

## Lancashire Education Awards



### Case Study

Establishment name:	St Paul's CofE Primary
---------------------	------------------------

Lead contact name	Mrs Gina Smith
-------------------	----------------

Lead contact email address	g.smith@st-pauls.lancs.sch.uk
----------------------------	-------------------------------

Project title	St Paul's Collective Worship Daily Broadcast
---------------	--

Award gained

Award category	X
<b>Innovate</b> <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	X
<b>Achieve</b> <i>A project had measurable impact on raising outcomes for pupils.</i>	
<b>Invest</b> <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
<b>Collaborate</b> <i>A project that involved work across more than one school or work with other agencies.</i>	
<b>Include</b> <i>A project in provision for pupils with Special Education Needs and Disabilities</i>	
<b>Inspire</b> <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)

Planned and delivered live by a team of pupils, St Paul's Daily Broadcast is an innovative and engaging act of collective worship in which the whole school participates via intranet streaming. Every pupil and adult views, listens and interacts with the broadcast after each lunchtime via their respective classroom interactive whiteboard and PA system. Following the broadcast rota, pupils work collaboratively across the year groups to take it in turn to broadcast and deliver a whole school prayer focus alongside a Bible reading. Readings are followed by a brief time of reflection where music is played throughout school via a PA system. The worship broadcast finishes with the children leading the whole school in prayer. Every child joins in with the school prayer and the sound of children praying collectively can be heard throughout the school. As a school with very high levels of deprivation and significant barriers to learning, the Daily Broadcast enhances and develops self-esteem, leadership, independence, speaking & listening as well as fostering Christian worship and values.

How did you identify the need for this project? What were you hoping to achieve?

Recent Ofsted feedback, alongside SLT monitoring and self-evaluation, highlighted the need for our children to further develop their speaking and listening skills across all areas of the curriculum. Through leading the delivery of a the daily broadcast, pupils have been challenged and enthused to further develop speaking and listening skills as they present broadcast content, whilst striving to speak in a clear, audible and timely manner . Through providing pupils with an audience and a purpose to speak clearly, pupils have developed in confidence and continue to improve their ability to speak with poise and self-assurance not only during the daily broadcast but within a wider variety of curriculum settings. This also enhances our outstanding provision for Religious Education and Collective Worship.

Who led the project?

DHT/RE Subject Leader and Pupils

What steps/actions did you take?

1. PA system was installed throughout the school (including staff room, corridors and playground)
2. Designated Broadcast room established with Web Cam set up and installed across all classroom interactive whiteboards
3. Staff meetings held to discuss SIPs, broadcast outcomes for children/ role of teachers/support staff and the children.
4. Content and broadcast timing was decided upon with significant input from the school R.E.A.C.T group (Rights Ethos and Christian Team)
5. Broadcast launched and children given adequate time/support from broadcast lead to instil high expectations and allow children time to prepare/practise.

What was the impact of the project and how was this measured/assessed?

The broadcast experience has actively encouraged and further developed the appropriate use of vocabulary, expression, intonation as well as reading skills whilst the audience across the whole school displays active listening skills and they particularly enjoy the fact it is their peers delivering the worship. This is also a positive behaviour tool, as children know they need to be good role models around school if they want to deliver the broadcast themselves. Worship ideas and messages are then further embedded through class discussions surrounding the broadcast content.

What are the next steps? How will you follow up this work?

The broadcast will continue to be delivered daily. Next steps include giving more autonomy to the children in terms of the broadcast content e.g. children have started to give special birthday mentions at the end of the worship aspect of the broadcast. We also hope to share this innovative and engaging approach to worship with other schools and would be happy to host visits to observe the broadcast and speak to our pupils about its delivery and their role in this.

Do you have any other advice for establishments that might be considering a similar project?

Consider the physical space required (a room is needed where noise and disturbances can be avoided).  
Don't underestimate what pupils can achieve when challenged!  
Include pupils in the planning and delivering of the content as much as possible (they often suggest things that are very valid that you wouldn't necessarily have thought of).