>As you just said there, it is not enough to compensate for that disadvantage, is there anything that you think could lessen the gap further?</p>	
HT	<p>I think that, erm, currently a larger workforce is needed for families and communities. I don't think it's as easy as just putting people in because I think families are suspicious of people and they don't want people in their home. There's been lots of kind of flagship groups that have been set up, you know like, Children's Centres for an example were put into areas of poorer communities, when actually the people who accessed the Children's Centres were people who don't need it because it's the families who are educated, who want well for their children who go and access them and actually the families who have maybe got a deficit model in their home don't or won't access them so sometimes, you can put the most fabulous facilities in an area but you can't make the people use them, so you've got to look slightly differently and school has got an important part to play in that, erm because there has to be a link because I think in school you potentially have the trust of those people, you might not be able to go an work in their home, but you can open the door for someone else to so more people, trained well but working with schools in order to get to these families, might be what is needed. Or schools could just have all the money and we could just buy all the people we need. And we could set up a big children's home!</p>	Relations.
I	<p>And you mentioned you had another incident..?</p>	
HT	<p>Erm, well I chose like a more positive incident, it was 'Kite Day' and 'Kite Day' was just a day where we invited the community and families to come into school to work with their children to make a kite and then we were to go and have a picnic and a lovely kite flying day on the field and I guess when we planned it, we expected, you know, the usual handful of people to come and actually the response was just phenomenal really, the amount of parents that came in and then when we went over to</p>	

	<p>the field, just to watch the parents with their children and the way they interacted together and were quite relaxed together I suppose shifted a little bit in how I thought that the support that's available from parents. I think that if we went down the route of course for parents and maybe they weren't greatly attended and parents do come in to school so they support assemblies, they support open nights, activities are maybe not as greatly supported and actually they are really interested in being with the children, there was not kind of fear, and there was no kind of stress and nobody had a fight, everybody had a lovely time, and it kind of just showed what the possibility is, what the future could look like really, because that one day you know, was really relaxed, everybody seemed to enjoy themselves, there was no kind of, there was just nothing that made the...that spoiled the day really. So to look on that field on that day, if you were an outsider standing on the road, you could have been anywhere, you could have been with any group of children in any community because I think from the outside it looked fabulous. Obviously, knowing what we knew on the inside, it's a different picture but for me it kind of showed me what the possible future could look like which is a bit more uplifting I guess.</p>	Support
I	So what factors then made that such a success?	
HT	<p>Erm, I think that erm, it wasn't about education necessarily. It felt not threatening, to parents. And then we took, we went outside of the school environment, only down the road but potentially the fact that we weren't in the school building or in the school grounds, kind of made people relax a little bit, erm, yet they understood that they couldn't just go off somewhere or behave in a different sort of way, although it was still under the umbrella of school, erm, they appeared more relaxed and they were enjoying themselves and there was no pressure, nobody was getting tested and there were no questions to be answered. All they had to do was try and get the kite, and everybody found it equally hard. I guess kite flying is famously difficult so if your kite wouldn't fly it wasn't necessarily a reflection on you, it was a reflection on the quality of the materials (!).</p>	Relations.
I	So then how did that more positive incident impact on practice in the school?	
HT	<p>I think it kind of gave some sort of hope that, you know, the parents want to be involved with their children, they're capable of having you know, potentially a lovely Saturday afternoon that didn't involve loud music and alcohol, that involved being with your children and playing, interacting and just having a really nice time with each other, so other adults were there, other people's parents were helping other children, yet there was no aggression and no kind of...so it kind of said that you know, if this is something that people are willing to do and if maybe we want to get parents more relaxed about school, more engaged with school, then maybe we need to just put to one side literacy and numeracy for a little while and do what the parents are</p>	

	<p>strong with, maybe arty, crafty, the less stressful activities until they feel more confident to come in. So then when we looked, so for example at Christmas, we had an art session and lots and lots of parents came, we did scarecrows the other week and lots and lots of parents came. Erm, so they all come to those sort of things and that's maybe where their gift is and it gives them that self-esteem that actually they're succeeding. It's finding a balance because you can't just keep doing art and cookery because at some point you've got to challenge the fact that they need to be better at talking to their children and doing literacy and numeracy too.</p>	Learning
I	You mentioned self-esteem, what other learning do you think happened as a result of that event?	
HT	<p>I think that they got quality time together, erm, and laughed together and made a memory that, you know, will always be there, no matter what tough times those families maybe go through, they've had one moment in time that was a lovely day, the sun was shining, we laughed, we joked, we tried to fly our kites, we were with our friends and I guess nobody can ever take that memory away from them and you know, at some point if you needed to, you could use that as an example that actually, do you remember that day, you got on really well, this is what we did, if you needed to, but there's at least one example where, in everybody's life where there was a nice day to be had by all.</p>	

Appendix 4: Initial thematic analysis of CIT interviews by theme and participant

4.1 Relationships

4.1.1 Deputy Head Teacher

DH: the attendance service and we also got in touch with the community police because we've got a good relationship with them and they've supported us in a number of ways

DH: there was a time when I contacted them about something and there was almost, I felt that maybe, not that I'd overstepped the mark but that school were using them maybe a little bit too frequently in that way so maybe we need to go to somebody else

DH: but if you apply for that post, you are actually buying into that level of support or that level of relationship that you have with parents and those expectations

DH: I think we have really good relationships with our parents and they trust us

DH: that they don't trust as much as us, that can then cause a little bit of friction in the relationship that we've got with them.

DH: we've been open and honest and understanding and offered support then there haven't been many cases where that's broken down and it hasn't been able to be repaired.

4.1.2 Recently Qualified Teacher

RQT: It's just making sure that you have those relationships with people

RQT: we helped build a relationship between mum and dad again because they hated each other but we made sure that they came in and they were amicable and everything like that.

RQT: I think the relationship with mum was very difficult after it because obviously we weren't siding with mum, she thought we were against her. But because I was so friendly with mum and I always made sure that I spoke to mum whenever I seen her and stuff I think I could still speak to her freely. It was still awkward

4.1.3 Teaching Assistant

TA: we had to tell the parents we had been broken into and then the parents then took it upon themselves to erm, do a charity evening for us and raise lots of money and other than that, clean the mess up that someone had left.

TA: we got shutters put on the back of our doors so there were no more break ins then. Then we didn't have any more charity evening s because we'd erm, what else have we done in school? Because nothing else has happened

TA: Well there's no way they can get through the shutters can they? Do you mean as in, oh now they've got shutters. No, it's not sending people away is it? It's, oh I can't think of the word, you mean what do they think because we've got shutters on our school it's like, shutting them out type of thing?

TA: they took pride in that and they wanted it to last.

TA: play and stay where the parents are invited in any time during the morning to come and play and stay with their child and see how we work as a team really and what things we do and what activities are out and how the routine of the day is.

TA: I'd say, the same few coming all the time but the...they're the ones that really you don't want to see, because they probably know what's happening whereas you want the parents who...need that little bit of extra help and guidance with their child. You know, to help them along the way. So...

TA: maybe some parents are...it's like us and me type of thing, you know, I don't know. Because some of them have done workshops before and they've not liked them so maybe they didn't know, maybe that's our fault, maybe they didn't know, what we were actually going to do for those workshops so, that could be really down to us by maybe giving them a bit more information about what we were going, what we were actually going to be doing, because we have done some of the workshops that have actually come into school and obviously we've not been involved in those workshops and when we, when we spoke to some of the parents on that day, they said they didn't really like them, they weren't really that good. So maybe they thought this wasn't going to be that good but it was actually really, really helpful what we did with the erm literacy you know

TA: Yes because obviously they've liked our school and they've done well in our school so they want to send their children to our school, so I'd say yes.

TA: So maybe it's due to time, work. I'm not really that sure but we can't go up to them and say, 'why weren't you at our workshop, we could say, maybe next time if you'd like to come and do our workshop, this is happening, this is happening and some sort of reassurance that it's nothing that anyone, anything that you are going to be there for hours and it's just like a quick half an hour and you're just in and out. Maybe that's it, maybe we need to be more, I don't know, a bit more knowledgeable to them to tell them what we're actually doing so that it's not boring, you know.

TA: I think having good relationships with the parents, just like really good relationships because I think a lot of the parents will come and tell us anything and we've also,

through the homework as well, these parents that we've got now, they're really quite open as well about erm, things that have happened in their life

TA: I'd say through homework and you know, us being, they can speak to us. Us having good relationships with the parents and I think we have got good relationships.

4.1.4 Head Teacher

HT: the ideal person for that child is their own teacher, who they've got a good relationship with because they are living in an uncertain place and to try and work with this new person

HT: actually the families who have maybe got a deficit model in their home don't or won't access them so sometimes, you can put the most fabulous facilities in an area but you can't make the people use them, so you've got to look slightly differently and school has got an important part to play in that, erm because there has to be a link because I think in school you potentially have the trust of those people, you might not be able to go an work in their home, but you can open the door for someone else to so more people,

HT: It felt not threatening, to parents. And then we took, we went outside of the school environment, only down the road but potentially the fact that we weren't in the school building or in the school grounds, kind of made people relax a little bit, erm, yet they understood that they couldn't just go off somewhere or behave in a different sort of way, although it was still under the umbrella of school, erm, they appeared more relaxed and they were enjoying themselves and there was no pressure, nobody was getting tested and there were no questions to be answered.

4.1.5 Learning Mentor

LM: She has engaged fully and been on a huge journey and that developed her child and that did allow us some little erm, insight into her life outside of school, but not wholly so when we worked with her child we kind of built him up and did really well with him but she always held back that little bit of her private life. Ok, that's probably fair enough, but it has, it's allowed her to come into our school community, but we didn't push her and push her to give us everything. She gave us as much as we needed, it was like a trade-off really, she gave us as much as we needed to help her child because obviously she loves him very much and wanted that to happen but she probably gave me that insight as well because I knew there was a lot more there which would have helped him but she wasn't prepared to erm, divulge that so it was a lot of guess work and a lot of intelligence from other people if you like, but I think that how our community will be built up and works like that,

LM: I think the key to that one is complete open and honesty. You've got to be really open and you've got to be really honest and you've got to put the facts down and

you've got to keep notes and you've got to ensure that everybody has access to those notes and they see it as a fair process.

LM: I think that you always have to value the people that you work with, so you have to learn who they are and what they are and I think that you act accordingly but still then will all fairness on the level that you work, on the level that you're given to work with, the community that you work with, how they are as people, wherever you do that. Whichever group of people you're given to work with, you have to embrace them, have to like them, you have to be totally non-judgmental because it just definitely would not work.

4.1.6 Key Stage Two Teacher

KS2: He wasn't somebody who people thought 'oh, stay away from him'. There was more of a nice working relationship between each other.

KS2: I realised that I'm from an area very similar to this, like H____. I'm from A____, which are very similar communities, very similar social-economic background. You know, working-class based thing. I knew the way I want to be treated, because I felt that there were times that I have a bit of a similar temperament and, you know, that I can be quick to anger but quick to calm down.

KS2: What he really needed and, I know, the learning mentor of this school agreed with me, she loved my time with him, was that he just needed love. He needed to be shown that he was in a caring environment and that we was, that was the right thing to do and that he would automatically be blamed.

KS2: Different children respond to different things and different ways and, when it comes to my background, I know I'm from a working-class background. Sometimes I do let that, sometimes I do have a chip on my shoulder about that. Other people have had a better background than us

KS2: It was very stressful and actually in a way it actually made the school feel less of a community, the whole Ofsted thing made it, there was tension amongst staff, because obviously everybody wants to do well and then we didn't and then people were, sort of, looking for, in a way, who to blame

KS2: I feel less attached to this class than the last and I don't mean because I had that class a lot longer, but I do because I feel like I get to interact with this class less, in a more, in, I interact with this class less than I did with the others. Like, I got to know a lot of different things about that class, because I was always speaking to them, always talking to them whereas this class, I feel like it's very, you know, strict on what we need to do

KS2: I feel that now, it's harder to be that community class, when school doesn't feel as much of a community.

KS2: didn't think it was anything to do with me, because the child loves me and, you know, wants to stay here, but I wouldn't say it's affected any relationships with the

parents. The only thing, obviously I'm a bit more aware that the report's been sent out and, you know, the parents might be thinking I wonder who, you know, what teacher is sort of not meeting the required standard, but I'm fairly confident that none of the parents in my class do think that and if they do, it's in very hushed tones and not saying it anywhere near me and I'm not getting that impression, because I've never had a complaint from any one of the parents about anything I do.

KS2: I think, that in terms of relationship with parents that's perfectly fine, to be honest with you.

KS2: their mums have been hitting them since they were about five and they can't form a relationship with you

4.1.7 Early Years Teacher

EY: So the first event is our recent Ofsted inspection where the outcome was not as positive as we would have liked it to have been erm, it caused quite a detrimental effect on relationships within the school.

EY: I think that we have quite strong community links, considering the area is an area of deprivation, I think that we have strong community links, but I think that we will have to make them even stronger, so that we are working together to get us out of 'requires improvement' as quick as we can.

EY: If I only see you at parents evening and you're sat behind a desk, in your best jumper, it's a very different relationship, isn't it? And I think, with our parents, because they are from, they are different parents, you need to be more approachable to them.

EY: Whereas now it's a very open feedback sheet where they have, they write a paragraph. It's always been, they would tick a box to say how they felt their child had got on and it would be a space for a sentence. It's just something as simple as it's a bigger box without like smileys for them to comment and it's massive.

EY: I think they're more interested in their child as a learner and I think, because whatever they write, I respond to so I kind of almost write them a paragraph back and I think they can see that we are about their child's best interest and how to develop their child as far as we can.

EY: I think it makes you realise that parents are aware of what you doing in school and so should be confident and should be doing a similar thing at home, because we've talked to them about they should be doing.

EY: we kind of really, really over emphasised the importance of being honest with us because we would know if they can do something, or they can't do something. And they've been incredibly honest.

EY: so at the minute, touch wood, they're really honest.

4.1.8 Part-time Teacher

PT: it was nice for the children to begin to form friendships, if you like, erm with children that will be going to the same Nursery as them and it was nice for the parents to build, erm, friendships and ask questions about what was going to happen when they started Nursery

PT: then link relationships between parents themselves and just trying to, I guess, make our school, erm, be – not acknowledge, that's the wrong word – be there in the community because a lot of other primary schools have parent and toddler groups and it is just a way of allowing people to be aware of the school and to see it from a different angle, erm, so it was just an opportunity that we didn't have.

PT: I think it's nice for other parents to have someone to talk to, because of lot of parents were saying that they were quite, erm, lonely, if you like, and would have benefitted from meeting up in a social situation and allowing the children to interact with other children, because some of the children were an only child, was an only child so it was nice for them to have interactions with other children. It was a lot of grandparents who were bringing their children to the playgroup, so it was nice for them to meet and get out really

PT: I think it's a fear, isn't it, of the unknown. I think some parents don't do groups with their child and I don't think they know what to expect and, erm, I think it is just fear and they don't know. And it's just very much out of their comfort zone, because you know, some parents don't like doing things like that and they would just happily do things with their child at home, and I just think it's their personal experience I guess.

PT: it was nice to get to know their parents, erm, in a different way, so that that was quite nice, because you get a bit of an insight into the children, so, can I say names? So for example, one child's mum came to playgroup and, erm, she was saying that her son had been on target card pretty much since Nursery and she was saying that, all she wants was, erm, for him not to be on a target card and to have a nice year. Without the playgroup conversation, I probably wouldn't have known that, it's really quite minor, but it's a little bit of a challenge, isn't it, to think you know what, if I can achieve that for him, then that would be really nice.

PT: it was nice to see, because like at first a lot of them didn't know that was my child and then they were like, oh, that's my child, if was nice then because they didn't see my son as a teacher's son, they saw my child as a child. Which I think is nice for when he goes to Nursery with them.

PT: being approachable is so important because they are just, people are just equal aren't they and I think it is, I don't really like that hierarchy, you know, that they feel that they're not as important as us, because I just don't think that's right. I think that the more they see us as approachable is really important.

PT: As far as on the, like behind our back I guess, there have probably been rumblings, but actually to us, we haven't really had, we haven't had anyone coming in at all, erm, really and the parents are still coming to assemblies and things. So we haven't had

anything like that, we haven't had any children leaving, since the report. So the relationships, on the surface, seem to be as strong really.

4.2 Support

4.2.1 Deputy Head Teacher

DH: the attendance service and we also got in touch with the community police because we've got a good relationship with them and they've supported us in a number of ways

DH: I would just hope that that would happen because we would support each other, so if a new teacher was struggling with a parent or with an issue, then they would be able to come and talk to someone.

DH: when we've had support from Family First where we've had issues around children's poor attendance

DH: the families are quite erm savvy aren't they and don't want support

DH: that just impacts because instead of helping...because of being open to that support and mum getting some support with those younger siblings, it continued for much longer than it should have done

DH: that parent is quite afraid of support

4.2.2 Recently Qualified Teacher

RQT: ... like the school was not supporting her enough and everything that was happening at home wasn't impacting her learning, it was just because the child had ADHD

RQT: you're not really prepared for children who come from poor backgrounds who aren't supported

RQT: I had a good family as well but without that extra help and extra support, I wouldn't have gone on to a better school, I wouldn't have gone on then to do A-Levels, university

RQT: I don't know if it's because of the type of person that I am they I do care and so my personality is a caring person and I will always, no matter what school I work in,

RQT: 'this child has come in, he hasn't had any breakfast, you know, he hasn't got the right shoes on, his mum is not reading with him at home and if you can't you know, give that child extra support of you know, understand that child more, then I don't think you can work in a type of school like this, because you are not giving that child the understanding he needs to be able to deal with them.

4.2.3 Teaching Assistant

TA: all our parents came whose children were in the Nursery at that time and other parents came as well to support the school and we raised lots and lots of money to buy new equipment for the school.

TA: it was just down to the parents, the parents organised everything and they just told us the date and obviously letters went out to say what date we were having this charity night and then people just turned up if they wanted to to support the school.

TA: I just thought it was really a nice gesture for the parents to do something like that because they didn't need to do it because we were insured so they didn't need to lend their support but they did so I just thought that's quite caring and they take pride in their children and what their children need to do, you know through play and through being involved with the children.

TA: I think that was a really nice gesture by you know, doing a charity evening which was really, a really good night, good support.

4.2.4 Head Teacher

HT: you can't necessarily just bring in an extra teacher who is then going to take that child and provide that extra support

HT: suppose shifted a little bit in how I thought that the support that's available from parents.

4.2.5 Learning Mentor

LM: they will come in and support purely on their terms.

LM: it doesn't mean that we build a real face, if you like, from that social perspective, it just means that they will support our school when they want and when they feel

LM: you need full support from the senior management team

LM: our commodity is people and we have to support them ultimately don't we?

LM: If it doesn't work there and they're not supporting it then it's not going anywhere.

LM: I think communities need to build and what was it that our prime minister said about us all functioning together, learning together and supporting each other?

4.2.6 Key Stage Two Teacher

KS2: we're all one, we're a class and I likened a lot of things to sport, because my background, you know, is a degree in sport. That class really understood that, it was like we were a team and that we should, if you were playing football and a member of

your team was about to be sent off, you wouldn't just stand there and laugh at them. You would try and help them and they liked that. They liked the fact we always brought it all together, you know, a lot of the class really appreciated the fact that they were meant to help each other

KS2: You'll have some parents that we know, there's lots of children in this class and the school who have parents who will push them to be the best they can be, it just so happens that they live in this catchment area, but they still want the best for them, for their children. But you've got a lot of children who, even though their parents might want the best for them they can't provide the facilities to do that for them. And you just need to help them as much as you can, really that's all we're here to do; we're here to help and make the children the best they can be.

4.2.7 Early Years Teacher

EY: the community have had letters gone out to parents, erm and there's going to be some workshops run about supporting school through this required improvement, to help them to help their children, to help their school kind of thing

EY: I think we always have a difficulty with the parents that attend who are the parents who you don't need to attend. So, what we do is target parents, so we've just run some reading workshops and we didn't get a great attendance, but it was during the day and it is coming up to Christmas. Erm, but we targeted particular parents who we felt the child would benefit from their support. So, I think they need to be targeted and they need to be quite small and intimate groups, rather than great big groups where people feel intimidated.

EY: think we know that we support children well, we know that our children come with a lot of baggage and lots of issues at home, we know that. So that's just a given almost, I mean I've never worked in another school so I don't have other children support in different schools. We know we've got aroma therapists, you know we've got learning mentors, you know we've got someone who does that. We have all these facilities available to children, so maybe we take those for granted a little bit.

EY: parents are really honest in saying that they feel like they need support with this, or what could they do to help with that, or one dad wrote that he was concerned about his son's concentration and could we give any tips or ideas of what we could do for them to help at home

4.2.8 Part-time Teacher

PT: I asked the Head Teacher, she just basically said it was fine, erm, and she was a little bit worried about the resourcing of it, but because at the time I was on PPA, erm, PPA cover I asked if I could use my own PPA time to do that and she said that was ok.

PT: The playgroup was probably less priority than PE, if you like, because the numbers were not great, erm you know, and it was resourcing and it was staffing and, you know, I think the Head Teacher was a little bit, at the same time the Head Teacher knew she was taking me out, she was a little bit anxious that I wasn't there to carry it on, but there wasn't an alternative for that. So, I don't think there was much eager, much eagerness to say you know I really want to keep it going, so it wasn't thought to stay open at all.

PT: she hasn't got a child education background at all, so nothing like that, she was just happy to do it. So I would say she's one of our stronger parents, but, it just fell through.

PT: it hasn't put me off other projects, but I think it does need to be seen as to be like what everyone wants to go for, if you like, it has to be in the school agenda and the Head Teacher and Deputy Head Teacher have to really want to push, to push with that.

PT: I was literally left to my own devices, so I was able to go and get the resources I wanted, erm, a colleague, erm, helped me get, you know from the container and things, but yeah I was just left to my own devices really.

4.3 Learning

4.3.1 Deputy Head Teacher

DH: the service didn't impact on learning for that child.

4.3.2 Recently Qualified Teacher

RQT: that also impacted on the child's behaviour in class: her ability to join in because they were missing so much school and their actual behaviour in class of the, actually the attitude towards learning became really, really poor

RQT: without us, you know, her attendance would be poor, she'd be missing out on school, erm, again, her learning would be affected by that.

RQT: She could've gone throughout the school, carrying on missing school and learning is affected and then I think we then mould her personality almost or her attitude towards life as well.

RQT: it's not attendance, it's just her attitude towards learning

RQT: help build that child's wellbeing and just their attitudes towards life and not just towards learning

RQT: the enquiry-based learning route so the children are planning and preparing the Christmas party

RQT: the enquiry-based learning is having the children decide what they want to learn and how they want to learn it

RQT: I think they just see coming to school and they learn but actually it is to actually go on to further, to get a better education, and go to university and further themselves. I just think it gives them more skills and makes them think more about the world, than what they're probably getting at home.

4.3.3 Teaching Assistant

TA: You get some families who are very positive and you get other families that...oh how can I put it? Are not interested. If that's the word now. I can't. You know they are interested in their child but you know, you can see from, and I'm not saying all families are but you know, some families are not interested in doing things out of school with their children for education. They're more obviously, let them do what they want, not do what they want obviously but there's more things like PlayStations around now and they're not really prepared to sit down and work with their child.

TA: obviously we are quite open, we'll tell them and if they say, 'well how are they getting on' and if they are struggling, we tell them straight because I don't think it's worth telling them that their child is doing really well when they're not and they do need

just a little bit of help at home. You know it could be even just like, you know every day they hand you their coat, they don't want you to, they don't want to do it themselves because obviously mums and dads have got no time to do it, you know, it's just giving them that extra time that we can give them, if parents can't give them that time and show them, no I am not putting your coat on, you can put your own coat on. Just simple social skills like that really helps if we speak to parents and just give them a bit of an idea about things like that because they think they're doing the best thing by doing everything for them but really, they need to be more independent.

4.3.4 Head Teacher

HT: For the children going in to class, they're not ready to learn, their minds are elsewhere, they're not calm, they're not relaxed, they've got all sorts going on, and they're not quite...they're brains aren't relaxed enough to take in learning so then that, and we can't know or judge just from outward appearances what that looks like or how that's happening for that child, you can only try as much as you can to relax them and hope that their brain is calm enough to take in information but potentially, it's a wasted half a day, a wasted day because that child is not in the right place for learning.

HT: It's finding a balance because you can't just keep doing art and cookery because at some point you've got to challenge the fact that they need to be better at talking to their children and doing literacy and numeracy too.

4.3.5 Learning Mentor

LM: we've got issues with the children which are social and emotional aspect of learning because they come in it doesn't mean that it solves that problem

LM: 'I've now learnt that that happens, I've learnt that that happens' so you build up what to say to those people, to keep them engaged with your school and I think you learn...I think you learn so much from our parents. I think that's absolutely inevitable because we learn how they function, how they think, how they feel, and we capitalise on that

LM: you may get very angry children who are not ready for that process so you have to calm them down until they're ready to access the restorative way of dealing with something. In time, our children will be learning to do that but when you think at which the point that their development is at, that's quite a lot for them to do.

LM: if you know that child is troubled, you'll know how to deal with it and your lesson will be easier and progress better if you have that level of understanding. And Restorative Practice sits alongside that, alongside it. It's all lots and lots of learning.

LM: I also think in areas which aren't deprived I think that the children will suffer emotionally because they're not allowed to have that level of discussion if the

curriculum and every other government edict is based on purely learning, because it can't be.

LM: over the last few years we've had incredible results and that's been because of the nature of our school which is developing as a community school.

4.3.6 Key Stage Two Teacher

KS2: It might not be the perfect response to how to do that, they might not sit and read with their child every night. They might not have had the time to have the children read to them every day, but I think that a lot, it depends a lot on how the parents were, so it's not a 'facility', it's not a place that they can go and they can read, because you know, let's be honest, if a library was open, loads of them take their child to a library really. We're in the age of information and communication, there's iPads, there's computers and, you know, they could be utilised at home and a local community library is probably only going to be resourced by two of the children in the class, that's not through bad parenting, that's because why should we, if you've got a computer at home, you don't need to go to a local library to find a book nowadays, you can find it online, you know you can find excerpts online, you can find things to help with homework online, you don't need to do that anymore. So I suppose it's not a facility, it's more the tools to enable.

KS2: and there is less of that valuable time to just talk to the children, there's less, there's less of that time to be a bit more of a person, it's more that it's now, it's now about just solely on this is what I need you to learn and we'll learn it

KS2: I just teach, I teach it because they need to, well they don't need to, they should know it and then, when I'm saying to them, you know what you know, if you're a teacher how would you teach it, or if you're a lawyer. When we go to university, you might use this, I wouldn't stop doing that because I'm thinking you're going to have to pay ten grand in tuition fees and you'll never be able to afford it, because that would be totally remiss. You've still got to say to them, you can do this. It doesn't matter about these things, you can do it.

KS2: People don't realise that people come into teaching thinking they're going to have like this sort of experience similar to what they had, where all kids just want to learn and just want to, and some of them might not be as bright, you'll be the one that brings them up.

4.3.7 Early Years Teacher

EY: the feedback from homework is unbelievable. The amount the parents are writing their level of literacy, their interest in the children's development, their understanding of next steps, the keenness to be involved is huge and, actually, their gratitude has come out unbelievably. They'll always say, you know, we can really see the progress from this step to step, thank you for your help, what can we do next?

They are, at the minute, at the point where they are talking about their child's own next steps.

4.3.8 Part-time Teacher

PT: after having my son, it made me realise the importance of erm, having a step gap, if you like, from erm a young child to school, erm, and in our school there was a big opportunity to set up a parent and toddler group. Erm, the reason I set up the parent and toddler group was because after speaking to a colleague, who is a Reception teacher, she said that the children who came to our school started on low entry points on the speaking and listening and their communication. So, we set up the playgroup in hope to strengthen those skills. So, erm we did a bit of an audit to see who would be interested in coming to the playgroup and the playgroup was set up and the playgroup had different areas so it covered all of the early learning areas, so erm, physical play and creative play

PT: the children are coming in behind, so they're coming in behind with their speech and language, so allowing us, the idea was to try and build up that before they came into Nursery, to give us a little bit of a step.

PT: I had to give a plan to the Head Teacher, erm, of what areas I was covering and what I intended to do. The Head Teacher wanted it very structured, in the sense of she said she'd been to playgroups in the past where the parents sat on chairs and the children just played and she said she didn't want that. So she said wanted a lot of erm, encouraging activities where the parents would have to get involved. So I put a plan to the Head Teacher and I spoke to a colleague erm, about the early learning goals, and then using the Nursery Nurse in background, that put a lot of things that have already we had, if you like, in a basket altogether.

PT: The only thing that, you can't change people so if people let their children play, it's fairly hard to get them involved. So, I tried as much as I could, in the sense of set the activities up, but you still had a cluster of people who were happily to talk, were more happy to talk to friends, instead of play with their children

PT: I think if a parent is reluctant to take their child, then I think it's going to take a lot to persuade them, whether it's free like the Sure Start, I know this isn't about the Sure Start, but the Sure Start groups are free. When I went to the Sure Start groups, it was the parents who work who were going to the Sure Start groups, rather than maybe the targeted audience of stay at home, erm, parents on benefits and things, which to build that disadvantage gap, if you like, that's who would be targeting.

PT: most parents knew, were singing those rhymes anyway and, you know, with doing pictures and things the children were able to hold a crayon and, I think, that's why they thought the playgroup was of interest of them, because they're doing activities like that anyway. But when some children going into Nursery can't hold a pencil and can't sing nursery rhymes, or don't know any nursery rhymes, so it's there are children out there who aren't getting that experience. But, whether that's from what background, or

whether their parents work or not, that's irrelevant, but there are children out there who come into us like that.

PT: because of the area that, a lot of our children are Pupil Premium, so we are given intervention time, so we needed to make sure that the Pupil Premium children made accelerated progress and the Pupil Premium children are the children that aren't making expected progress, to make accelerated progress that makes our job even harder.

PT: we had to start again and then we were told then that we had to make sure the skills were taught and, it's just trying to find that balance of everything.

PT: I feel now that the curriculum is so tight that we're not really dealing, we're masking things, we're not really dealing with issues. So for example, erm, you know like, there aren't, there isn't time to deal with arguments on the yard, because the curriculum is so tight.

PT: we don't really get time to speak to the children, apart from everything is just curriculum driven at the minute

PT: the children aren't really getting time to reflect, I guess, because everything is just so busy.

PT: But for some children, literacy they're never ever going to be strong at that, and I know they've got to achieve those four targets, but sometimes I feel like we're pushing them and we're not really covering the basics, if you like to try and get, to try and push them even further

4.4 What it means to be a teacher

4.4.1 Deputy Head Teacher

DH: parents hopefully feel that they can come and talk to us and other community services feel that they can come to our school and that we can almost be a stop gap for some people like a signposting agency for some needy families that we can direct them on to the right people in the community to help them

DH: knowing what that community is and not just walking into school and thinking 'it's a job' but knowing that for this particular school, these are the issues that could entail.

DH: if you stood back and said is this a part of my job you would probably say, 'You know what, this is not what I trained to do'

DH: without signing anything, you sign up for that don't you? You agree that that's my role, I am part of this community and this school is part of this community, the children come from this community, so I've got to be that bridge in lots of ways and I'm happy to do that if it impacts on children

DH: I think school is useful in bridging that gap between parents and those other services.

4.4.2 Recently Qualified Teacher

RQT: it just felt like a lot of pressure that you were holding this meeting in front of all these people who you don't know and you've never met before in front of two parents about their child when really you're just the teacher.

RQT: You're also a role model for the children and if they haven't got good role models at home then you've got to make sure that you're a better role model for them to look upon and you know, there is an amount of children in this school, and especially in my class, who just have very poor role models at home so it's made me realise that teaching is only so much

RQT: I know that if I want to do a good job or a job that means something that you have to go that extra mile

RQT: I give him the attention that he deserves, he hasn't half come on. That little, that little, just me being, giving him an extra smile, asking how his day is, has just gave him that confidence to come to school every day on time when he wasn't and to work hard and to, you know, to try harder because it is not something he is getting at home

4.4.3 Head Teacher

HT: so although initially you think 'well do you know, it's a Monday, we don't really want to start unpicking what has happened at the weekend'. The potential impact on the rest of the day meant that perhaps if you put some time into that, it could help our

day. But also it meant that we could bring this to an end rather than it rumbling on because it could carry on that night and then have an impact on the next day

HT: also there is a sense of you know, actually this isn't...sometimes it feels like it's not your job

HT: it's the issue around, sometimes you think of you're being a school and education being the first thing that you're going to do, but actually you have to spend time on some community issues, in order to create the harmony which will allow you to educate the children in a settled, calm way and allow them to make progress and the attainment that they want.

HT: I think it kind of look at your job a little bit differently, you have to re-evaluate that yes, originally, you know, twenty years ago, when you came into the profession, you came just solely as an educator but actually time has changed and almost every day on the news there's another role that a school has to take on board and you just kind of have to shift your mindset a little bit really, because it is a different way of working.

HT: you can't possibly be everything, that's why there are people who study social work and police because you actually should draw on those people but probably some of the best things is when you have multi-agency training around issues and you get to understand the different viewpoints of the different agencies because actually that's quite startling at times. So some of the multi-agency work that I've been on, which always is around safeguarding but I think that there's elements that you could do not just about safeguarding and child protection, it's more than that and to understand how other agencies see situations is interesting and can influence your thoughts because I think sometimes teachers and the teaching profession see things in one way, perhaps a little bit black and white, and actually social workers, health visitors, the police, have sometimes different boundaries and if we had a common understanding of what everyone was doing and what can be done and what can't be done and how each other work, then there's lots to be learnt from that.

HT: actually I'm not just a Head Teacher, that actually erm, you're seen in the community like somebody who can influence and make changes

HT: it feels a bit like sometimes you're the chief of the community and everybody brings their problems to you and you're meant to be able to solve it all, or you've got the people to solve it all or you can find the way to solve it all so erm, it reminds me a little bit that actually, it's not just here in this school, that it's a much wider role and you know, you've got to keep your mind flexible about what you're doing in the day.

HT: you are almost educating everybody, rather than just in a school that is just educating the children.

HT: you're trying to counsel the adults and also the children at the same time so, not every week but regular enough to make it a huge part of your job, in a school in this sort of community.

HT: teachers sometimes are involved in things that you would never dream of sharing with your teacher so if I was at home, I wouldn't necessarily think that 'oh, I've had an argument last night, I must go and tell the teacher about it' and you become a part of

families' lives and you know potentially more about the families that you're working with than your own family because you're privy to private information really and you're asked to solve problems that, you know, you might just solve yourself privately, but it becomes more of a public situation and I think that can be a bit challenging for staff really, being in a situation where they're asked to comment upon, you know, make comment on people's lives really and make judgments when are we really in that position, because you're not living that lifestyle.

HT: I think in a community like this you've got to be really on the ball and really spot on with the way you deal with stuff and you've got to be seen to be absolutely fair and impartial. That's how I see it. That's how I do my role and I really try the best I can to stick to it and if somebody divulges something to me, I try to say, you know, 'well thank you for that' and never go on to discuss it. I kind of have to keep that really confidential. I think you have got to be, you have got to be really on the ball with that.

4.4.4 Learning Mentor

LM: you've got to be really above board in everything because they will do that and that's the very nature of our community, it's a close community, it's very very close, they value our school because we're right at the centre, at the heart of it, as is our church, erm, so they do see us as being very useful and they want us as a community resource because of all the stuff that goes on here, they want to build it with us but they will only allow us so much leeway to do that, I think.

LM: it's a process of when something goes wrong, this is how we deal with it, so we've all been through that training process, parents have as well, everybody else has and I think that that's not done overnight, that's a gradual process so its learning, staff have to learn how they deal with children because it comes from senior management to staff, to children, to parents, and what we say to parents, like from my perspective my job if I had a parent in to work with, I would do it from that perspective and I would say 'can you do this at home with your son?' and kind of model it if you like and hope that that would happen but it doesn't always because people fall down, you know we are human beings so we will do that, we do fall down on it sometimes where, you know, we don't use that process, it's a big learning curve and you're building a community aren't you?

LM: Like dealing with parents, that's a huge skill and the only way you will get the best out of your child is to recognise its lifestyle, what happens with the parents, what happens at home all those things because when a child comes into class, it's not a blank slate, it comes in with all the baggage that's in its head and if you choose to ignore that, you will get behaviour as an offshoot of that, without a doubt. If you can reassure your child or you have a level of understanding and that to me, I mean if you're asking me now, that should be absolutely implicit in teacher training, because our children are human beings and you can't take the human being out of a child.

4.4.5 Key Stage Two Teacher

KS2: what I am trying to say is how it impacted the community and how it made a difference to that community as that child started to be less of a negative influence outside. And people started to see him as an actual functioning member and, you know, it's turned and people are happy to say hello and he was happy to say hello back

KS2: It's about the individual really, you'll look at the individual's needs, where they've come from and where you want them to go to. And, you would talk to them and treat them based on how they deserve to be treated, or how they react to the way they are treated. Obviously, you have rules and everybody has to follow them rules and there's set things, but that again is being part of the community.

KS2: but it's how you model yourself and how you talk yourself. It's those little pockets which are valuable time to interact with the children, where you sort of impress them values and views on them. It's not like, it's just in the way you conduct yourself. I think, I am OK at it because I've come from a similar background and I know where these kids are coming from and where they need to go. I think that some people will be excellent teachers and will be able to teach, and that, until the cows come home, and can get the children up the levels, but the kids are then just ready to do an exam at the end of it. Whereas, if you can do that whilst teaching the kids the values to be an actual person, then I think you've sort of cracked it really.

KS2: because if it wasn't for her, I wouldn't be a teacher now. I wouldn't doing this sort of job, I'd probably be working in somewhere because I've always had a strong working value, but I probably wouldn't have, my parents always impressed on me to go to university and said you know, you've got to do this and do that. But if it wasn't for her, I probably wouldn't have had the skills to be able to achieve what I have done in life, or I wouldn't have progressed as well

KS2: whereas this class I can just teach and I can just impress my values in a different way and not be, but it's shaped me for the better because I'll always remember that and I'll always hope that that child does ok.

KS2: I think, that is what a lot of teachers need to realise when they come into the profession, you're not just a teacher, you're a psychiatrist, you're a liaison, you know you're all, you're an admin officer, you're loads, you're a hundred different things a day. Never mind just a teacher and, you know, everybody's job's hard you know, if you work in Subway where your job's hard, never mind just being a teacher, but there's so many added things

4.4.6 Early Years Teacher

EY: in a school like this it is really difficult to have academic without the pastoral

EY: you can't just get them in and talk to them for a twenty minute workshop for them to get that across, it's got to be an ongoing thing that starts from day one and finishes when they leave school.

4.4.7 Part-time Teacher

PT: I did try and drive it, like put it on Netmums like, because I had, we created the flyers at home and things, erm, but I didn't take an active role to promote it I guess, because juggling all the other responsibilities, but no one else made that choice to either.

PT: all they want from us is academic results. Erm, and the Head Teacher said that she wanted the plays to carry on, because it means a lot to the parents and, you know, it's part of the child, it's a big milestone, especially like the Key Stage One nativity, is a big milestone. So we were told to carry on with that, but it is quite difficult to find that balance of English, mainly at the minute English, and everything else that we're expected to do

PT: we're making the behaviour for learning ok, but I'm not sure when they go into the wider world, if you like, could they make those choices and understand why they're making those choices.

PT: I just think in class we're not really looking at the whole child. Maybe it's just my class, but a lot of the teachers are saying they haven't got time to do a lot of things, possibly we used to be able to do as much.

PT: So, there's a group of about nine ten children who, I feel, I don't really see. So, out of my PPA time, weekly I'm just giving fifteen minutes to them a week and I'm just literally having a chat

PT: we've always had the Pupil Premium children identified, erm, we have to accelerate their progress, but we're actually doing nothing with the community. It's just that on paper, those children are meant to be disadvantaged children, so in school we have to accelerate them but nothing to community wide to help us with that.

PT: I've had two children in class this week who are crying and really, really upset because their mum and dad've split up, so whether, you know, I don't know, you score highly in education or not, if they're really upset, then I think that's their priority and I don't know where I sit with that. You know, how do they learn if they've got all this going on and yes, it's great for them and it'll be better if they achieve, but surely it's got to be a mixture of, you know, the home life's got to be secure as well as they're achieving.

4.5 Raising aspiration

4.5.1 Key Stage Two Teacher

KS2: I try to always get aspirations high for children and, you know, I suppose being a teacher or something like that, from this sort out background, without sort of being patronising, is raising a goal. It's a steady job, whereas a lot of children will have seen, I know from experience, these classes, a lot of children will have seen parents who have gone from generation to generation with nobody working and it's good to set them that goal that you know you can do this.

KS2: Whereas most children here will say that they want to be footballers and they don't see anything else other than that, or a singer. Whereas after, I remember doing a study, I said to the class at the beginning of the year, 'what do you want to be when you grow up', and it was very singer, dancer, hairdresser, which there's nothing wrong with, by the way, footballer – they're fine dreams to have, but then the end of the year we did the same thing and we had a lot more of, like I want to be a teacher, I want to work here, I want to do that, I want to be a lawyer was some of them, and I thought it was very good that they'd gone on that journey, they realised that in life you can't always be a footballer, you can't always be a singer, can't always be a dancer so best have a backup plan.

KS2: we're not just teaching them how to read and write, we are teaching them how to be part of a society and how to grow up, and how to give them aspirations and goals.

KS2: well my Dad doesn't work and my Granddad didn't work, because he was laid off and he's never been able to get a job. I think that there can be a cycle of deprivation can't there? And a spiral of negativity, in the sense that's what I can do and live perfectly fine, you've got to try and snap them out of that

KS2: I don't think that those parents would care, because it's just that it's their local school in their local catchment area. I would imagine that there's not many, there's not many parents who have went I want to choose the school because, there'll be some, but I imagine not many of them have went, I want to choose the school because it was a good school with outstanding features. I'd imagine a lot of them went, oh the school's is our most local Catholic school, so my child will be going there

KS2: I would still set the high aspirations and bar, and stuff like that. If we carried on like this, then I think the gap would probably, could become too, that wide that you would not be able to bridge the gap.

4.5.2 Early Years Teacher

EY: there are no issues, but a lot of these parents aren't in work because they've possibly not been pushed to achieve their potential.

EY: They're not really, the majority of our parents aren't parents that move in to the area and aspire to live in this area. They are parents who have always lived here and their parents live very close to them and they walk to school.

EY: So if a child can read and blend and write and make such quick developments at such a young age, then it may raise aspirations and expectations of their child, long term. It may encourage them to be more, maybe be, get back into education if they can see that they're enjoying doing things with their child and they can see an outcome and they can see that they're having a positive impact and if nothing else, it gives them quality time with the child

EY: I think a parent will have any aspirations they want for their child but I think we can have a role in educating their aspirations and falsely giving them that quality time so that that possibly becomes part of everyday life.

EY: I think at such a young age, they don't really have an aspiration. They have to learn what an aspiration is

4.6 Challenges

4.6.1 Deputy Head Teacher

DH: 'Oh no, we went and did a home visit and it looked fine so they are not getting any support'. Or 'mum said that she was fine' and it's a bit frustrating, sometimes.

DH: once we've referred, we might have to refer again or we might have to go through different channels to try and get that same level of support, which is difficult.

DH: school are then out of the loop. I think that can cause issues and frustrations with people because you might then get together with the parent and talk about it and they're telling you something that another group of people have supported with and there's all of those tensions.

DH: There is frustration when you are referring it and it doesn't have the impact or other services don't live up to the expectations that you've got of them but it doesn't feel like it's not part of our role

4.6.2 Recently Qualified Teacher

RQT: we had to contact mum and dad who were not together so that was very difficult.

RQT: it would affect the rest of her life, her progression throughout the school, you know, I don't know, it was quite difficult really.

RQT: I just thought it was a lot of pressure and I used to think about it all the time and be like, after school, you know when you go home, you'd be thinking what was happening and stuff

RQT: well it's hard really because I think it is because a lot of parents don't work or you know, not, or you know, maybe only one parent works so a lot of children see that their parents don't go out to work and they don't earn their money so it's important that, to say that, you know, this is how you can go out and get money and the harder you work, the more money you can make.

4.6.3 Teaching Assistant

TA: a few children came up on our bikes but sprayed (laugh), painted, so we knew what family had taken our equipment or which family had either bought the equipment or had taken the equipment but nothing got done about it at the time, they didn't actually catch the people who had taken our equipment but we did see the equipment the year after on our school sports day. One of the children who had not actually come to our Nursery but later did because they were too young, they were on our equipment and you could not get that equipment anywhere else because it was community play.

4.6.4 Head Teacher

HT: So it wasn't sorted out at home and it was brought in on say the Monday and we spent quite a considerable time unpicking what had gone on with the children mostly first of all, about who had done what, who had said what, what they could have done, what they shouldn't have said, what they could have done better, how they could have responded and all those sort of things.

HT: Some of the frustrations around that is that it takes a huge amount of resource in terms of people's time, it takes people away from what they could be doing. And sometimes it feels a bit frustrating that you think just a little bit of common sense and a little bit of erm, a different way of handling situations in communities, mean that problems wouldn't arise like that and if people just spoke to each other differently.

HT: sometimes you feel like you're wasting time...sometimes it feels a little bit wasted, while you deal with that. Erm, so there's a bit of kind of, you have to take people off other jobs that they've got to do, and it isn't a five minute job, it takes a long amount of time, you unpick it, and then at the end of the day, you've got to go back over it all with the adults and hope that they will take that on board

HT: that's when often things will happen, because I am going to be hit, and it is erm, the school is the hub of the community and probably we can have an important part to play, erm, and once we are a bit more set up in order to do that, then it would help the community, the difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment at the end of the day because there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same, so you've got to kind of balance that and sometimes that is really hard to do.

HT: then you know, bang, they're hit with something huge that they're not expecting, a new child suddenly appears and instead of doing a mental maths test you have to do a circle time, erm, a child comes in and, you know, there has been an incident and instead of starting off your literacy lesson, you've got to just do something a little bit different, or take that child to one side and talk to them. So, I think that, you know, they have to be flexible and adaptable but it must be quite frustrating at times because they'll spend an awful lot of time planning things which then just have to go on hold while they just deal with another situation

HT: it is really hard, we only have them for five hours a day, so there are nineteen hours when they're not here and I'm not sure that £900 a year can make up for that deficit as much as you would want it to.

4.6.5 Learning Mentor

LM: You just have to, you know, but you have to put in what you can to help that change and to help it move forward and sometimes there are things that you don't like and you feel like saying, you know, 'that's not right, that's wrong' but you have to let

that go in order to move forward don't you? If you can see that there is an outcome or an aim that you're going to like, I think you have to get over an awful lot of things, you might go home screaming and crying down the motorway but nonetheless you know, you have to don't you? I think it's an on-going process.

4.6.6 Key Stage Two Teacher

KS2: Hard to get on side, didn't want to work, didn't want to do anything. And then, for the first weeks of having him he was very disruptive, very hard to integrate within the class

KS2: I would hate to feel like I failed a child because I didn't see something in them that I couldn't push them on.

KS2: I can just teach, of course I can teach the other class but there was a, for a little while, there was a constant battle in terms of right let's get back, let's calm ourselves down, let's get stuck in. Right, it's happened in the yard, we need to forget about it, we need to get on with it and it took them about, I'd say, a year a full half term before they realised that's how I operate, and that's how they should behave

KS2: that this is actually bloody happens, you know it is hard and that it's just something that you're going to have to deal with really.

KS2: I think it's that I do care a lot about the children in my class. Like, if a child misbehaves in my class, I will take it personally and I will be like I can't believe they've done that and I'll go home and it'll upset me a bit, because I'll want them to be, not perfect, but I want them to be as good as they can be. And I just think, oh they've let themselves down and I do take it personally, in the sense that sometimes I feel that I've let them down, if they've done that and I feel like there's no other way to get round it, other than just to go you know, to try and, I've had to really over the past year or so, really take myself away from the situation and just realise that you can't always be thinking about work, because it will just absolutely ruin you.

4.6.7 Early Years Teacher

EY: I think they are, they've become slightly, disengaged with the job really because of the general feeling around just because people are feeling quite stressed really.

EY: I just feel like teachers are generally more stressed and so possibly less approachable, possibly their focus is on different things because the Head Teacher said, 'After all it is Christmas, we need to remember, Christmas is meant to be fun and we're all kind of doom and gloom so we need to knock ourselves about a bit really.'

EY: just after our Ofsted, I went out to do some training and I thought, 'oh God, I don't know if I can really do this'.

4.6.8 Part-time Teacher

PT: due to lack of numbers it folded erm after a term and a half.

PT: So because the lack of numbers, it was quite hard to do anything. Erm, at first the parents, the grandparents were quite shy so it was hard to get them involved in anything, so I tried at first to do like stories and things, but they found that quite uncomfortable because the numbers were really low. Erm, so I don't think we really achieved, we achieved socially in the sense of people might have made a few friends, erm, and the children enjoyed it short term, but I don't think we actually achieved anything more than that; like, I don't think we pushed and children on, or closed any gaps, or ticked any early learning goals or anything like that, because it was so short.

PT: it was then passed over to someone, a lady that had a child who came to school but also a parent governor. She was quite happy to do that, erm, so it wasn't delivered the same, but it was still ok, The main reason it started to fold is we've only got one hall

PT: So a lot of the groups got cancelled and it was only three that got cancelled and that was enough for our parents to give up, so after three weeks the numbers started to dwindle and then it got to hardly anyone, just the organiser turning up

PT: Space and the booking of, erm, the booking of the PE lot at the same time.

PT: it basically was my responsibility, so I set it up, set all the equipment up, did everything really and it was just mine, there wasn't much involvement really from anyone else, to be honest.

PT: if I was in class, like now I would never ever dream of setting up a playgroup, because I wouldn't have the time.

PT: But I think there needs to be time allowed for it to develop, it's not going to be something that will happen and take off so quickly. It would probably be next year, if it was still continuing, that you know numbers would go higher through word of mouth. I did approach, erm, I did approach parents on the yard, in both prams and things, but it was mixed. Some parents were like oh I'll give it a try, but the majority of parents on the yard, who'd obviously had the flyers, were like oh no I'm too busy in the day and they didn't come.

PT: it made me feel like I didn't know what I could do anymore, because, erm, the observations that we've had from the Head Teacher didn't marry up with what Ofsted were saying. Ofsted said the teaching needed to improve and our expectations weren't high and our books weren't good enough. So that left a lot of negativity there and we didn't really know what to expect

PT: I feel, maybe this is just in my class, that I haven't got time to deal with it like that and it is just a case of, OK how can we make this better, say sorry, end of and that way we move on.

PT: I know more about grammar, what they, but actual personal interests of the children, I'd say I know less, because we just don't have that time.

PT: Obviously, it's got to be done and we've got to make them achieve, we're behind nationally, so we haven't really got that much choice. But it's just about, for me it's just about what I've done in my class is, there's a group of overlooked children in my class, nine of them and I feel that I'm not seeing them much, because we've got to be able to push our top group to the top.

PT: it's the job share or I'm just feeling it more, but the time is very very tight. I think people are a bit, people have a rumble and a moan about we can't do, you haven't got any more time in the day, erm, to do anything, but when we, we don't really voice it

Appendix 5: Initial thematic analysis of CIT interviews by sub themes

5.1 Relationships

5.1.1 Relationships between teachers and parents

DH: but if you apply for that post, you are actually buying into that level of support or that level of relationship that you have with parents and those expectations

DH: I think we have really good relationships with our parents and they trust us

DH: that they don't trust as much as us, that can then cause a little bit of friction in the relationship that we've got with them.

DH: we've been open and honest and understanding and offered support then there haven't been many cases where that's broken down and it hasn't been able to be repaired.

DH: they see us as going behind their back to refer to another service, that they don't trust as much as us, that can cause a little bit of friction in the relationship we've got with them

RQT: It's just making sure that you have those relationships with people

RQT: we helped build a relationship between mum and dad again because they hated each other but we made sure that they came in and they were amicable and everything like that.

RQT: I think the relationship with mum was very difficult after it because obviously we weren't siding with mum, she thought we were against her. But because I was so friendly with mum and I always made sure that I spoke to mum whenever I seen her and stuff I think I could still speak to her freely. It was still awkward

TA: we had to tell the parents we had been broken into and then the parents then took it upon themselves to erm, do a charity evening for us and raise lots of money and other than that, clean the mess up that someone had left.

TA: we got shutters put on the back of our doors so there were no more break ins then. Then we didn't have any more charity evening s because we'd erm, what else have we done in school? Because nothing else has happened

TA: Well there's no way they can get through the shutters can they? Do you mean as in, oh now they've got shutters. No, it's not sending people away is it? It's, oh I can't think of the word, you mean what do they think because we've got shutters on our school it's like, shutting them out type of thing?

TA: they took pride in that and they wanted it to last.

TA: play and stay where the parents are invited in any time during the morning to come and play and stay with their child and see how we work as a team really and what things we do and what activities are out and how the routine of the day is.

TA: I'd say, the same few coming all the time but the...they're the ones that really you don't want to see, because they probably know what's happening whereas you want the parents who...need that little bit of extra help and guidance with their child. You know, to help them along the way. So...

TA: maybe some parents are...it's like us and me type of thing, you know, I don't know. Because some of them have done workshops before and they've not liked them so maybe they didn't know, maybe that's our fault, maybe they didn't know, what we were actually going to do for those workshops so, that could be really down to us by maybe giving them a bit more information about what we were going, what we were actually going to be doing, because we have done some of the workshops that have actually come into school and obviously we've not been involved in those workshops and when we, when we spoke to some of the parents on that day, they said they didn't really like them, they weren't really that good. So maybe they thought this wasn't going to be that good but it was actually really, really helpful what we did with the erm literacy you know

TA: Yes because obviously they've liked our school and they've done well in our school so they want to send their children to our school, so I'd say yes.

TA: So maybe it's due to time, work. I'm not really that sure but we can't go up to them and say, 'why weren't you at our workshop, we could say, maybe next time if you'd like to come and do our workshop, this is happening, this is happening and some sort of reassurance that it's nothing that anyone, anything that you are going to be there for hours and it's just like a quick half an hour and you're just in and out. Maybe that's it, maybe we need to be more, I don't know, a bit more knowledgeable to them to tell them what we're actually doing so that it's not boring, you know.

TA: I think having good relationships with the parents, just like really good relationships because I think a lot of the parents will come and tell us anything and we've also, through the homework as well, these parents that we've got now, they're really quite open as well about erm, things that have happened in their life

TA: I'd say through homework and you know, us being, they can speak to us. Us having good relationships with the parents and I think we have got good relationships.

HT: It felt not threatening, to parents. And then we took, we went outside of the school environment, only down the road but potentially the fact that we weren't in the school building or in the school grounds, kind of made people relax a little bit, erm, yet they understood that they couldn't just go off somewhere or behave in a different sort of way, although it was still under the umbrella of school, erm, they appeared more relaxed and they were enjoying themselves and there was no pressure, nobody was getting tested and there were no questions to be answered.

LM: She has engaged fully and been on a huge journey and that developed her child and that did allow us some little erm, insight into her life outside of school, but not wholly so when we worked with her child we kind of built him up and did really well

with him but she always held back that little bit of her private life. Ok, that's probably fair enough, but it has, it's allowed her to come into our school community, but we didn't push her and push her to give us everything. She gave us as much as we needed, it was like a trade-off really, she gave us as much as we needed to help her child because obviously she loves him very much and wanted that to happen but she probably gave me that insight as well because I knew there was a lot more there which would have helped him but she wasn't prepared to erm, divulge that so it was a lot of guess work and a lot of intelligence from other people if you like, but I think that how our community will be built up and works like that,

LM: I think the key to that one is complete open and honesty. You've got to be really open and you've got to be really honest and you've got to put the facts down and you've got to keep notes and you've got to ensure that everybody has access to those notes and they see it as a fair process.

LM: I think that you always have to value the people that you work with, so you have to learn who they are and what they are and I think that you act accordingly but still then will all fairness on the level that you work, on the level that you're given to work with, the community that you work with, how they are as people, wherever you do that. Whichever group of people you're given to work with, you have to embrace them, have to like them, you have to be totally non-judgmental because it just definitely would not work.

KS2: I think, that in terms of relationship with parents that's perfectly fine, to be honest with you.

EY: If I only see you at parents evening and you're sat behind a desk, in your best jumper, it's a very different relationship, isn't it? And I think, with our parents, because they are from, they are different parents, you need to be more approachable to them.

EY: Whereas now it's a very open feedback sheet where they have, they write a paragraph. It's always been, they would tick a box to say how they felt their child had got on and it would be a space for a sentence. It's just something as simple as it's a bigger box without like smileys for them to comment and it's massive.

EY: I think they're more interested in their child as a learner and I think, because whatever they write, I respond to so I kind of almost write them a paragraph back and I think they can see that we are about their child's best interest and how to develop their child as far as we can.

EY: I think it makes you realise that parents are aware of what you doing in school and so should be confident and should be doing a similar thing at home, because we've talked to them about they should be doing.

EY: we kind of really, really over emphasised the importance of being honest with us because we would know if they can do something, or they can't do something. And they've been incredibly honest.

EY: so at the minute, touch wood, they're really honest.

PT: I think it's a fear, isn't it, of the unknown. I think some parents don't do groups with their child and I don't think they know what to expect and, erm, I think it is just fear and they don't know. And it's just very much out of their comfort zone, because you know, some parents don't like doing things like that and they would just happily do things with their child at home, and I just think it's their personal experience I guess.

PT: it was nice to get to know their parents, erm, in a different way, so that that was quite nice, because you get a bit of an insight into the children, so, can I say names? So for example, one child's mum came to playgroup and, erm, she was saying that her son had been on target card pretty much since Nursery and she was saying that, all she wants was, erm, for him not to be on a target card and to have a nice year. Without the playgroup conversation, I probably wouldn't have known that, it's really quite minor, but it's a little bit of a challenge, isn't it, to think you know what, if I can achieve that for him, then that would be really nice.

PT: being approachable is so important because they are just, people are just equal aren't they and I think it is, I don't really like that hierarchy, you know, that they feel that they're not as important as us, because I just don't think that's right. I think that the more they see us as approachable is really important.

PT: As far as on the, like behind our back I guess, there have probably been rumblings, but actually to us, we haven't really had, we haven't had anyone coming in at all, erm, really and the parents are still coming to assemblies and things. So we haven't had anything like that, we haven't had any children leaving, since the report. So the relationships, on the surface, seem to be as strong really.

EY: I think that we have quite strong community links, considering the area is an area of deprivation, I think that we have strong community links, but I think that we will have to make them even stronger, so that we are working together to get us out of 'requires improvement' as quick as we can.

5.1.2 Relationships between teachers

KS2: It was very stressful and actually in a way it actually made the school feel less of a community, the whole Ofsted thing made it, there was tension amongst staff, because obviously everybody wants to do well and then we didn't and then people were, sort of, looking for, in a way, who to blame

KS2: I feel less attached to this class than the last and I don't mean because I had that class a lot longer, but I do because I feel like I get to interact with this class less, in a more, in, I interact with this class less than I did with the others. Like, I got to know a lot of different things about that class, because I was always speaking to them, always talking to them whereas this class, I feel like it's very, you know, strict on what we need to do

KS2: I feel that now, it's harder to be that community class, when school doesn't feel as much of a community.

KS2: didn't think it was anything to do with me, because the child loves me and, you know, wants to stay here, but I wouldn't say it's affected any relationships with the parents. The only thing, obviously I'm a bit more aware that the report's been sent out and, you know, the parents might be thinking I wonder who, you know, what teacher is sort of not meeting the required standard, but I'm fairly confident that none of the parents in my class do think that and if they do, it's in very hushed tones and not saying it anywhere near me and I'm not getting that impression, because I've never had a complaint from any one of the parents about anything I do.

5.1.3 Relationships between teachers and other agencies

DH: the attendance service and we also got in touch with the community police because we've got a good relationship with them and they've supported us in a number of ways

DH: the community police that we had a relationship with, was quite a friendly relationship and they came and knew lots of children through youth club

DH: there was a time when I contacted them about something and there was almost, I felt that maybe, not that I'd overstepped the mark but that school were using them maybe a little bit too frequently in that way so maybe we need to go to somebody else

HT: actually the families who have maybe got a deficit model in their home don't or won't access them so sometimes, you can put the most fabulous facilities in an area but you can't make the people use them, so you've got to look slightly differently and school has got an important part to play in that, erm because there has to be a link because I think in school you potentially have the trust of those people, you might not be able to go and work in their home, but you can open the door for someone else to so more people,

5.1.4 Relationships between teachers and children

HT: the ideal person for that child is their own teacher, who they've got a good relationship with because they are living in an uncertain place and to try and work with this new person

KS2: He wasn't somebody who people thought 'oh, stay away from him'. There was more of a nice working relationship between each other.

KS2: I realised that I'm from an area very similar to this, like H____. I'm from A____, which are very similar communities, very similar social-economic background. You know, working-class based thing. I knew the way I want to be treated, because I felt that there were times that I have a bit of a similar temperament and, you know, that I can be quick to anger but quick to calm down.

KS2: What he really needed and, I know, the learning mentor of this school agreed with me, she loved my time with him, was that he just needed love. He needed to be

shown that he was in a caring environment and that we was, that was the right thing to do and that he would automatically be blamed.

KS2: I don't think ... the children don't take you for granted, I don't think and if you just give them back that little bit, of just what they're not getting at home, I feel like they do put the effort in for you

KS2: Different children respond to different things and different ways and, when it comes to my background, I know I'm from a working-class background. Sometimes I do let that, sometimes I do have a chip on my shoulder about that. Other people have had a better background than us

KS2: their mums have been hitting them since they were about five and they can't form a relationship with you

PT: it was nice for the children to begin to form friendships, if you like, erm with children that will be going to the same Nursery as them and it was nice for the parents to build, erm, friendships and ask questions about what was going to happen when they started Nursery

5.1.5 Relationships between parents

PT: then link relationships between parents themselves and just trying to, I guess, make our school, erm, be – not acknowledge, that's the wrong word – be there in the community because a lot of other primary schools have parent and toddler groups and it is just a way of allowing people to be aware of the school and to see it from a different angle, erm, so it was just an opportunity that we didn't have.

PT: I think it's nice for other parents to have someone to talk to, because of lot of parents were saying that they were quite, erm, lonely, if you like, and would have benefitted from meeting up in a social situation and allowing the children to interact with other children, because some of the children were an only child, was an only child so it was nice for them to have interactions with other children. It was a lot of grandparents who were bringing their children to the playgroup, so it was nice for them to meet and get out really

PT: it was nice to see, because like at first a lot of them didn't know that was my child and then they were like, oh, that's my child, if was nice then because they didn't see my son as a teacher's son, they saw my child as a child. Which I think is nice for when he goes to Nursery with them.

5.2 Support services and facilities

5.2.1 School and agency-led support for parents and families

DH: the attendance service and we also got in touch with the community police because we've got a good relationship with them and they've supported us in a number of ways

DH: when we've had support from Family First where we've had issues around children's poor attendance

DH: I think in some ways that can impact negatively because that parent is quite afraid of support and then becomes quite defensive so in some cases, that can be 'oh, school are snitching on me and they're getting someone else. They're saying things about me.' So that can cause a little bit of a barrier in terms of our ability to talk openly with parents.

DH: the families are quite erm savvy aren't they and don't want support

DH: that just impacts because instead of helping...because of being open to that support and mum getting some support with those younger siblings, it continued for much longer than it should have done

DH: that parent is quite afraid of support

RQT: ... like the school was not supporting her enough and everything that was happening at home wasn't impacting her learning, it was just because the child had ADHD

RQT: I don't know if it's because of the type of person that I am they I do care and so my personality is a caring person and I will always, no matter what school I work in

RQT: 'this child has come in, he hasn't had any breakfast, you know, he hasn't got the right shoes on, his mum is not reading with him at home and if you can't you know, give that child extra support of you know, understand that child more, then I don't think you can work in a type of school like this, because you are not giving that child the understanding he needs to be able to deal with them.

HT: you can't necessarily just bring in an extra teacher who is then going to take that child and provide that extra support

LM: our commodity is people and we have to support them ultimately don't we?

LM: If it doesn't work there and they're not supporting it then it's not going anywhere.

LM: I think communities need to build and what was it that our prime minister said about us all functioning together, learning together and supporting each other?

KS2: we're all one, we're a class and I likened a lot of things to sport, because my background, you know, is a degree in sport. That class really understood that, it was like we were a team and that we should, if you were playing football and a member of your team was about to be sent off, you wouldn't just stand there and laugh at them. You would try and help them and they liked that. They liked the fact we always brought

it all together, you know, a lot of the class really appreciated the fact that they were meant to help each other

EY: the community have had letters gone out to parents, erm and there's going to be some workshops run about supporting school through this required improvement, to help them to help their children, to help their school kind of thing

EY: I think we always have a difficulty with the parents that attend who are the parents who you don't need to attend. So, what we do is target parents, so we've just run some reading workshops and we didn't get a great attendance, but it was during the day and it is coming up to Christmas. Erm, but we targeted particular parents who we felt the child would benefit from their support. So, I think they need to be targeted and they need to be quite small and intimate groups, rather than great big groups where people feel intimidated.

EY: think we know that we support children well, we know that our children come with a lot of baggage and lots of issues at home, we know that. So that's just a given almost, I mean I've never worked in another school so I don't have other children support in different schools. We know we've got aroma therapists, you know we've got learning mentors, you know we've got someone who does that. We have all these facilities available to children, so maybe we take those for granted a little bit.

EY: parents are really honest in saying that they feel like they need support with this, or what could they do to help with that, or one dad wrote that he was concerned about his son's concentration and could we give any tips or ideas of what we could do for them to help at home

5.2.2 Parents supporting school and children

RQT: you're not really prepared for children who come from poor backgrounds who aren't supported

RQT: I had a good family as well but without that extra help and extra support, I wouldn't have gone on to a better school, I wouldn't have gone on then to do A-Levels, university

TA: all our parents came whose children were in the Nursery at that time and other parents came as well to support the school and we raised lots and lots of money to buy new equipment for the school.

TA: it was just down to the parents, the parents organised everything and they just told us the date and obviously letters went out to say what date we were having this charity night and then people just turned up if they wanted to to support the school.

TA: I just thought it was really a nice gesture for the parents to do something like that because they didn't need to do it because we were insured so they didn't need to lend their support but they did so I just thought that's quite caring and they take pride in their children and what their children need to do, you know through play and through being involved with the children.

TA: I think that was a really nice gesture by you know, doing a charity evening which was really, a really good night, good support.

HT: to watch the parents with their children and the way they interacted together and were quite relaxed together I suppose shifted a little bit in how I thought that the support that's available from parents.

LM: they will come in and support purely on their terms.

LM: it doesn't mean that we build a real face, if you like, from that social perspective, it just means that they will support our school when they want and when they feel

KS2: You'll have some parents that we know, there's lots of children in this class and the school who have parents who will push them to be the best they can be, it just so happens that they live in this catchment area, but they still want the best for them, for their children. But you've got a lot of children who, even though their parents might want the best for them they can't provide the facilities to do that for them. And you just need to help them as much as you can, really that's all we're here to do; we're here to help and make the children the best they can be.

5.2.3 Teachers supporting teachers

DH: I would just hope that that would happen because we would support each other, so if a new teacher was struggling with a parent or with an issue, then they would be able to come and talk to someone.

LM: you need full support from the senior management team

PT: I asked the Head Teacher, she just basically said it was fine, erm, and she was a little bit worried about the resourcing of it, but because at the time I was on PPA, erm, PPA cover I asked if I could use my own PPA time to do that and she said that was ok.

PT: The playgroup was probably less priority than PE, if you like, because the numbers were not great, erm you know, and it was resourcing and it was staffing and, you know, I think the Head Teacher was a little bit, at the same time the Head Teacher knew she was taking me out, she was a little bit anxious that I wasn't there to carry it on, but there wasn't an alternative for that. So, I don't think there was much eager, much eagerness to say you know I really want to keep it going, so it wasn't thought to stay open at all.

PT: she hasn't got a child education background at all, so nothing like that, she was just happy to do it. So I would say she's one of our stronger parents, but, it just fell through.

PT: it hasn't put me off other projects, but I think it does need to be seen as to be like what everyone wants to go for, if you like, it has to be in the school agenda and the Head Teacher and Deputy Head Teacher have to really want to push, to push with that.

PT: I was literally left to my own devices, so I was able to go and get the resources I wanted, erm, a colleague, erm, helped me get, you know from the container and things, but yeah I was just left to my own devices really.

PT: it basically was my responsibility, so I set it up, set all the equipment up, did everything really and it was just mine, there wasn't much involvement really from anyone else, to be honest.

5.3 Learning

5.3.1 Children's learning including enquiry-based and personal/social/emotional learning

DH: the service didn't impact on learning for that child.

RQT: that also impacted on the child's behaviour in class: her ability to join in because they were missing so much school and their actual behaviour in class of the, actually the attitude towards learning became really, really poor

RQT: without us, you know, her attendance would be poor, she'd be missing out on school, erm, again, her learning would be affected by that.

RQT: She could've gone throughout the school, carrying on missing school and learning is affected and then I think we then mould her personality almost or her attitude towards life as well.

RQT: it's not attendance, it's just her attitude towards learning

RQT: help build that child's wellbeing and just their attitudes towards life and not just towards learning

RQT: the enquiry-based learning route so the children are planning and preparing the Christmas party

RQT: the enquiry-based learning is having the children decide what they want to learn and how they want to learn it

RQT: I think they just see coming to school and they learn but actually it is to actually go on to further, to get a better education, and go to university and further themselves. I just think it gives them more skills and makes them think more about the world, than what they're probably getting at home.

HT: For the children going in to class, they're not ready to learn, their minds are elsewhere, they're not calm, they're not relaxed, they've got all sorts going on, and they're not quite...they're brains aren't relaxed enough to take in learning so then that, and we can't know or judge just from outward appearances what that looks like or how that's happening for that child, you can only try as much as you can to relax them and hope that their brain is calm enough to take in information but potentially, it's a wasted half a day, a wasted day because that child is not in the right place for learning.

LM: we've got issues with the children which are social and emotional aspect of learning because they come in it doesn't mean that it solves that problem

LM: you may get very angry children who are not ready for that process so you have to calm them down until they're ready to access the restorative way of dealing with something. In time, our children will be learning to do that but when you think at which the point that their development is at, that's quite a lot for them to do.

LM: if you know that child is troubled, you'll know how to deal with it and your lesson will be easier and progress better if you have that level of understanding. And Restorative Practice sits alongside that, alongside it. It's all lots and lots of learning.

LM: I also think in areas which aren't deprived I think that the children will suffer emotionally because they're not allowed to have that level of discussion if the curriculum and every other government edict is based on purely learning, because it can't be.

KS2: and there is less of that valuable time to just talk to the children, there's less, there's less of that time to be a bit more of a person, it's more that it's now, it's now about just solely on this is what I need you to learn and we'll learn it

KS2: I just teach, I teach it because they need to, well they don't need to, they should know it and then, when I'm saying to them, you know what you know, if you're a teacher how would you teach it, or if you're a lawyer. When we go to university, you might use this, I wouldn't stop doing that because I'm thinking you're going to have to pay ten grand in tuition fees and you'll never be able to afford it, because that would be totally remiss. You've still got to say to them, you can do this. It doesn't matter about these things, you can do it.

PT: the children are coming in behind, so they're coming in behind with their speech and language, so allowing us, the idea was to try and build up that before they came into Nursery, to give us a little bit of a step.

PT: because of the area that, a lot of our children are Pupil Premium, so we are given intervention time, so we needed to make sure that the Pupil Premium children made accelerated progress and the Pupil Premium children are the children that aren't making expected progress, to make accelerated progress that makes our job even harder.

PT: we had to start again and then we were told then that we had to make sure the skills were taught and, it's just trying to find that balance of everything.

PT: I feel now that the curriculum is so tight that we're not really dealing, we're masking things, we're not really dealing with issues. So for example, erm, you know like, there aren't, there isn't time to deal with arguments on the yard, because the curriculum is so tight.

PT: we don't really get time to speak to the children, apart from everything is just curriculum driven at the minute

PT: the children aren't really getting time to reflect, I guess, because everything is just so busy.

PT: But for some children, literacy they're never ever going to be strong at that, and I know they've got to achieve those four targets, but sometimes I feel like we're pushing them and we're not really covering the basics, if you like to try and get, to try and push them even further

5.3.2 Teacher learning

LM: 'I've now learnt that that happens, I've learnt that that happens' so you build up what to say to those people, to keep them engaged with your school and I think you learn...I think you learn so much from our parents. I think that's absolutely inevitable because we learn how they function, how they think, how they feel, and we capitalise on that

KS2: People don't realise that people come into teaching thinking they're going to have like this sort of experience similar to what they had, where all kids just want to learn and just want to, and some of them might not be as bright, you'll be the one that brings them up.

5.3.3 Learning in the wider community

TA: You get some families who are very positive and you get other families that....oh how can I put it? Are not interested. If that's the word now. I can't. You know they are interested in their child but you know, you can see from, and I'm not saying all families are but you know, some families are not interested in doing things out of school with their children for education. They're more obviously, let them do what they want, not do what they want obviously but there's more things like PlayStations around now and they're not really prepared to sit down and work with their child.

TA: obviously we are quite open, we'll tell them and if they say, 'well how are they getting on' and if they are struggling, we tell them straight because I don't think it's worth telling them that their child is doing really well when they're not and they do need just a little bit of help at home. You know it could be even just like, you know every day they hand you their coat, they don't want you to, they don't want to do it themselves because obviously mums and dads have got no time to do it, you know, it's just giving them that extra time that we can give them, if parents can't give them that time and show them, no I am not putting your coat on, you can put your own coat on. Just simple social skills like that really helps if we speak to parents and just give them a bit of an idea about things like that because they think they're doing the best thing by doing everything for them but really, they need to be more independent.

HT: It's finding a balance because you can't just keep doing art and cookery because at some point you've got to challenge the fact that they need to be better at talking to their children and doing literacy and numeracy too.

LM: over the last few years we've had incredible results and that's been because of the nature of our school which is developing as a community school.

KS2: It might not be the perfect response to how to do that, they might not sit and read with their child every night. They might not have had the time to have the children read to them every day, but I think that a lot, it depends a lot on how the parents were, so it's not a 'facility', it's not a place that they can go and they can read, because you know, let's be honest, if a library was open, loads of them take their child to a library really. We're in the age of information and communication, there's iPads, there's

computers and, you know, they could be utilised at home and a local community library is probably only going to be resourced by two of the children in the class, that's not through bad parenting, that's because why should we, if you've got a computer at home, you don't need to go to a local library to find a book nowadays, you can find it online, you know you can find excerpts online, you can find things to help with homework online, you don't need to do that anymore. So I suppose it's not a facility, it's more the tools to enable.

EY: the feedback from homework is unbelievable. The amount the parents are writing their level of literacy, their interest in the children's development, their erm understanding of next steps, the keenness to be involved is huge and, actually, their gratitude has come out unbelievably. They'll always say, you know, we can really see the progress from this step to step, thank you for your help, what can we do next? They are, at the minute, at the point where they are talking about their child's own next steps.

PT: after having my son, it made me realise the importance of erm, having a step gap, if you like, from erm a young child to school, erm, and in our school there was a big opportunity to set up a parent and toddler group. Erm, the reason I set up the parent and toddler group was because after speaking to a colleague, who is a Reception teacher, she said that the children who came to our school started on low entry points on the speaking and listening and their communication. So, we set up the playgroup in hope to strengthen those skills. So, erm we did a bit of an audit to see who would be interested in coming to the playgroup and the playgroup was set up and the playgroup had different areas so it covered all of the early learning areas, so erm, physical play and creative play

PT: I had to give a plan to the Head Teacher, erm, of what areas I was covering and what I intended to do. The Head Teacher wanted it very structured, in the sense of she said she'd been to playgroups in the past where the parents sat on chairs and the children just played and she said she didn't want that. So she said wanted a lot of erm, encouraging activities where the parents would have to get involved. So I put a plan to the Head Teachers and I spoke to a colleague erm, about the early learning goals, and then using the Nursery Nurse in background, that put a lot of things that have already we had, if you like, in a basket altogether.

PT: The only thing that, you can't change people so if people let their children play, it's fairly hard to get them involved. So, I tried as much as I could, in the sense of set the activities up, but you still had a cluster of people who were happily to talk, were more happy to talk to friends, instead of play with their children

PT: I think if a parent is reluctant to take their child, then I think it's going to take a lot to persuade them, whether it's free like the Sure Start, I know this isn't about the Sure Start, but the Sure Start groups are free. When I went to the Sure Start groups, it was the parents who work who were going to the Sure Start groups, rather than maybe the targeted audience of stay at home, erm, parents on benefits and things, which to build that disadvantage gap, if you like, that's who would be targeting.

PT: most parents knew, were singing those rhymes anyway and, you know, with doing pictures and things the children were able to hold a crayon and, I think, that's why they thought the playgroup was of interest of them, because they're doing activities like that anyway. But when some children going into Nursery can't hold a pencil and can't sing nursery rhymes, or don't know any nursery rhymes, so it's there are children out there who aren't getting that experience. But, whether that's from what background, or whether their parents work or not, that's irrelevant, but there are children out there who come into us like that.

5.4 What it means to be a teacher

5.4.1 Role beyond teaching

DH: knowing what that community is and not just walking into school and thinking 'it's a job' but knowing that for this particular school, these are the issues that could entail.

DH: if you stood back and said is this a part of my job you would probably say, 'You know what, this is not what I trained to do'

DH: without signing anything, you sign up for that don't you? You agree that that's my role, I am part of this community and this school is part of this community, the children come from this community, so I've got to be that bridge in lots of ways and I'm happy to do that if it impacts on children

RQT: I know that if I want to do a good job or a job that means something that you have to go that extra mile

HT: also there is a sense of you know, actually this isn't...sometimes it feels like it's not your job

HT: I think it kind of look at your job a little bit differently, you have to re-evaluate that yes, originally, you know, twenty years ago, when you came into the profession, you came just solely as an educator but actually time has changed and almost every day on the news there's another role that a school has to take on board and you just kind of have to shift your mindset a little bit really, because it is a different way of working.

HT: you can't possibly be everything, that's why there are people who study social work and police because you actually should draw on those people but probably some of the best things is when you have multi-agency training around issues and you get to understand the different viewpoints of the different agencies because actually that's quite startling at times. So some of the multi-agency work that I've been on, which always is around safeguarding but I think that there's elements that you could do not just about safeguarding and child protection, it's more than that and to understand how other agencies see situations is interesting and can influence your thoughts because I think sometimes teachers and the teaching profession see things in one way, perhaps a little bit black and white, and actually social workers, health visitors, the police, have sometimes different boundaries and if we had a common understanding of what everyone was doing and what can be done and what can't be done and how each other work, then there's lots to be learnt from that.

HT: actually I'm not just a Head Teacher, that actually erm, you're seen in the community like somebody who can influence and make changes

HT: it feels a bit like sometimes you're the chief of the community and everybody brings their problems to you and you're meant to be able to solve it all, or you've got the people to solve it all or you can find the way to solve it all so erm, it reminds me a little bit that actually, it's not just here in this school, that it's a much wider role and you know, you've got to keep your mind flexible about what you're doing in the day.

HT: you are almost educating everybody, rather than just in a school that is just educating the children.

HT: you're trying to counsel the adults and also the children at the same time so, not every week but regular enough to make it a huge part of your job, in a school in this sort of community.

KS2: I think, that is what a lot of teachers need to realise when they come into the profession, you're not just a teacher, you're a psychiatrist, you're a liaison, you know you're all, you're an admin officer, you're loads, you're a hundred different things a day. Never mind just a teacher and, you know, everybody's job's hard you know, if you work in Subway where your job's hard, never mind just being a teacher, but there's so many added things

EY: in a school like this it is really difficult to have academic without the pastoral

EY: you can't just get them in and talk to them for a twenty minute workshop for them to get that across, it's got to be an ongoing thing that starts from day one and finishes when they leave school.

PT: all they want from us is academic results. Erm, and the Head Teacher said that she wanted the plays to carry on, because it means a lot to the parents and, you know, it's part of the child, it's a big milestone, especially like the Key Stage One nativity, is a big milestone. So we were told to carry on with that, but it is quite difficult to find that balance of English, mainly at the minute English, and everything else that we're expected to do

PT: we're making the behaviour for learning ok, but I'm not sure when they go into the wider world, if you like, could they make those choices and understand why they're making those choices.

PT: I just think in class we're not really looking at the whole child. Maybe it's just my class, but a lot of the teachers are saying they haven't got time to do a lot of things, possibly we used to be able to do as much.

PT: So, there's a group of about nine ten children who, I feel, I don't really see. So, out of my PPA time, weekly I'm just giving fifteen minutes to them a week and I'm just literally having a chat

PT: we've always had the Pupil Premium children identified, erm, we have to accelerate their progress, but we're actually doing nothing with the community. It's just that on paper, those children are meant to be disadvantaged children, so in school we have to accelerate them but nothing to community wide to help us with that.

RQT: I give him the attention that he deserves, he hasn't half come on. That little, that little, just me being, giving him an extra smile, asking how his day is, has just gave him that confidence to come to school every day on time when he wasn't and to work hard and to, you know, to try harder because it is not something he is getting at home

HT: so although initially you think 'well do you know, it's a Monday, we don't really want to start unpicking what has happened at the weekend'. The potential impact on the rest of the day meant that perhaps if you put some time into that, it could help our

day. But also it meant that we could bring this to an end rather than it rumbling on because it could carry on that night and then have an impact on the next day

HT: it's the issue around, sometimes you think of you're being a school and education being the first thing that you're going to do, but actually you have to spend time on some community issues, in order to create the harmony which will allow you to educate the children in a settled, calm way and allow them to make progress and the attainment that they want.

KS2: what I am trying to say is how it impacted the community and how it made a difference to that community as that child started to be less of a negative influence outside. And people started to see him as an actual functioning member and, you know, it's turned and people are happy to say hello and he was happy to say hello back

KS2: It's about the individual really, you'll look at the individual's needs, where they've come from and where you want them to go to. And, you would talk to them and treat them based on how they deserve to be treated, or how they react to the way they are treated. Obviously, you have rules and everybody has to follow them rules and there's set things, but that again is being part of the community.

PT: I've had two children in class this week who are crying and really, really upset because their mum and dad've split up, so whether, you know, I don't know, you score highly in education or not, if they're really upset, then I think that's their priority and I don't know where I sit with that. You know, how do they learn if they've got all this going on and yes, it's great for them and it'll be better if they achieve, but surely it's got to be a mixture of, you know, the home life's got to be secure as well as they're achieving.

5.4.2 Teaching as a vocation

RQT: You're also a role model for the children and if they haven't got good role models at home then you've got to make sure that you're a better role model for them to look upon and you know, there is an amount of children in this school, and especially in my class, who just have very poor role models at home so it's made me realise that teaching is only so much

KS2: but it's how you model yourself and how you talk yourself. It's those little pockets which are valuable time to interact with the children, where you sort of impress them values and views on them. It's not like, it's just in the way you conduct yourself. I think, I am OK at it because I've come from a similar background and I know where these kids are coming from and where they need to go. I think that some people will be excellent teachers and will be able to teach, and that, until the cows come home, and can get the children up the levels, but the kids are then just ready to do an exam at the end of it. Whereas, if you can do that whilst teaching the kids the values to be an actual person, then I think you've sort of cracked it really.

KS2: because if it wasn't for her, I wouldn't be a teacher now. I wouldn't doing this sort of job, I'd probably be working in somewhere because I've always had a strong working value, but I probably wouldn't have, my parents always impressed on me to go to university and said you know, you've got to do this and do that. But if it wasn't for her, I probably wouldn't have had the skills to be able to achieve what I have done in life, or I wouldn't have progressed as well

KS2: whereas this class I can just teach and I can just impress my values in a different way and not be, but it's shaped me for the better because I'll always remember that and I'll always hope that that child does ok.

5.4.3 Working with other agencies

DH: parents hopefully feel that they can come and talk to us and other community services feel that they can come to our school and that we can almost be a stop gap for some people like a signposting agency for some needy families that we can direct them on to the right people in the community to help them

DH: I think school is useful in bridging that gap between parents and those other services.

PT: I did try and drive it, like put it on Netmums like, because I had, we created the flyers at home and things, erm, but I didn't take an active role to promote it I guess, because juggling all the other responsibilities, but no one else made that choice to either.

RQT: it just felt like a lot of pressure that you were holding this meeting in front of all these people who you don't know and you've never met before in front of two parents about their child when really you're just the teacher.

5.5 Raising aspiration

5.5.1 Children's aspiration

KS2: I try to always get aspirations high for children and, you know, I suppose being a teacher or something like that, from this sort of background, without sort of being patronising, is raising a goal. It's a steady job, whereas a lot of children will have seen, I know from experience, these classes, a lot of children will have seen parents who have gone from generation to generation with nobody working and it's good to set them that goal that you know you can do this.

KS2: Whereas most children here will say that they want to be footballers and they don't see anything else other than that, or a singer. Whereas after, I remember doing a study, I said to the class at the beginning of the year, 'what do you want to be when you grow up', and it was very singer, dancer, hairdresser, which there's nothing wrong with, by the way, footballer – they're fine dreams to have, but then the end of the year we did the same thing and we had a lot more of, like I want to be a teacher, I want to work here, I want to do that, I want to be a lawyer was some of them, and I thought it was very good that they'd gone on that journey, they realised that in life you can't always be a footballer, you can't always be a singer, can't always be a dancer so best have a backup plan.

KS2: we're not just teaching them how to read and write, we are teaching them how to be part of a society and how to grow up, and how to give them aspirations and goals.

KS2: well my Dad doesn't work and my Granddad didn't work, because he was laid off and he's never been able to get a job. I think that there can be a cycle of deprivation can't there? And a spiral of negativity, in the sense that's what I can do and live perfectly fine, you've got to try and snap them out of that

KS2: I would still set the high aspirations and bar, and stuff like that. If we carried on like this, then I think the gap would probably, could become too, that wide that you would not be able to bridge the gap.

EY: I think at such a young age, they don't really have an aspiration. They have to learn what an aspiration is

5.5.2 Parents' aspiration

KS2: I don't think that those parents would care, because it's just that it's their local school in their local catchment area. I would imagine that there's not many, there's not many parents who have wanted to choose the school because, there'll be some, but I imagine not many of them have wanted to choose the school because it was a good school with outstanding features. I'd imagine a lot of them went, oh the school's is our most local Catholic school, so my child will be going there

EY: there are no issues, but a lot of these parents aren't in work because they've possibly not been pushed to achieve their potential.

EY: They're not really, the majority of our parents aren't parents that move in to the area and aspire to live in this area. They are parents who have always lived here and their parents live very close to them and they walk to school.

EY: So if a child can read and blend and write and make such quick developments at such a young age, then it may raise aspirations and expectations of their child, long term. It may encourage them to be more, maybe be, get back into education if they can see that they're enjoying doing things with their child and they can see an outcome and they can see that they're having a positive impact and if nothing else, it gives them quality time with the child

EY: I think a parent will have any aspirations they want for their child but I think we can have a role in educating their aspirations and falsely giving them that quality time so that that possibly becomes part of everyday life.

5.6 Challenges

5.6.1 Time and resources

TA: a few children came up on our bikes but sprayed (laugh), painted, so we knew what family had taken our equipment or which family had either bought the equipment or had taken the equipment but nothing got done about it at the time, they didn't actually catch the people who had taken our equipment but we did see the equipment the year after on our school sports day. One of the children who had not actually come to our Nursery but later did because they were too young, they were on our equipment and you could not get that equipment anywhere else because it was community play.

HT: So it wasn't sorted out at home and it was brought in on say the Monday and we spent quite a considerable time unpicking what had gone on with the children mostly first of all, about who had done what, who had said what, what they could have done, what they shouldn't have said, what they could have done better, how they could have responded and all those sort of things.

HT: Some of the frustrations around that is that it takes a huge amount of resource in terms of people's time, it takes people away from what they could be doing. And sometimes it feels a bit frustrating that you think just a little bit of common sense and a little bit of erm, a different way of handling situations in communities, mean that problems wouldn't arise like that and if people just spoke to each other differently.

HT: sometimes you feel like you're wasting time....sometimes it feels a little bit wasted, while you deal with that. Erm, so there's a bit of kind of, you have to take people off other jobs that they've got to do, and it isn't a five minute job, it takes a long amount of time, you unpick it, and then at the end of the day, you've got to go back over it all with the adults and hope that they will take that on board

HT: it is really hard, we only have them for five hours a day, so there are nineteen hours when they're not here and I'm not sure that £900 a year can make up for that deficit as much as you would want it to.

PT: due to lack of numbers it folded erm after a term and a half.

PT: So because the lack of numbers, it was quite hard to do anything. Erm, at first the parents, the grandparents were quite shy so it was hard to get them involved in anything, so I tried at first to do like stories and things, but they found that quite uncomfortable because the numbers were really low. Erm, so I don't think we really achieved, we achieved socially in the sense of people might have made a few friends, erm, and the children enjoyed it short term, but I don't think we actually achieved anything more than that; like, I don't think we pushed and children on, or closed any gaps, or ticked any early learning goals or anything like that, because it was so short.

PT: it was then passed over to someone, a lady that had a child who came to school but also a parent governor. She was quite happy to do that, erm, so it wasn't delivered the same, but it was still ok. The main reason it started to fold is we've only got one hall

PT: So a lot of the groups got cancelled and it was only three that got cancelled and that was enough for our parents to give up, so after three weeks the numbers started to dwindle and then it got to hardly anyone, just the organiser turning up

PT: Space and the booking of, erm, the booking of the PE lot at the same time.

PT: if I was in class, like now I would never ever dream of setting up a playgroup, because I wouldn't have the time.

PT: But I think there needs to be time allowed for it to develop, it's not going to be something that will happen and take off so quickly. It would probably be next year, if it was still continuing, that you know numbers would go higher through word of mouth. I did approach, erm, I did approach parents on the yard, in both prams and things, but it was mixed. Some parents were like oh I'll give it a try, but the majority of parents on the yard, who'd obviously had the flyers, were like oh no I'm too busy in the day and they didn't come.

PT: I feel, maybe this is just in my class, that I haven't got time to deal with it like that and it is just a case of, OK how can we make this better, say sorry, end of and that way we move on.

PT: I know more about grammar, what they, but actual personal interests of the children, I'd say I know less, because we just don't have that time.

PT: Obviously, it's got to be done and we've got to make them achieve, we're behind nationally, so we haven't really got that much choice. But it's just about, for me it's just about what I've done in my class is, there's a group of overlooked children in my class, nine of them and I feel that I'm not seeing them much, because we've got to be able to push our top group to the top.

PT: it's the job share or I'm just feeling it more, but the time is very very tight. I think people are a bit, people have a rumble and a moan about we can't do, you haven't got any more time in the day, erm, to do anything, but when we, we don't really voice it

5.6.2 Personal impact

RQT: I just thought it was a lot of pressure and I used to think about it all the time and be like, after school, you know when you go home, you'd be thinking what was happening and stuff

HT: that's when often things will happen, because I am going to be hit, and it is erm, the school is the hub of the community and probably we can have an important part to play, erm, and once we are a bit more set up in order to do that, then it would help the community, the difficulty is that you've got different tensions because you've given lots of time to the community but you've got to weigh that up against the detriment at the end of the day because there are targets from the government that you have to reach and actually they're not bothered what community you live in, because the expectations are the same, so you've got to kind of balance that and sometimes that is really hard to do.

HT: then you know, bang, they're hit with something huge that they're not expecting, a new child suddenly appears and instead of doing a mental maths test you have to do a circle time, erm, a child comes in and, you know, there has been an incident and instead of starting off your literacy lesson, you've got to just do something a little bit different, or take that child to one side and talk to them. So, I think that, you know, they have to be flexible and adaptable but it must be quite frustrating at times because they'll spend an awful lot of time planning things which then just have to go on hold while they just deal with another situation

LM: You just have to, you know, but you have to put in what you can to help that change and to help it move forward and sometimes there are things that you don't like and you feel like saying, you know, 'that's not right, that's wrong' but you have to let that go in order to move forward don't you? If you can see that there is an outcome or an aim that you're going to like, I think you have to get over an awful lot of things, you might go home screaming and crying down the motorway but nonetheless you know, you have to don't you? I think it's an on-going process.

KS2: I would hate to feel like I failed a child because I didn't see something in them that I couldn't push them on.

KS2: I think it's that I do care a lot about the children in my class. Like, if a child misbehaves in my class, I will take it personally and I will be like I can't believe they've done that and I'll go home and it'll upset me a bit, because I'll want them to be, not perfect, but I want them to be as good as they can be. And I just think, oh they've let themselves down and I do take it personally, in the sense that sometimes I feel that I've let them down, if they've done that and I feel like there's no other way to get round it, other than just to go you know, to try and, I've had to really over the past year or so, really take myself away from the situation and just realise that you can't always be thinking about work, because it will just absolutely ruin you.

KS2: that this is actually bloody happens, you know it is hard and that it's just something that you're going to have to deal with really.

EY: I think they are, they've become slightly, disengaged with the job really because of the general feeling around just because people are feeling quite stressed really.

EY: I just feel like teachers are generally more stressed and so possibly less approachable, possibly their focus is on different things because the Head Teacher said, 'After all it is Christmas, we need to remember, Christmas is meant to be fun and we're all kind of doom and gloom so we need to knock ourselves about a bit really.'

EY: just after our Ofsted, I went out to do some training and I thought, 'oh God, I don't know if I can really do this'.

PT: it made me feel like I didn't know what I could do anymore, because, erm, the observations that we've had from the Head Teacher didn't marry up with what Ofsted were saying. Ofsted said the teaching needed to improve and our expectations weren't high and our books weren't good enough. So that left a lot of negativity there and we didn't really know what to expect

5.6.3 Working with other agencies

DH: 'Oh no, we went and did a home visit and it looked fine so they are not getting any support'. Or 'mum said that she was fine' and it's a bit frustrating, sometimes.

DH: once we've referred, we might have to refer again or we might have to go through different channels to try and get that same level of support, which is difficult.

DH: school are then out of the loop. I think that can cause issues and frustrations with people because you might then get together with the parent and talk about it and they're telling you something that another group of people have supported with and there's all of those tensions.

DH: There is frustration when you are referring it and it doesn't have the impact or other services don't live up to the expectations that you've got of them but it doesn't feel like it's not part of our role

5.6.4 Challenges of working with families

RQT: we had to contact mum and dad who were not together so that was very difficult.

RQT: it would affect the rest of her life, her progression throughout the school, you know, I don't know, it was quite difficult really.

RQT: well it's hard really because I think it is because a lot of parents don't work or you know, not, or you know, maybe only one parent works so a lot of children see that their parents don't go out to work and they don't earn their money so it's important that, to say that, you know, this is how you can go out and get money and the harder you work, the more money you can make.

KS2: Hard to get on side, didn't want to work, didn't want to do anything. And then, for the first weeks of having him he was very disruptive, very hard to integrate within the class

KS2: I can just teach, of course I can teach the other class but there was a, for a little while, there was a constant battle in terms of right let's get back, let's calm ourselves down, let's get stuck in. Right, it's happened in the yard, we need to forget about it, we need to get on with it and it took them about, I'd say, a year a full half term before they realised that's how I operate, and that's how they should behave

Appendix 6: Examples of participant data - observations

6.1 Nursery Open Afternoon – Early Years Teacher and Teaching Assistant

Stimulus Question	Observations
Who is in the group/scene/activity – who is taking part?	Nursery Open Afternoon for new children to the school and their parents delivered by Children’s Centre staff
How many people are there, their identities and their characteristics?	Children’s Centre staff (x3) Early Years Teaching staff (x4) Parents (x11) Children (x8)
How do participants come to be members of the group/event/activity?	Parents and children are invited once they have their application to the Nursery for September intake has been accepted
What is taking place?	The Children’s Centre staff delivered a circle time session in the school hall with all parents and children singing welcome song, introducing all the children to each other. Children and their parents were taken in two groups to the Early Years unit and encouraged to play with children in the Nursery class while parents were introduced to the Nursery staff and had conversations with them. Once the children had completed their time in the Nursery class, a craft activity was delivered by the Children’s Centre staff in the hall and parents were guided through the school’s induction pack and Early Years framework materials.

<p>How routine, regular, patterned, irregular and repetitive are the behaviours observed?</p>	<p>The Children’s Centre staff reinforced the importance of listening to instructions regularly and turn taking. The staff praised children who did this often e.g. ‘They all did really well turn-taking’</p>
<p>What resources are being used at the scene?</p>	<p>Songs, musical instruments, craft materials and an Early Years booklet were all used to support the session and encourage parents and children to engage.</p>
<p>How are activities being described, justified, explained, organised and labelled?</p>	<p>The Children’s Centre staff had visited all the parents and children in their houses prior to the Nursery workshop. At this meeting, the parents and children were registered and invited to the school taster days. The Children’s Centre staff led the session and gave explanations to parents as to what they were expected to do. When the children moved to the Nursery classroom, the Nursery Teacher then gave a short explanation about what parents and children were expected to do in the classroom.</p>
<p>How do different participants behave towards each other?</p>	<p>The parents spend time sharing experiences with one another such as whether their child still has an afternoon nap or not and what their children are looking forward to when starting school. For example, one family had an older sibling and therefore explained the way their younger child was looking forward to receiving their book bag. Most of these conversations were unprompted and informal between parents. The Children’s Centre staff sat together at one point in the circle.</p>
<p>What are the statuses and roles of the participants?</p>	<p>The Children’s Centre staff were leading the session with focus being on support for parents. For example, ‘helping your child be ready for school’, ‘tips for parents and self-help skills’, ‘I’ve give you</p>

	<p>them to read through the summer'. The parents were being given information and tips for supporting the development of their child.</p>
<p>Who is making decision and for whom?</p>	<p>Even though the session was located in the school, the Children's Centre staff led and decided on the organisation for the afternoon. The Nursery staff came to the school hall to collect and return children and their parents for the tour of the Nursery classroom. The parents were not decision makers other than supporting their child to make decisions around what material they used/which instrument they wanted to play and who to play with in the Nursery classroom.</p>
<p>Who is in the group/scene/activity – who is taking part?</p>	<p>Children's Centre staff, parents, existing Nursery class children and new intake of children for Nursery.</p>
<p>What is being said and by whom?</p>	<p>The parents were given a small number of opportunities to contribute questions during the information session. The Children's Centre leader asked, 'does anyone have any questions?'. One parent asked, 'how do you get him to sleep earlier?' but then said he was only joking. Other parents did not ask any questions at this point.</p>
<p>What is being discussed frequently/infrequently?</p>	<p>Parents frequently compared their experiences with their child between themselves e.g. toilet training, sleeping and eating habits.</p>
<p>What appears to be the significant issues that are being discussed?</p>	<p>Some of the parents asked questions of each other rather than the Children's Centre and Nursery staff e.g. where do the children eat their lunch? Do they get a book to bring home?</p>
<p>What non-verbal communication is taking place?</p>	<p>Eye contact and actions during welcome song with children and parents. Children's Centre staff and Nursery staff speaking to children at their own level</p>

	<p>with behaviour reinforced with clapping/smiling.</p> <p>During in formation session with parents, the Children's Centre worker leading the conversation sat with her back to one of the parents who asked her if she could 'speak up a bit' then spoke during the input.</p>
Who is talking and who is listening?	<p>Children's Centre staff talking for vast majority of the time and highlighting to parents that the talk that is being done is modelling good language use for children.</p> <p>When the children moved into the Nursery classroom and outdoor area, the Early Years Teacher and Teaching Assistant had informal conversations with parents such as asking how an older sibling of the child is.</p>
Where does the event take place?	In the school hall and Nursery classroom (as well as Nursery outdoor play area)
How long does the event take?	Two hours with twenty minutes of the session in the Nursery classroom.
How is time used in the event?	<p>Introduction session 20 minutes</p> <p>Music activity with children 20 minutes</p> <p>Visit to Nursery classroom 20 minutes</p> <p>Art/craft activity 30 minutes</p> <p>Information session for parents 20 minutes</p>
How are the individual elements of the event connected?	<p>Modelling language and positive activities for parents to complete with children. This was then reinforced in the Nursery classroom as parents were encouraged to play alongside their children, 'mummies and daddies can have one too. We role model everything.'</p>
How are changes and stability managed?	Discussion between Nursery staff and Children's Centre staff meant that as soon as the parents and

	children left the school hall, the Nursery Teacher gave the instructions.
What rules govern the social organisation of, and behaviour in, the event?	Children and parents were all expected to sit quietly in the circle, join in with songs and follow instructions. Children who got upset, refused to participate or moved away from the circle were all encouraged to return.
Why is this event occurring and occurring in the way that it is?	Introduction to Nursery. Previously, parents had visited the Nursery but did not have input by the Children's Centre staff. This is the first time that the Children's Centre staff have been involved due to a new partnership.

6.2 Personal Social and Health Education lesson – Recently Qualified Teacher

Stimulus Question	Observations
Who is in the group/scene/activity – who is taking part?	Key Stage One class. Wednesday afternoon 2-3pm session. 14 children and one Teaching Assistant. Usual class Teaching Assistant is absent.
How many people are there, their identities and their characteristics?	14 children – even mix of boys/girls 1 Teacher – Recently Qualified Teacher with two years' experience in Key Stage One. 1 Teaching Assistant – worked in the school for twelve years, usually works in a Key Stage Two classroom.
How do participants come to be members of the group/event/activity?	Class is divided between two class teachers due to behaviour issues. The class was divided with specific children being consciously separated.
What is taking place?	Circle time session and social skills lesson – 'it's good to be me'
How routine, regular, patterned, irregular and repetitive are the behaviours observed?	Repeated instructions, use of class dojo point as a reward. Peer to peer support reinforced both during the circle time activity and in the follow-up task.
What resources are being used at the scene?	Character puppet used during circle time to talk though and more structured, friendship worksheet to follow-up the discussion with.
How are activities being described, justified, explained, organised and labelled?	Discussions are modelled by class teacher and then children are asked to share their thoughts. Similarly, the written, worksheet task is modelled for children then children are asked to complete their own without copying the modelled answers.

<p>How do different participants behave towards each other?</p>	<p>The children were provided with structures in order to manage behaviour and support the development of social skills e.g. children were designated A/B then A children were to speak while B listens before swapping over.</p>
<p>Who is making decision and for whom?</p>	<p>Teacher is making the majority of decisions although some individual children are asked to make smaller, structured decisions e.g. would you like to work independently or sit next to me?</p>
<p>What is being said and by whom?</p>	<p>Teacher</p> <p>So what are our circle rules?</p> <p>So why was your hand not up?</p> <p>I know all the great things about all the children in this class.</p> <p>L, look at me, you need to stop that. I'm going to give you to the count of five...I'm getting very frustrated now...ten minutes of golden time gone.</p> <p>We are really good at saying what is good about us.</p> <p>You don't have to shout across the classroom.</p> <p>Boys, I'm a little disappointed</p> <p>L, look what you've caused.</p> <p>Share – I love that word you have used there.</p> <p>That's a lovely one, yes.</p> <p>Sometimes when we share our ideas we copy each other.</p> <p>E, you can carry on with your work because you have been reading (rather than finishing and coming to the carpet).</p> <p>Because we do have a bit of teasing don't we?</p> <p>It's your birthday tomorrow isn't it?</p> <p>A, can you tell J what a crook is?</p>

	<p>Child - I'm stuck. T – Maybe you can ask one of your friends to help you.</p> <p>It's OK to be different. I don't like drawing pictures but you two do.</p> <p>You have a friend from School B don't you?</p> <p>Child – Miss, am I allowed to use this colour to colour in?</p>
What is being discussed frequently/infrequently?	The importance of friendship, the concept of sharing, personal strengths/skills.
What appears to be the significant issues that are being discussed?	<p>Personal strengths such as, 'I am good at drawing' or 'I am a good friend'.</p> <p>Promoting values such as sharing, kindness, supporting others.</p>
What non-verbal communication is taking place?	Two children sat at a table working. One child needed a rubber that the other child was using. Without verbally communicating, the child passed the rubber and there was no reciprocal thanks.
Who is talking and who is listening?	Mainly the class teacher. Teacher models responses she expects before the children have an opportunity to discuss the issues.
Where does the event take place?	<p>In the year two classroom. Teaching Assistant hearing readers at the back of the room.</p> <p>Children discussing scenarios and how to react to them during playtime/lunchtime but remained in the classroom. During the lesson, a Key Stage Two class were having a PE session with a sports coach outside the window which distracted some children.</p>
How long does the event take?	One hour in total

<p>How is time used in the event?</p>	<p>30 minutes in circle, 20 minutes completing the worksheet and 10 minutes to feedback in a plenary.</p>
<p>How are the individual elements of the event connected?</p>	<p>The lesson was part of a sequence of social skills lessons leading up to a class assembly with the theme of 'friendship'. The initial circle time provided opportunity for the class teacher and children to discuss their personal qualities and how these could be used to help others. The main worksheet was modelled with the teacher providing example answers to questions such as 'how might you be a good friend in the classroom?'. The children shared some ideas for answers to these questions before moving to their tables to all complete the worksheet.</p>
<p>How are changes and stability managed?</p>	<p>Children were moved between the carpet and tables a group at a time.</p>
<p>What rules govern the social organisation of, and behaviour in, the event?</p>	<p>Teacher-led discussions and directs all interactions during the sessions. Teacher provides instructions, children are expected to follow. When this does not happen, individuals are warned of consequences for not following instructions e.g. L, look at me, you need to stop that. I'm going to give you to the count of five...I'm getting very frustrated now...ten minutes of golden time gone.</p>

6.3 Parents' Afternoon – Part-time Teacher

Stimulus Question	Observations
Who is in the group/scene/activity – who is taking part?	Parents, class of children, class teacher and two Teaching Assistants all participating in a reading afternoon. The reading afternoon is conducted outside in the school gardens and in the classroom.
How many people are there, their identities and their characteristics?	3x parents with 2 extra parents joining the group for the last half an hour of the session.
How do participants come to be members of the group/event/activity?	The reading afternoon is an initiative that was run throughout the school with parents being invited into their child's class for an afternoon during the week. Letters were sent home to parents inviting them to participate in the afternoon and they were encouraged to volunteer to attend.
What is taking place?	Informal reading activity outside with parents and the children reading a text then using QR code technology to find questions and answers relating to the text read. Children and parents were encouraged to interact in order to find the questions. The books were all associated with the whole class theme of 'The Romans'. Following this, the parents and children were asked to move with the children into the classroom and given the materials to make a Roman soldier. The class teacher demonstrated some of the paper-based design and technology skills for the children and parents, then they were given time to start their model and complete it at home.

<p>How routine, regular, patterned, irregular and repetitive are the behaviours observed?</p>	<p>The class teacher modelled the strategies that she usually uses with the class to manage behaviour e.g. positive praise and counting down from 10 to 1. Learning conversations were also used to model the language that is routinely used with the children.</p>
<p>What resources are being used at the scene?</p>	<p>QR codes, books for parents and children to read together, comprehension questions, materials for making a Roman soldier – newspaper, masking tape.</p>
<p>How are activities being described, justified, explained, organised and labelled?</p>	<p>When the class teacher was explaining the activities or giving instructions, parents and children were spoken to at the same time. For example, when demonstrating the techniques for making different shapes with newspaper and masking tape, the class teacher modelled this and spoke to the children and parents together. At some points, the class teacher engaged in an additional dialogue with the parents to explain the rationale for an activity. For example, when explaining the comprehension questions that followed reading, the class teacher explained that these are the type of questions that the children are expected to be able to answer.</p>
<p>How do different participants behave towards each other?</p>	<p>The afternoon was structured so that parents, Teaching Assistants and teachers were all working alongside the children to support their reading and their ability to make the Roman soldier.</p>
<p>What are the statuses and roles of the participants?</p>	<p>The parents acted to support the children with the activities. They were asked to stop at the same time as the children and expected to listen to the class teacher when giving instructions.</p>
<p>Who is making decision and for whom?</p>	<p>The class teacher very much led the session as she planned the activities, the resources and gave</p>

	instructions to the whole group about both the structure/organisation of the afternoon as well as expectations.
Who is in the group/scene/activity – who is taking part?	The parents participated in the activities to varying degrees. Some parents used the opportunity to talk with other parents about their children and events occurring in the local area. Some parents were positive about their participation in the activities e.g. when evaluating the session, one parent said, 'I got to see how my child works in school' and another said 'it was good spending time with R'.
What is being said and by whom?	Class Teacher – 'This is for parents to see what we have to do with reading', 'I can't answer you R because you haven't got your hand up', 'I can't hear you love because you're shouting out honey' 'Isn't that a good idea' (to child about parent's idea). Parents – 'I shouldn't have come because he's doing my head in', 'R seemed to enjoy it', 'I enjoyed being outside and finding things out', 'I need to make sure he has took in the information' [when child is reading], 'how long are we here for?'
What is being discussed frequently/infrequently?	Behaviour of the children was discussed between the class teacher and the parents. Mainly the discussion were focused on the activities and managing these. For example, the parents would provide suggestions for how to make the model of a Roman soldier.
What appears to be the significant issues that are being discussed?	Behaviour management was discussed between the class teacher and teaching assistants at several points.
What non-verbal communication is taking place?	Children's names were written on the board if they were speaking at the same time as the class teacher. Some parents gave their child a

	disapproving look if they were not listening to the Class Teacher.
Who is talking and who is listening?	Mainly the Class Teacher talked and the parents, children and Teaching Assistants listened then supported the children's work.
Where does the event take place?	Outside of the classroom in the school's gardens and in the children's classroom.
How long does the event take?	From 1:30pm to 3pm. The reading activity lasted between 40 and 45 minutes as did the art/craft activity.
How is time used in the event?	Of the time the parents and children spent outside, most of the time was spent with the parents and children reading the books and completing the follow-up reading activity. Of the time spent in the classroom, much of the time was spent on starting to make a Roman soldier however more time was spent with the Class Teacher speaking to the children and parents either demonstrating the techniques or reflecting on progress.
How are the individual elements of the event connected?	The activities were linked to the ongoing topic that the class were working on as part of the curriculum – The Romans.
How are changes and stability managed?	The parents were encouraged to work with their own child and one/two additional children. When moving locations during the session, the parents focused on moving with their group while the Class Teacher and the Teaching Assistants managed the remaining children from the group.
What rules govern the social organisation of, and behaviour in, the event?	Parents were expected to behave in the same way as the children and be compliant with instructions given, stop when the Class Teacher is speaking and follow the rules given.

Why is this event occurring and occurring in the way that it is?

Each year the parents are invited to share a story with their child and the rest of their class. In previous years, this has involved parents going into classrooms for the last half an hour of the school day and taking the children home following the story. However this year, the reading afternoon has been extended to provide parents with a longer time completing reading and additional activities.

Appendix 7: Examples of participant data – follow-up interviews

7.1 Nursery Open Afternoon – Teaching Assistant

I:	Ok, so this afternoon we had the Nursery Open Afternoon with new parents and children. Previously you have talked about the importance of parents understanding the work that you do in school when playing.
TA:	That's why it's good to have these days so that they can see what we do and maybe model what we do at home as well as the children see what we do as well, if you know what I mean.
I:	So when the parents came in, they came down here [to the Nursery classroom] didn't they and they were outside. They had a chance to talk to the other children, parents and staff. Why was it important that the parents could do that?
TA:	Because we get to know the parents really well and also they get to know what we actually do with the children and hopefully they will model what we do at home as well. And they get a chance to, not only to speak to us, but to know what children are going to be in their class, which is really good because I'd like to know.
I:	When they came down to Nursery, it was the teacher who brought them but the Children's Centre staff led the rest of the afternoon. Do you know what input the Children's Centre did when they were speaking to the parents?
TA:	No I don't but I did hear them do 'I can music' and I have done that with our children. So I listened to the songs and it's exactly what I've done on a seven month trial last year. So I know exactly what they were doing.
I:	So can you tell me about that? What is 'I can do music'?
TA:	'I can do music' is mainly with instruments as well as singing and it's getting the children to sing as well as listen and know what to do next because there's like actions to do as well. So it's helping the children's listening skills and speaking skills as well.
I:	Why is it important then to do that when the parents are there, like on a day like today?
TA:	Because hopefully then, if they get songs at home, they will sing with them at home and know lots of different songs and get them used to singing as well.
I:	This afternoon there were eight children who came. Do you know how many children you are expecting in Nursery in September?
TA:	I don't know, I don't know how many kids are starting in Nursery. Do you know how many children we have starting in Nursery [to another teacher]? I don't even think we know until we get the numbers through.
Other T:	I think to start with around 12 new ones.

TA:	But then we've also got the children who are staying. We've got the two-year kids who've done a year and are doing another. The three-year kids. We don't take two-year olds.
I:	Ok, why not?
TA:	Because we're not a two-year old intake. Never. I don't think we're ever going to take two-year olds. [laughs]
I:	That's a definite no!
Other T:	We are not having two-year olds.
TA:	Exactly. I don't think it's an educational Nursery if you are doing two-year olds because it's more like a day centre then. Well it's not educational because you're teaching more social skills. I know that's all in our environment – social skills and everything else but it's mainly social skills that a two-year old needs. Its toilet training, it's getting them to share, all that type of stuff.
I:	Ok, because last time you said that quite a lot of the children that you have aren't where you would expect them to be.
TA:	Exactly, yes.
I:	Would it help them if they started earlier?
TA:	No. They need to be taught at home how to potty train them. We've got children coming into Reception that are not toilet trained but there is problems.
I:	See because that slightly contradicts what the Children's Centre just said, 'We will give you advice about potty training next week but it's OK if they're not potty trained.
TA:	Yes they can come in. They are allowed to come in whereas years and years ago, they were not allowed to start until they were toilet trained and I could guarantee that every child was toilet trained before they started.
I:	Ok, thank you. You talked last time about doing a stay and play session but you said that you hadn't done that this year.
TA:	But we've done a story-share.
I:	So why was that good?
TA:	It was good because we got so many parents in. We had a teddy bears picnic, they bought their teddy bears in as well. It was a beautiful day, we went outside. The children all listened to a story first and then they went off with their parents and erm, had another story with them and it was just a lovely day and then we had a little picnic with teddy bear crisps and sandwiches and biscuits and a drink and the children thoroughly enjoyed it.
I:	So on that day, you didn't particularly do separate workshops or anything with the parents, it was all together?
TA:	Yes, we stayed together.
I:	So what do you think the parents got out of it?
TA:	Well a lot of them really enjoyed it and they said how well...I think it was more listening to Miss [the Class Teacher] telling the story and the children could then answer questions. It gives them an ideas then, when their reading books, ask the children questions at the end of the story or when you're reading the story, pointing things out in the story on the pages. So they're just more interactive with the child when they are reading to them

	at home. And getting to read with them at home as well. Yes modelling yes, constantly.
I:	So you had quite a lot of parents for that?
TA:	Yes, we had like 20 parents. Maybe more.
I:	So the parents that didn't come. What were the reasons for that?
TA:	They were at work, they couldn't get out for the hour that we had.
I:	So those parents that you spoke about last time as those parents who you would like to come in but didn't?
TA:	They actually came in so it was great for them to see what we actually do in class and how we do it and maybe we hope that they take that away with them so they will do the same thing with their child.
I:	Thank you very much for that.

7.2 Personal Social and Health Education lesson – Recently Qualified Teacher

I:	Thank you for letting me observe your lesson that was really useful. I just have a couple of follow-up questions so that I can get a true and accurate picture of your practice. Is that ok?
RQT:	Ok, yes, that's fine.
I:	So there are fourteen in the class?
RQT:	Yes, that's correct yes.
I:	Split class, split year two?
RQT:	Yes, because of behaviour so the Reception Teacher had them and they were really badly behaved in the fact that it's very hard to control them in the mass of the thirty of them. Erm, then in Year One the Class Teacher really struggled as well for progress. They weren't moving because there was a lot of interruption, a lot of distraction from the other children. As you could see, one girl is very, can't keep still but it used to be about, if you put them all together, it used to be about ten of those children in the one, thirty classroom so we split them for behaviour and to try and push progress a lot.
I:	OK and has that worked?
RQT:	Erm, its worked in that fact that they are really well behaved now and they still have their instances where they erm, shout out and you know, don't listen and generally be disruptive but as a whole, they have hugely improved in their behaviour and their attention and their attitude towards work. So that has definitely improved. Progress is accelerated progress because we still had issues at first. We split them erm, so my class just then would be my class all day whereas now, since Spring term, we've actually split them ability-wise so I'll take the lowers for literacy and the other Year Two Class Teacher will take the highers and I would take the highers for maths and she would take the lowers. We're hoping that might push progress because there was still a big wide spread. You were still having your really high and your SEN and that's why progress wasn't really getting...they were progressing at a normal rate but they just weren't accelerated progress. So we're hoping this term's results and next term's results might show accelerated progress but the main reasons were actual attitudes towards learning and progress.
I:	And actually their behaviour today was very calm ...
RQT:	Yes, it is nice and you can get on, it's just when they all get together, its mayhem! (laughs) And they're all getting back together for Year Three and the Class Teacher has got them so that'll be fun.
I:	Wow, ok. So, your usual TA is absent?
RQT:	Yes, she's off now and she's been off now for about three weeks and she's been signed off. I don't think she'll be back until the week after we are back after half term. So I have another TA of an hour of a morning and she helps me with the lower literacy and she helps the other Year Two Teacher with the lower maths and she'll come in, because she has her lunch from one till two, so we split her two till three and she'll just come in and she'll read

	with them and she'll just change books. So there's no adult support in the afternoon and there's only support during literacy at the moment.
I:	Because what you said in your earlier interview was about the importance of support staff in dealing with additional issues that the children bring to school and that these could be addressed really quickly. With that teaching assistant being off, has that had an impact...?
RQT:	Oh yes, it's had a really big impact, even just on their general behaviour as well, is very disruptive and they know that she's not here so if I'm doing something on the board you can see that some are messing on the carpet whereas normally the TA would be on to them and they know what's expected and it's just that extra support because now I have the highers for maths, I can kind of push the high highs but the middles still need that support and it's like I'm trying to stretch myself and I know it's only fifteen or sixteen children but it's still a lot for one person and its hugely, been a huge struggle and it's been really difficult, especially if you just want to recap over something and maybe you've got a group of children and they haven't got it, normally I would give them to the TA and say, 'right take them out for five minutes, recap over that' and they'd be able to catch up on that so it has been a real big struggle without that support definitely.
I:	In terms of behaviour and learning?
RQT:	And learning yes, definitely. Especially because I don't have anyone for maths and then of an afternoon, behaviour has definitely slipped a bit yes.
I:	Yes, in you first interview you talked about parents who do not read with their children at home and how you try to compensate for that in the classroom with your supporting adults. In the lesson just then, you had your teaching assistant reading at the back of the room, what that with targeted children?
RQT:	It normally would have been, when the usual TA is in they read with her normally twice a week and we have boys who go out with the Reading Recovery Teacher and she supports their reading because for example P doesn't read at all at home so that's still going on but without the TA now, it's only the matter of reading just with every child and trying to get through it quickly because we only have so much time and changing books. Normally it would be interventent, you know interventions for those specific children, you know we don't have many, we have probably about three or four maybe who aren't reading at home, but she would normally pick them up and do that work with them extra and they're not getting that at the moment. So yes, she would normally do that.
I:	And you talked in your interview about doing enquiry-based learning but you've now dropped that. What are the reasons for that?
RQT:	I think one of the main reasons was because of coverage of the curriculum, because it was up to the children what path they wanted to go down, erm they chose like at Christmas with the Year One Teacher and the other Year Two Teacher, we all did, because they had to have a result at the end and what it was was that they were going to plan their Christmas party and they loved it because there was actually an outcome. They could see the outcome at the end and we went back and we showed them all the stuff about how to plan a party and everything and they really immersed themselves in it and they really loved it and they all you know, the learning, the money, the language everything and the writing was fantastic but it

	<p>didn't cover enough of the curriculum, especially because they're year two. You know because we have a lot of pressure on the exams and pushing them because of progress, it just wasn't working and I also find that because in an afternoon because I'm on my own for the first hour, it's hard to manage. They've not learnt the skill to enquire yet so they needed that. So I think it'll be fantastic when the new year ones come through because they'll be able to apply it because they've learnt the skill but these haven't learnt the skill to enquire and we didn't have enough time to teach them that skill for them to take it off. There was a lot of, this wasn't getting covered, there wasn't enough evidence in books for Ofsted, not enough evidence of cross curricular writing because it would just be pieces of paper of photographs or you know them generally making posters and stuff so it wasn't meeting the criteria since post-Ofsted and obviously HMI they want to see writing across the curriculum and that wasn't showing that so we cut it in year two.</p>
I:	But it's still going on in year one?
RQT:	Yes
I:	Because you talked about the importance of life skills and that sort of thing...
RQT:	That's what it generally was.
I:	But those skills didn't match up with those in the national curriculum?
RQT:	Yes, because we had these enquiry books and in there we had these sheets and it was all about you know, attitudes and just general life skills, being able to solve problems and how would you discuss this, how would you solve that and they ticked so many boxes on that but it wasn't ticking history, it wasn't ticking geography, it wasn't ticking all those things that actually that's what people are coming in to see.
I:	Since then, you've done lessons like this afternoon instead where you teach those skills more discretely. How do you make sure that you not only teach those life skills not only in the lesson but the children are able to apply them in a wider context?
RQT:	Well they've all made little promises of what will do so we will again on Friday go over those promises and I will say, 'has anyone done this', 'who has stuck to their promise?' and I would then get them to share it when I'm out on the yard, I'll be looking, making sure that if they said something particular, make sure I check through them all and I'll say make sure they're applying it and I'll say, 'oh can you think back to the promises we made' and 'what are we trying to do?' then maybe going in at lunchtime and checking that everything is happy and stuff. Yes, so it would just be generally referring back to them and asking them to give me examples or maybe asking another child to say, 'Look L promised to do this, has anyone seen her do this?' and maybe share their examples.
I:	Yes, because toward the end of the lesson one child did not know the meaning of a word and you asked if someone else can help. So is that part of building those values and that community?
RQT:	Yes, doing it that way, definitely.
I:	And you mentioned in the lesson that it is the class assembly tomorrow with parents coming into school. Why is that important for the children and their parents?

RQT:	Well for the children I think it's important because they can show their parents what they are capable of and what they've been learning about and look what we can do, look how hard we've been learning about this and because they don't get many opportunities to come in and see what they can do. I mean we have target day and parents evening don't we, but it's more of a teacher-parent conversation more than the children saying, 'look what we've done'. So it's like, they're taking ownership and showing their parents, look what we've been leaning and look what we've came up with and look how well we can speak out loud and look how well we can do this. I think it is important for the parents to come in as I've just said because when they do come in it's usually sort of I'm bringing them in over something negative and I'm saying, 'this is not going well or this is not going well'. When they come in for parents evening I'm just telling them how well they're doing in class but it gives them an opportunity to see how happy maybe the children are in class and how well they work together as a team and just seeing how like, because its friendship, just showing them, that what they came up with and they know about friendship and I think it's nice for the parents just to see them working as a class and being happy and showing off a little bit.
I:	And those are the values you spoke about earlier around the enquiry-based learning, the perhaps less academic skills?
RQT:	Yes, it's joining everything in and they can come and celebrate and you know, show the parents how proud they are because maybe sometimes they don't tell them, 'oh well done for doing that or well done for doing that'. But I know that tomorrow they'll all come over and say well done for doing that' and it gives them an opportunity to praise the child and give them praise when they might not get enough at home.
I:	In the lesson you sat with a particular table providing additional support. That is something that you talked about in your earlier interview too because there may be some children who need that extra effort in school because they are not getting it at home. Does that apply to those children you were sat with in the lesson?
RQT:	Sometimes, but in a different way because I feel like they're, tis hard for them because they can't get their ideas across, like S can, she can write independently now about a story or a topic but something like this lesson, you have to give her a lot of prompts because she mightn't know the vocabulary or she mightn't know actually what is miss asking for. So I have support them that way and A, she's got no language. She has some understanding, she'll go, 'yes', 'no'. so I have to ask a lot of questions so I've got to be there to do that, whereas with L , it was more, she just needed the support to actually sit down and do the work which she was capable of so it's a different type of support. Now though, I leave her to do a lot of work independently, now I know she wouldn't stop playing with her hair on the carpet and if the TA was here, she would've just took her out and had a word with her and sat her down so it is a lot harder to deal with her behaviour without a TA as well. But now she can sit, so I gave her the opportunity to sit next to me but she decided that she wanted to work she because she knows she can do it independently because she has learnt that skill now and she is very good at working more independently because we've give her the support she needed to begin with and the confidence,

	<p>the praise, say, 'look you can do that, you don't need...' and that's built her confidence up so she knows that she can just sit there now and do that work and do good work. Whereas these two, these more need the support not just, it's tricky really, it's more the support to get their ideas down, it's nothing got do with behaviour or even organising their ideas, it's more just giving them the vocabulary and the, being able to access the lesson just like everybody else really.</p>
I:	<p>And it's clear that you know the children as individuals as well, you said that you knew it was R's birthday tomorrow.</p>
RQT:	<p>Yes, and I think it's nice because otherwise they just see you as a teacher and you know, whereas if I praise them for being who they are, like on the carpet, I mentioned certain skills I know they're really good at and they'll probably think, 'she knows me' and I think because they mightn't get it at home or you know, that kind of, 'you're really good at this', they might not be hearing stuff like that at home and they might be but I just feel that it's really important to have that relationship with them because I feel they will work harder for you because you are not just asking them to write a story but they're thinking, 'I'm going to do this for miss to make miss happy' because I will let know if they've upset me. I'll say, 'you've really upset me there' and it's because I think it's better to do it that way and then they can see that actually I have feelings and they have feelings and I know their feelings and they should know mine and vice versa. So I do think it promotes a happier class, I feel.</p>
I:	<p>Well they all certainly seemed very happy. Thank you very much for having me in the class this afternoon.</p>

7.3 Grandparents' Afternoon – Learning Mentor

I:	So, this afternoon you have had grandparents in and children?
LM:	Yes.
I:	Could you just explain what happened this afternoon and why it happened?
LM:	Ok, well the reason we had the grandparents in was because we wanted them to share in the fact of us establishing a prayer garden. So we wanted that level of cooperation and support which we very badly need if we are going to do something like this. Also it's the ethos that underlies the school, from the religious perspective and it needs involvement from, whole family involvement, doesn't it? So that is one of the reasons. Also, it's nice I think as part of the community cohesion, if you like, to see grandparents working together with their children within our school. That's a really nice aspect of it.
I:	Ok, so why was it important that the grandparent and child were both working together on a project?
LM:	I think it's important so that the grandparents know what the children are doing. So the children can share and show off a little bit as well and say this is what we've done, this is what we do, this is what we've learnt at [the school]. This is our school, we want our school to be part of our community and the very fact that you're here kind of underlines that doesn't it? So that was really like, the biggest part of it. Erm, I think so and the fact that erm, they get to meet the teachers, they get to meet the staff. They get to see what the level of understanding is between the children and staff and we want to kind of draw families into school don't we...on a level.
I:	So your role then in this afternoon was...?
LM:	Facilitator.
I:	Maybe doing a little bit of modelling with the children as well?
LM:	Yes, I think so but also we learn from the grandparents, we learn from them because you know they've got quite a lot to offer to school and an example of this is we were thinking how we could raise funds. So we kind of said to the grandparents, 'any ideas?'. And they've got some good ideas that perhaps we wouldn't have thought of. One came up with an example of the school uniform that we get in school, erm, and usually just keep in case a child is without one that day, we'll give it them. But somebody came up with a really great idea in the fact that we launder it, iron it and sell it because it's impossible to get uniform after the first couple of weeks. I thought that was a great idea. So that's good feedback to us really. Coffee mornings, they suggest stuff like that, for them to have an input, they feel as though they are important to the school and they are.
I:	And that links back to what you said in your original interview about learning and functioning together. So it is not a one way...
LM:	No, it's definitely not one way, it's really important because we learn from the children don't we? I learn from the children every day and I think that's how it should be. It's a shared thing isn't it? You know, really. Because our commodity is people, we're all human beings and I'll always believe that.
I:	You also said last time about dealing with parents being a huge skill. How do events like this afternoon develop that?

LM:	Because of the welcoming attitude that prevails within that circumstance and that it is easy. That you know, you will go out of your way to draw people in by using that skill. You know, you would do that. To say, we want you to come into our school, so it's a nice atmosphere. So it's a sharing one, its letting them know, what can you do for us and what can we do for you, because most importantly is that child. And that child belongs to them and belongs to us while we're in school, doesn't it? And they need to see as well, how do we operate? How do we operate? How do we speak to the children? I think that's important.
I:	Yes and you talked last time about having an open and honest relationship.
LM:	Because I think people, you know, never underestimate people because they will suss that out, they will see that if you're not open and honest. Without a doubt I think and why would you not be?
I:	Yes, last time you talked about the parents coming in to support but it being on their terms.
LM:	I still believe that, I still believe that. Sometimes, they will share with you what they want to share and I think on a certain level that's fine and that's what we want. In some circumstances, we do have to go a little bit deeper and that's always not an easy thing to do. That's not an easy thing to do if there's an issue. That isn't easy and I think if you build on one level, that you know, we are that kind of school that is open and honest, maybe you go some way to getting them to talk on another level but it's not always easy.
I:	So events like this afternoon...
LM:	That's it, so if a child has got lots of issues or has got lots of problems, or there's home issues, people aren't so keen to share that. And I think sometimes certain communities can close in on that.
I:	So this afternoon then for example...
LM:	I think its building blocks.
I:	Yes. Quite a lot of the grandparents who came were people who you would expect to help out with other aspects of school life as well. Were there any grandparents that you were particularly pleased to see attending?
LM:	Yes, without a doubt. Maybe, when we talk about levels of sharing things, there were some grandparents there that you might think that they wouldn't share on another level, a deeper level that we want but I think it was great that they were there and they see how we operate and we can be trusted and we can be confidential and trusted to look after their family because that's what's really important isn't it?
I:	Why was it that grandparents were invited and not just parents this afternoon?
LM:	I think we did have parents but we did have parents as well because mostly its parents who come in for children isn't it? So grandparents have a lot of say in family life and I think that if you get them on board, you can win them over. I mean win over in the nicest possible way, you can maybe then get help with, you know, with parents because they will kind of, you know, shared family.
I:	There were quite a lot of grandparents talking to grandparents this afternoon. Why is that important?

LM:	I think the whole thing, I think the whole community thing is important. And I think they will talk about what they think and what they see and what they feel so we want good publicity and we want people to say its lovely here and are you enjoying yourself. Also, they may not have met those other grandparents so it might be a good social event for them. You get lots out of that. I just say, it's good to talk.
I:	And you were selling herbs from the school garden too?
LM:	We were. Yes, pupil council had a big role in that. So pupil council are you know, they kind of set up the garden and do stuff like that. Other children do use it too because other classes access it but it's also to say, you know, I mean, food is just a marvellous thing isn't it to get people together really. I think there's that element in it. There's the element of look what we do so the children know where the food comes from. All of those things they're learning in school but I think it's lovely for the children to say we've done this. We've accomplished this.
I:	Last time you spoke about a particular parent who had helped with the cookery sessions and in the garden. Do you still have parents participating in that way?
LM:	We've had parents helping with the garden, we've had some really good help from parents this year and it's been different people as well. Now the cooking, unfortunately this year because of the shortage of space in school, we've had to use our cooking facility as a classroom but we are getting it back next year so we've only had twelve months out really. Which is quite good but during that period there's been little windows if you like where we've been able to do a bit of cookery, if the class have been out or if say, we've got potable rings and stuff so we've been able to do that but we'd really still like that to happen like it has in past years because it was really great, parents came in there.
I:	There was a sense when you spoke last time that the parents were taking a bit more ownership with those clubs and doing a bit more leading rather than just participating?
LM:	Definitely
I:	This afternoon was quite school-led
LM:	Yes, it was.
I:	Because you had organised it. Are there any ways in school that parents or grandparents are encouraged to take a greater role and take ownership?
LM:	Well one of the things we are hoping to get out of this was that we want to do fundraising so they seem quite keen to lead on that and kind of do stuff like that and just to get back to the cookery, when we set that up we'll ask them to come and help with that and we always say to them always, 'whatever skill you've got, bring that skill into our school'. For example the garden, we've had some really good gardeners but if anyone's got a skill we want to know about it so as they can come in and use that skill. Somebody might be in the fire service for example, so we might say come on in, speak to the pupil council, speak with a group of children. What is your skill? What have you got to offer us?
I:	You also spoke last time about working with a range of different parents who you said were bound to have a range of different perspectives and the issues or tensions that are caused by that. Thinking about this afternoon, were there any points at which there were any issues or tensions?

LM:	I don't think so, I couldn't identify anything like that in there this afternoon. I think it went extremely well. If it did exist, I didn't pick it up, I'll just say that. Kind of walking around and chatting with people and asking people to buy stuff, they were all very, very good-natured.
I:	So quite relaxed and informal?
LM:	It was, it was and I think that's great and I think that's good if you can do that with parents really isn't it, you know?
I:	Great, thank you very much.

Appendix 8: Examples of Templeton Primary School's community-oriented activities

8.1 School-led activities

Schools as providers of services and facilities	Schools developing communities' social and civic capacity	Schools as engines of area regeneration	Schools developing community-responsive curricula and pedagogy
<p>Breakfast club</p> <p>Every morning from 8am for children in Nursery to Year Six. Children pay £1 per day and are provided with breakfast and games/sports activities.</p>	<p>Carols and craft afternoon</p> <p>Throughout the school at Christmas, parents are invited to come into school to listen to their children sing carols, then spend the afternoon making Christmas crafts.</p>	<p>Parents as Teaching Assistants</p> <p>Parents complete their TA training at the school and then can apply to work as a TA. Four out of the nine current teaching assistants have/have had children in the school and work as TAs.</p>	<p>Curriculum booklets</p> <p>The curriculum is designed to cater for the needs of the children in the school and is based on the local community. This involves making links with local businesses and projects. For example, the Bridge over the Bluebell project worked with the local housing trust and residents. This was the stimulus for a school project</p>

			focusing on local history and the war camps set up in the school's vicinity during war time. A curriculum overview is produced by each teacher, each half term and outlines the curriculum content.
<p>Uniform and educational visit subsidy</p> <p>Parents who require assistance purchasing school uniform or funding educational visits are given a subsidy using pupil premium funding. In 2012-2013 £650 of pupil premium money was spent providing uniform subsidies.</p>	<p>Kite day</p> <p>The school provides a range of opportunities for parents to spend time with their child developing communication and social skills. One example of this was kite day where teachers modelled how to make a kite with children then provided opportunities for parents to repeat this with their child then fly the kite at a local park as a whole school. Another aim of such events is to help build relationships between parents within the community.</p>	<p>Sports apprentices</p> <p>Two sports apprentices from the local area are employed who provide break and lunchtime sports for children along with sports support during breakfast club.</p>	<p>Target setting with support for parents</p> <p>Each half term, children are given targets. Alongside these, support and guidance is provided for parents explaining how to help their child work on and achieve their targets at home as well as in school.</p>

<p>Playgroup</p> <p>Parents with children in the school but who also have ore-Nursery-aged children can attend a playgroup each Monday morning. The playgroup sessions provide opportunity for parents to play with their child but also learning activities that support child development are modelled and provided.</p>		<p>Reading parents</p> <p>A group of parents are given training by the specialist Reading Recovery Teacher in reading with children. The parents then read with children who need additional reading support on a weekly basis. There are currently six parents who are reading parents.</p>	<p>Talk homework</p> <p>Every three weeks, children are given talk homework. This requires children to work with their parents either to research an area or to discuss experiences.</p>
<p>Clubs – netball, football, art and craft, chess, poetry, science, athletics, games</p> <p>A range of clubs are provided for children. These range from sports clubs, such as netball, cross country and athletics to subject specific clubs such as science, art and languages. These clubs are organised and</p>	<p>Restorative Practice</p> <p>As a whole school initiative, Restorative Practice aims to educate people in ways to deal with conflict. As part of this, the school provided training for staff, children and parents about its use and purposes. Parents were asked to support the school’s use of Restorative Practice and</p>		<p>Experience and enquiry-based curriculum</p> <p>Staff develop the curriculum to ensure it is founded in experience and enquiry in the local area. These experiences are subsidised by the school to ensure all children are given the same opportunities. In 2012-2013, £2,068.00 of pupil</p>

<p>delivered by the teachers and teaching assistants.</p>	<p>encouraged to use its principles at home with children too.</p>		<p>premium funding was spent ensuring that all children could access these experiences and enhancements as part of the curriculum.</p>
<p>Bedtime reading Children and parents are invited into school in the evening. Teachers run a bedtime reading session during which teachers demonstrate good practice when reading with children and suggest appropriate literature for parents to read with their child.</p>	<p>Working with local police As the school is located on a road in a residential area, there have been numerous efforts made by the local council and police to reduce the speed of motorists using the road. One example of this is Year Five children working with the police to use speed guns to record speeding motorists and then interview them as part of their penalty.</p>		
<p>Numeracy family learning Sessions are provided by the local council and located in the school. Parents are invited to learn about how to support their children to develop basic</p>	<p>Pupil council The pupil council is made up of two representatives from each class. These representatives are nominated and voted for by their peers each year. As members of the pupil council, they</p>		

<p>numeracy skills. Children are also taken out of class to do numeracy with their parents during these sessions.</p>	<p>have been given St John Ambulance training, opportunities to debate with member of parliament, undertaken university visits and are asked for their opinions and ideas about a range of school decisions.</p>		
<p>Snack subsidy For children eligible for free school meals, a snack subsidy is provided so that they do not have to pay for toast at break times.</p>			
<p>Aroma therapy Children with additional social and emotional needs are given sessions with a trained Aroma Therapy Teacher. 12 children per term are selected from across the school and have an aroma therapy session once per week. £5,300 of pupil premium funding is spent on this each year.</p>			

<p>Gardening</p> <p>The school has a garden that is maintained by the learning mentor, the caretaker along with children and parents. Currently, there are five parents who are actively engaged in leading the gardening club and using the produce as ingredients in cookery club.</p>			
<p>Teaching Assistant</p> <p>A large proportion of the school's pupil premium funding is spent on employing teaching assistants for each class.</p>			

8.2 Community-led activities

Parents exercising choice	Communities involvement in school governance	Community organising	Communities establishing schools
<p>Oversubscribed at Reception entry level</p> <p>Currently the school is oversubscribed with up to ten parents going through the appeals process each year. This is a relatively recent development as in 2002, the school was undersubscribed and were significantly below national average in terms of their Key Stage Two results.</p>	<p>Parents and community leaders' positions governing body</p> <p>Currently there are five parent and community representative on the governing body. These include, parents, representatives from local businesses and religious organisations. As members of governing body, they have a role in making key decisions about the direction of the school.</p>	<p>Parent Association</p> <p>The Parent Association is made up of a small group of parents (currently four). They organise and support the running of jumble sales, Christmas fairs and other small events.</p>	
		<p>Saturday football</p> <p>Local community group and parents run their own Saturday football league. There are six local football teams that have</p>	

		been set up in this way. The teams play in local leagues.	
		Bridge Over the Bluebell Project A local residents group of war veterans along with the local housing trust and a Lottery Heritage Fund grant worked with children from the school to produce a DVD of memories from the past.	

8.3 Limitations of the framework

The framework is used to help map out the range of activities happening within the school and how these can be located along a with the power and control spectrum that recognises that certain types of community-oriented school initiatives are more school led while other may be more community led. However this static snapshot does not in any way provide sense of change and development with regard to these activities and more specifically the extent to which power and control over initiatives might change with time For example, the gardening club started as the school led service for both children and parents of the school. Its aim was to develop a leisure pursuit that might also be of practical use to parents. However the school also envisaged the programme enabling networks of support to grow between parents and also between parents and the school to engage parents who did not often participate in school activities and events such as parents evening. This then developed by focusing not only practical gardening skills but also aiming to build social capital and encourage informal networking between parents. Further developing this, the network of parents were then encouraged to take a leading role in organising and managing the gardening and linking cookery club. This demonstrates the dynamic movement between the categories, in this instance from providing services and facilities to developing social capacity. This type of community building is not easily located in the framework and as a result requires a deeper understanding of what is actually happening within these activities in order to understand their contribution to the community-oriented working of the school.

Appendix 9: Articulations of CDA

Critical Discourse Analysis (CDA) has a number of articulations which were be considered, however in general, CDA is interested 'in studying complex social phenomena requiring a multi-disciplinary and multi-methodical approach' (Wodak and Meyer, 2001: 2). This is to say that the CDA approach used will be informed primarily by one articulation of CDA, however will make links to other approaches to ensure the social phenomena evident in the documents discussed can be critically investigated and the relationships between the stakeholders and parents or wider school community explored. Each of the articulations of CDA is strongly rooted in a range of theoretical influences: from theories of power and society to theories of grammar and language. A number of these articulations will be introduced and considered in terms of their relevance to this study.

The Sociocognitive Approach (SCA) locates itself with social representation theory (Moscovici, 2000). Within this articulation, discourse is considered a communicative event and the actors involved in the discourse are reliant upon collective frames of perceptions (or social representations). This is to say that individual experiences and social systems are linked through shared perceptions which inform the discourse. These social representations help to shape an individual's social identity and are always bound to specific groups (Wagner, 1994: 132). The sociocognitive approach is also interested in the mental representations and processes of language users when interacting and producing discourse (van Dijk, 2001). In terms of this study, the policy documents that will be considered are written and revised by a number of stakeholders and therefore it would be problematic to try to consider the mental representations and

interactions that occurred during their production. In light of this, the sociocognitive approach is not the most appropriate.

A Discourse-Historical Approach (DHA) has been used widely in political research with its distinctive feature being 'its attempt to integrate systematic intertextuality all available background information in the analysis and interpretation of the many layers of a written or spoken text' (Wodak, 2001). Also, this approach is mainly used to enable the investigation of 'implicit, coded prejudiced utterances' and 'identify and expose the allusions contained in prejudiced discourse' (Hyland and Paltridge, 2011). In the context of this study, a discourse-historical approach is not the most appropriate as it is not primarily the prejudices that are being investigated, but the power relations and the rhetoric used around the community-oriented activities that are to be considered.

A Corpus-Linguistics Approach is a quantitative interpretation of CDA focusing on the linguistic devices used in discourses such as semantic macrostructures (topics and subtopics), meanings of individual words, lexical styles, rhetorical figures, linguistic realisations and intertextuality. Such thorough linguistic analysis means that 'a full analysis of a short passage might take months and fill hundreds of pages' (van Dijk 2001: 99). In terms of this study, this detailed linguistic analysis is impractical and unnecessary for the aims of the analysis. As CDA is being used to foreground the link between language and power in constructing and negotiating relationships between the school and the community, a more qualitative approach would ensure a less restricted framework for analysis.

Appendix 10: School's prospectus for critical discourse analysis

Welcome to Templeton Catholic Primary School

As Head Teacher, I welcome you to our school and community.

Our school is a vibrant, thriving and joyful place where we provide a high quality curriculum that is both relevant and energetic.

Our staff care deeply about the children and value each individual for the unique talents and skills that they bring to our school.

We believe in the uniqueness of every child and aim for all children in our school to reach their full potential, find their talents and gifts, develop new interests, make strong friendships, make excellent academic progress, develop life long learning skills, develop understanding and tolerance of other cultures and ways of life, gain confidence, develop their self esteem and ability to problem solve and to grow in their faith as a child of God.

As you will see we have high expectations and aspirations for our pupils. We believe that children should enjoy school and want to come every day. We work hard to ensure that our environment is safe, welcoming, child friendly and exciting, that our curriculum is interesting and stimulating and that every child is welcomed, cared for and challenged appropriately and according to need.

Ofsted (2010) said, "Templeton is a good school. Some aspects of its work are outstanding such as care, guidance and support which help pupils to overcome many challenges and achieve well."

We believe that the best chance of success for each child is by developing a partnership between the child, their parents and school. We aim to work closely with all parents and carers so that together we can achieve the best for your child.

Ofsted (2010) found that, "Parents express entirely positive views about the school and comment on how happy their children are and the good support they receive from members of staff."

We know that your child's school life at Templeton will be a happy and memorable one.

We warmly welcome visitors, so if you would like to come and see us first hand then please telephone for an appointment and we will be delighted to show you around.

Our School Values and Mission Statement

Templeton is a Catholic School and our work with the pupils is routed firmly on gospel values. We have close links with Templeton church, Fr. Anton and the Sisters who support the parish. The Catholic Faith is central to the development and fulfilment of our school values and ethos.

Our school values were developed with the pupils. They show us all how to be every single moment of the day. By following these values we can all make our school a happy, supportive and safe place to be.

Our school Mission Statement was written through collaboration with the school community and Arch diocese. It reflects the catholic ethos of our school as well as the aims for our school and the children, families and community it serves.

Golden Values of our school

"Templeton Catholic Primary School is outstanding in providing Catholic Education. The values of love and respect are reflected in the positive relationships that exist within the school community. " RE Inspection (2011)

Spread happiness with a smile

Take care of others and of property

Always try our best

Include others and share

Do as Jesus asks us to

Always tell the truth

Never forget our manners

Speak calmly and kindly

“Pupils’ good spiritual, moral, social and cultural development is deeply rooted in the school values and clearly demonstrate their all round positive attitudes to school.”
Ofsted (2010)

The Learning Environment

We have a fantastic learning environment at Templeton. The building is spacious and well kept.

We have an ICT suite, a library and a highly popular bubble relaxation room. Every classroom is fitted with an interactive whiteboard and pupils have access to wireless laptops for use in class.

Outside we have a spacious field, some quieter grassed areas and a thriving allotment area. There is a dedicated covered outdoor play area for Nursery and Reception children and two play yards for the older children with football zones, imaginative play areas, adventurous play areas, a quiet canopy area and a stage for our budding performers.

We have a continuing history of fantastic sporting achievement and have the Healthy schools and Active Mark Awards.

“Staff fully understand how children learn best. Children receive high quality support and encouragement during their well planned activities. There are many opportunities for children to follow their interests, teachers are always on hand to stimulate imagination and encourage language development through exciting play.” Ofsted, 2010.

The Curriculum

At Templeton we are committed to providing a curriculum that is interesting, engaging, broad and balanced. We have designed an exciting curriculum that aims to develop a sense of enquiry and understanding. The thematic curriculum is structured to put basic skills such as speaking, listening, reading, writing and numeracy at its centre whilst encouraging children to see that these skills are transferable and relevant to life in

school and beyond. We believe that the learning experiences at our school are highly stimulating and pertinent to the needs of today's children. We work hard to plan lessons that will inspire and enthuse our learners and are dedicated to providing opportunities for interactive and enquiry based learning.

Please continue to read on about our curriculum and each stage.

Foundation Stage (Nursery and Reception)

Children in the Foundation Stage follow the Early Years Curriculum. This sets out the appropriate Learning Goals in 6 areas;

1. Personal, Emotional and Social Development
2. Communication, Language and Literacy
3. Mathematical Development
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

The Foundation Stage setting is designed to provide learning experiences that meets the developmental needs of all children. Throughout the day, activities are carefully selected to ensure children have a mixture of direct teaching and opportunities through which to explore their own interests. In balancing teacher input we aim to ensure that children are able to recognise letters and letter sounds, form letters and be able to count and use number to solve problems.

Each area of learning is planned to be appropriate to the children's stage of development; to encourage our children's curiosity and imagination and ensure that they are well prepared to access the national curriculum when they move into Year 1. Parents are encouraged to support learning through Stay and Play sessions. Learning stories are an important part of the learning process at Foundation stage making links between home and school truly meaningful.

When children move into Year 1 and during their next six years in school, the children's curriculum follows the National Curriculum subject areas.

The Core Subjects

LITERACY

The curriculum is designed to help pupils acquire the essential skills of literacy and so that they become fluent in the use of spoken language, in reading and in writing. Our curriculum provides many opportunities to apply and use these skills in different contexts for a range of purposes and audiences.

MATHS

At Templeton Mathematics is taught to enable children to use and apply mathematical understanding in a range of situations. The literacy and numeracy strategies provide the framework for our teaching.

SCIENCE

With an emphasis on first hand experiences, investigation and enquiry - Science at Templeton is focused on developing children's questioning and predicting skills. In order to broaden each child's knowledge and understanding of the world around him/her.

ICT

Each class has equal access to our ICT facilities - teachers plan lessons to ensure that skills are taught and applied across the whole curriculum by incorporating a range of new learning technologies.

RE

As a Catholic school, Religious Education is core to our curriculum. We follow the Here I Am syllabus from the Archdiocese. Opportunities for collective worship are built into the life of our school through which children are encouraged to reflect on the teachings of the Bible through thought, discussion and prayer. Our links with Templeton church are strong and Mass is held regularly both in church and in school.

"Achievement and attainment in R.E. are outstanding." RE Inspection (2011)

The Foundation Subjects

“The curriculum is planned well around the needs and interests of pupils and enables them to achieve well. Pupils enjoy a rich curriculum which provides a great deal of enjoyment.” Ofsted, 2010

The foundation subjects which include Geography, History, Art, Design and Technology, P.E. (Physical Education) and Music are regarded as essential elements in the curriculum. At Templeton learning is based on programmes of work that help children to develop their knowledge, skills and understanding by linking and applying them across subjects. Whole school topics are carefully planned to connect subjects in meaningful ways to ensure progression and interest.

Personal, Social and Health Education (PSHE) and The Social and Emotional aspects of Learning (SEAL)

Our approach is to integrate PSHE within the whole school curriculum. Sometimes this means inviting external ‘experts’ into school to discuss PSHE issues as appropriate, e.g. road safety, nutrition, “Stranger Danger”, equal opportunities etc. Largely however, personal, health and social skills are developed by reinforcing our school values in everything that we do. We aim to teach children by equipping them with a responsible and respectful approach towards themselves as individuals and themselves in relation to others.

At Templeton we believe that Education for personal relationships is crucial in preparing our children for the responsibilities and experiences of adult life. At the primary stage, the aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In Key Stage 1 children will talk about themselves and take a closer look at the human body. Discussions about life cycles and reproduction will be more detailed in Key Stage Two and take place during Science lessons relating to the body. In the final years of primary school, the children will discuss with their class teacher and the school nurse issues relating to personal relationships and puberty.

We will work towards this aim in partnership with parents and by ensuring that questions answered and information shared is honest and appropriate to the maturity of each child.

Pastoral Care and Guidance

All pupils have the right to thrive and to enjoy school. At Templeton we have high expectations for behaviour and manners. We have very good systems and routines in place so that children have clear guidelines and boundaries. We believe that all children want to be good and do their best and praise and reward is a major part of our ethos. We believe in teaching children how to behave well and explaining why behaviours are expected. We model good behaviour and manners constantly. Our system of rewards and consequences was designed with the children so that it is fair and fully understood. We use the SEAL (Social and Emotional Aspects of Learning) materials to support the children in their emotional and social development and the atmosphere in school is warm, friendly and calm.

Children feel very safe in our school and parents unanimously agree that they think our school is a safe place. Support is available for all children and families when or if they need it. All Pastoral Support is highly confidential but very effective and tailored to match the needs of the individual child.

Pastoral Care and Guidance is a key element of our work. All staff are well trained and supported in identifying and catering for all pupils individual needs. We have an excellent and very experienced Learning Mentor who works with individual children, groups, classes and families to support them in their personal development with great success.

Our Bubble Room is a calm and relaxing place for all children and members of our school community to experience. The room provides a place to relax and be quiet, to talk and reflect and twice a week to receive a hand or foot massage from a trained aroma therapist who works at school. All pupils are invited to attend sessions in the Bubble Room and they are very popular.

We work very closely with a number of agencies to support the school, the pupils and their families. The Central Area Support Team (CAST) comprises of a range of professionals who can assess and work with pupils to support them and the school

with academic, social or emotional issues. We also work closely with the School Nurse, School Attendance, Domestic Violence Services, Children's Centre Staff, Play therapists and other support agencies. A team approach is essential for us to provide the very best for all pupils.

Safeguarding of Pupils

Every school has to have a policy on Safeguarding pupils. All staff and adults who work in school or who volunteer have a CRB check to prove that they are fit to work with children. The school will take any reasonable action to ensure the safety of the pupils. In cases where the school has reason to be concerned that a child may be subject to harm, neglect or abuse then staff have no alternative but to follow the Local Authority's Safeguarding Children Procedures and inform the appropriate bodies of any concerns. All issues regarding the Safeguarding of pupils are highly confidential.

"The schools safeguarding procedures are outstanding." Ofsted 2010

Pupils with Special Educational Needs and/or Disabilities

We are a fully inclusive school and welcome all children. We recognise that all children potentially may have difficulties at any time in their school life with aspects of their education, development or health. We aim to support all children so that they receive the support they require to achieve fully. Our school SENCO will advise you if staff have any concerns about any aspect of your child's development and will work in partnership with you with any agencies. Children with Special Educational Needs and /or disabilities are very well supported with individual plans to address their individual needs. Pupils with Special Educational Needs and /or disabilities make very good progress in our school and achieve well.

"Support for all pupils, especially the most vulnerable, is exceptionally well targeted and enables them to thrive as school community members and as learners." Ofsted 2010

About our School

Attendance

It is so important that your child attends school every day and is on time. Pupils who miss days struggle to keep up with their peers and find friendships difficult to make or maintain. We monitor the attendance of every pupil closely and each child is expected to achieve a minimum of 95% attendance each school year. Parents are kept informed about the attendance level of their child through certificates, rewards and letters. We work very closely with the school attendance service to support parents with attendance.

If your child does have to miss school then it is essential that you inform the school on the first day of illness. This will allow a decision to be made as to whether this absence can be authorised. We are required by the Department for Education to publish figures for attendance. These can be found in the appendices.

Extra Curricular Activities and Music Lessons

We offer a wide range of extra curricular activities. These vary over the year but include activities such as art and craft, dancing, gardening, cookery, performance poetry, singing, football, cross country, athletics, rugby, boxing, games, French and sewing. We are always looking for new ideas and activities for the children. Many activities provide opportunities to compete against other schools and are very rewarding for the children.

All children are provided with the opportunity to work with the Local Authority's Performing Arts Service and take part in singing activities. Junior aged pupils have the opportunity to learn a musical instrument – currently brass. This takes a lot of dedication but is proving very popular and enjoyable.

Organisation of the School Day

School starts at 9am for all pupils. It is essential that pupils are on time. Junior aged pupils can come to school as early as 8.45am where they will be supervised by school staff.

School ends at 3.10pm for Infant pupils and 3.15pm for Junior pupils.

Nursery pupils attend school for 3 hours each day - please ask at the office about the times of these sessions. We usually operate a morning and an afternoon Nursery.

Break time for all pupils is 10.40am until 11am.

Lunch is 12.10pm until 1.10pm.

Pupils can receive a hot school dinner which must be paid for each week (unless your child is entitled to free school meals). All school hot meals are nutritionally balanced and healthy. Pupils have a choice of 2 hot meals or a baked potato. A menu is provided to parents each week to support your child in their choices.

If you prefer, your child can bring a packed lunch to school. We encourage parents to provide a healthy and balanced lunch for their child and do not allow pupils to have sweets or chocolate bars in their packed lunch. Canned drinks or glass bottles are also not allowed for safety reasons. We are a Healthy School and will encourage pupils and parents to choose and prepare healthy options for their lunch.

Infant pupils receive a carton of milk and a piece of fruit each day. Toast is sold daily to all pupils at break time. Money for toast is collected at the start of each term.

Parental Support

“The school has won the confidence of parents who unanimously agree that their children are safe in school.” Ofsted 2010

We clearly recognise that our school can only succeed in its work with the children if it can rely upon the goodwill and support of their parents and carers. We greatly value the links between home and school and work hard to ensure that parents are always

well informed about the busy and exciting life of our school. Parents and carers are always warmly welcomed to discuss their concerns or the progress of their children. We are, of course careful to balance accessibility with our safeguarding responsibilities and strive to do this sensibly. School is secured during the day with digital locks on all entry/exit points and parents are required to stay outside the building when bringing their children to school in the mornings or collecting them in the afternoons. Individual class assemblies and class masses are prepared and presented throughout the school year and parents and carers are invited to come along and support their children. At certain times during the school year the children will present plays etc for their parents to watch.

Please try to come along to these events because children of all ages do like to see their parents taking an interest in what they are doing. Parents and carers are always encouraged to attend Sunday Family Mass which take place each week at Templeton Church.

Home Learning

There are many occasions when we expect children to undertake work at home to support their learning. These might include:

- Hearing children read and sharing books together
- Supporting children in their learning of basic numeracy skills and problem solving activities
- Talking about what children are learning in class through our Talk Homework
- Visiting relevant websites and the library etc
- Discussing local and topical issues

Information regarding the specific times and amounts are available from your child's class teacher. We look to parents to encourage and support their child doing homework by talking about and taking an interest in the work they are doing.

One of the great strengths of our school is gained through the support parents give. This happens in all sorts of ways throughout the year. Currently we have a number of parents able to commit themselves to helping in school on a regular basis. Parents

and carers have many skills that can be used to benefit our pupils and our children really appreciate the work that mums, dads and grandparents do to help them.

Parents looking for an opportunity to play a more active part in the life of the school might consider offering their services to assist in areas of the school under teachers' direction and supervision. If you are interested please contact us.

Home School Agreement

We have developed our home school agreement form and expect that families should read and sign their agreement at the beginning of each academic year.

Parents' Meetings

"Parents are very well informed about their children's progress." Ofsted (2010)

Parents' Meetings are arranged regularly to give parents and carers an opportunity to discuss learning targets for their child and to review progress. Targets related to Reading, Writing and Maths are set for each child on a termly basis. Throughout the year reports are sent home to keep parents updated on their child's ongoing development. The pattern of reporting to parents is as follows:

September: Parents and children meet with the class teacher to discuss Autumn Term Learning Targets. This meeting is useful as it gives everyone the chance to talk about how the child is settling in to his/her new class and outlines expectations for the coming year.

January: Written progress reports are sent home to review Autumn Target achievement. New Spring Term Targets are issued.

February: Written progress reports are sent home to review progress towards Spring Targets.

March/April: Parents and children meet with class teachers to review progress and report on Spring Term Target achievement.

April: New Summer Term Targets are sent home.

May: Written progress reports are sent home to review progress towards Summer Targets.

June: End of year Report is sent home this report will summarise progress and attainment across the curriculum.

July: Opportunities are provided to meet with the class teacher to discuss any issues arising from your child's end of year report.

Admissions Criteria

Where the number of applications exceeds the number of places available the Governing Body will apply the following over-subscription criteria.

1. Baptised Catholic children who are in the care of the Local Authority (looked after children).
2. Baptised Catholic children living in the designated Parish of Templeton.
3. Baptised Catholic children who have a sibling at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters, children of the parent/carers partner, and in every case children living at the same address and are part of the same family unit.
4. Baptised Catholic children living in other Catholic parishes.
5. Children who are in the care of the Local Authority (looked after children) other than Catholic.
6. Children who are other than Catholic who have a sibling at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters, children of the parent/carers partner, and in every case children living at the same address and are part of the same family unit.
7. Children from other Christian denominations.
8. Children of other faiths.
9. Children whose parents express a preference for a place at the school.

(See Admissions booklet for full details)

School Uniform

Our school uniform is an important element of our school. It provides pupils with an identity, a sense of belonging and generates pride. It also means that all pupils are equal and that we look very smart. All uniform can be ordered through school however it is available at locally from Lisa's stall. Most parents find that a visit to the market or shop is the best and quickest way of purchasing uniform.

Key Stage 1 and 2 pupils

- Royal blue jumper, cardigan or tank top
- Blue shirt and tie (boys)
- Blue open necked blouse (girls)
- Grey shorts or trousers (boys)
- Grey skirt or pinafore (girls)
- Black shoes In the summer girls can wear a blue and white checked dress and boys can wear a pale blue polo shirt.

Pupils also require a PE kit all year round this comprises of:

- Royal blue shorts
- Pale blue t-shirt
- A tracksuit is also available for the Winter
- Pumps and trainers are required for indoor and outdoor activities

Nursery Pupils

- Royal blue tracksuit
- Pale blue polo shirt
- Black shoes/pumps
- School coats and bags are also available.

Please label all clothes so that lost property can be returned to the correct owner

Important Notes for Parents

We want to ensure that your child is successful but we need your support. To help your child, please:-

- Read and sign the Home School Agreement
- Attend Parents' Meetings and invitations to discuss your child's progress in school.
- Play an active role in school whenever possible.
- Help your child to be punctual and regular in attendance. To report an absence ring school on the first day of absence before 9.30am.
- Support the school Behaviour and Discipline policy to ensure our school is a happy and safe place to be.
- Ensure that your child has the correct equipment in school. Your child will be very upset if they have no lunch, if they have left their homework behind or if they have to complete P.E. lessons without their P.E. kit.
- Share a book with your child for 10 minutes each night.

Please help us to provide a safe and structured environment for your child by:-

- Not smoking on the school premises.
- Not swearing on the school premises.
- Leaving your dog at home. ALL dogs (except guide dogs) are banned from the school premises.
- Taking care of the school equipment. Parents will be expected to pay for school books or equipment which is lost or damaged by your child.
- Reducing the congestion outside the school gates. Parents are asked to walk their child to school whenever possible as traffic congestion is a problem at the beginning and end of each day. If transport to school is necessary, parents are asked to park carefully and considerately.
- Notifying school immediately of any changes of circumstances, change of address or telephone number.
- Do not send medicines into school with your child. Children are not allowed to have medication in their possession. In certain circumstances arrangements can be made to have medication in school but only after discussion with the Headteacher.

- For security reasons all parents and visitors are asked to report to the school office so that they can be signed in. Please do not use the children's entrance to enter the school building.