### Project summary

- Asmall Primary has long been committed to creative approaches to learning. However staff felt that creativity had diminished in recent years. We decided to put enjoyment back at the core of our work and consequently revised the curriculum. We wanted our school to 'shout' creativity and for children's learning to be enjoyable and relevant. Our aim was to link curriculum areas, adopt a topic approach where possible, and promote creative thinking in all areas. Teachers were given the freedom to plan using a more cross curricular approach and greater use was made of visits and outside agencies.

- The results have exceeded our expectations. The school is much more vibrant; the impact evident as visitors walk through the front door. High quality art work gives a hint of what is to come. Collaborative projects are displayed throughout the school and children are keen to discuss their work. Teachers' plans provide a springboard for development, with topics evolving as the term progresses. Careful cross referencing with the strategies ensures logical progression and adherence to the curriculum map. Children are enthusiastic, knowing that their input is valued, and teachers appreciate the freedom to adapt to unexpected situations.

### Specific aspect of practice to be accredited?

Creativity and imaginative approaches are embedded throughout the curriculum and beyond.

### Aspect of Every Child Matters addressed:

- Be healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### What were you hoping to achieve?

- A school where children want to learn and enjoy learning in an exciting environment.
- A school where teachers have the confidence to teach and develop ideas and themes.
• A school where all stakeholders can think outside the box.
• A school which adopts a ‘Can Do’ approach.

How did you identify the need for this practice?
• SATs results, pupil surveys, staff dissatisfaction with strategies and a stilted curriculum. Ofsted report re: more able pupils, a wish to see more independent and child initiated projects.

What did you do?

CHRONOLOGY:
• Staff meetings to determine current situation.
• Audit of good practice.
• Brainstorming session, vision for school.
• School Council input.
• Clarify the aims of the development.
• Staff training.
• Curriculum coordinators reassigned to teach specialist subjects to all classes in RE, music, ICT and PE.
• Membership of Learning Network (Problem Solving In Mathematics).
• Inclusion of the development of creativity in School Development Plan.
• Notification to Governors and parents.
• Revision of curriculum map, subjects blocked to allow a topic approach.
• Reception and KS 1 staff plan topics together.
• Nursery and reception staff plan joint events each half term.
• Problem-solving activities built in to each area of the curriculum.
• Subject coordinators revised schemes of work.
• 'Friends of Asmall' approached for funding for visits and visitors.
• Lottery funding (£9000) obtained to hold an Arts Festival.
• Links with outside agencies developed, e.g. Ormskirk Tennis Club, Ormskirk Rugby Club
• End of year review.
• Further revisions to curriculum map; DT and PSHE built into topics.
• Planning for opportunities for more able children; Cluster drama event, maths master class at Edge Hill University.
• Link with Ormskirk Arts College, drama workshop.
• Review of Gifted and Talented provision.
• Whole school inset; Approaches for the more able.
• Future revisions to DT scheme in summer 08 and other revisions as necessary.

CURRICULUM DEVELOPMENTS:
• Wider Opportunities music scheme. All Y5 & 6 children have tuition and learn to play a brass instrument. The children have performed in Ormskirk Park, a local care home, coffee mornings and the summer fair

MFL
• Spanish teaching. All classes learn Spanish. International links have been developed with a school in Barcelona. Teachers from Barcelona teach in
Asmall School.
- Establishment of French Club.
- Multicultural Education
- Establishment of links with Matagalu School, Kenya. Children have Kenyan pen pals and have organised fund raising events to re-roof Matagalu School.

**ICT**
- ICT is fully embedded across all areas and used for school and homework. Pupils are highly proficient in its use (Learning Excellence Award). The school has recently invested in new production equipment.
- Enterprise and challenge activities.
- Upper junior pupils formed 'companies' to market their products. Any profits were spent on the class.
- Healthy Schools Award, revision to PSHE Scheme, inclusion of further healthy eating, hygiene and exercise. Revision of Drug Education Policy. Visit by Life Education Caravan.
- Safety education enhanced by visitors such as police. Pedestrian and cycling programmes in place. Travel plan encourages cycling to school by staff and pupils.
- SEAL programme (2nd year) successfully embedded.
- Gardening. All classes have a vegetable plot and grow fruit and veg to cook or sell. The gardening Club grows flowers for tubs and hanging baskets.
- Development of outdoor play area for infant and nursery classes, including adventure play area. This facilitates the delivery of all areas of the FS curriculum through indoor and outdoor activities.
- Reception and Nursery hold joint event such as Teddy Bears’ Picnic and Chinese New Year celebrations.

**EXTRA CURRICULAR CLUBS**
- Chess, football, rugby, athletics, tennis, rounders, recorders, dance, drama, judo, Warhammer Club.
- Development of links to outside agencies; Ormskirk Tennis Club, Ormskirk Rugby Club, Ormskirk Cricket Club, Wigan judo Club, Dance and Drama teachers., Ormskirk Arts College, Edge Hill College.

**CROSS CURRICULAR THEMES**
- Big Spring Bird watch.
- History topics; The Tudors, The Victorians, Space Travel.
- Health and Fitness Week.
- Maths Fair
- Design Technology day for parents.
- Science Fair
- Problem solving in practical maths. Problem solving day for parents.
- Multicultural festivals including Chinese New Year
- Traditional Tales
- Big Dig Day, whole school involvement in planning and planting vegetable beds.
**EVENTS**

- **Arts Festival**, A month long festival celebrating creative art, dance, drama. Funded by a £9,000 lottery grant which enabled the school to buy in the services of a dance and a visual artist to work with all classes. The festival culminated in a presentation to parents and visitors.
- **Health and Fitness Week**. Events held to highlight healthy eating, cookery, hygiene, exercise, and substance misuse. Visits from health service colleagues and West Lancs. Public Health colleagues.
- **Sponsored Keep Fit organised by the School Council**.

**Which members of the establishment and/or wider community have been involved and what was their role?**

- Teaching and support staff, initial development and planning.
- Nursery staff; development of meaningful links, regular joint activities.
- Governors oversight. Informed through reports and attendance at events.
- Parents, attendance at events and questionnaires.
- Children’s Centre, courses in school.
- West Lancs. District Council Arts Officer, planning of Arts Festival
- Lancashire Music Service, Wider Opportunities Scheme, brass tuition for all Y5 & Y6 children Performances in the local park, a local church, care homes and school coffee mornings.
- Ormskirk School Art & Music Departments. Input into Arts Festival.
- Visiting artists.
- Local health Authority. Healthy eating and hygiene projects.
- Life Education Caravan, drugs education
- School Sport partnership, Playground Leader Scheme, staff training.
- Ormskirk Tennis Club, tuition for Y2 & Y 3
- Matagalu School, Kenya, development of school link, penfriends, fundraising activities.
- Lancashire Road Safety team, pedestrian training for Years R - 2
- Local policeman and community officer visits and talks.
- Healthy Schools Team, Healthy Schools Award.
- The 'Friends of Asmall' providing funding for visits to places such as Styal Mill and visitors to develop topics such as the Tudor Day.
- School staff in a voluntary capacity.
- Extra curricular clubs including: rugby, football, netball, athletics, chess, drama, dance, recorders, gardening. Attending matches, tournaments and events at a variety of venues. Building of school garden, including vegetable garden for each class.

**How has the practice been modified or improved during development?**

Practice has evolved and will continue to evolve as needs arise. Staff feels that the original aims have been fully met, but are aware that the current momentum should continue. The focus is now on further involvement of pupils in planning. The Foundation Stage, KS1 outdoor area was developed in response to the new Early Years Foundation Stage and the wish to promote greater curricular links
Practice is modified in line with the targets identified in the School Development Plan. For instance, a whole school target is a focus on writing. Staff members have identified resources and approaches to develop the skills of more able pupils.

**What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?**

- Pupils have been involved in the planning of projects, thus giving a sense of ownership. Pupils are proud of the school and are keen to see improvements.
- Pupils enjoy the responsibility and trust placed in them, such as planning and caring for the garden areas. The Warhammer Club was established at their request and they are responsible for its organisation. An orange card system is in operation at playtime whereby children can elect to participate in a range of unsupervised activities.
- Team work has been developed in the upper junior class through the Wider Opportunities Scheme.
- Pupils are more eager to pursue their own research due to the topic approach, often bringing resources into school from home.
- The school is much more vibrant with high quality interactive displays of children's work which can be used for teaching purposes.
- 'Every Child Matters' is embedded throughout the curriculum. Children are more health conscious.
- Staff work together to plan developments across the whole school. This has been especially beneficial as in a small school class teachers can feel isolated. It has also been beneficial when considering transition between key stages
- Coordinators teaching their area of expertise across the school has led to high quality provision.

**What are the next stages in the development process?**

- To continue to revise schemes of work, rearranging units to complement topics.
- The Early Years Foundation Stage Curriculum will be delivered through cohesive themes allowing for greater liaison with the Nursery.
- To continue to deliver a creative curriculum based upon children's interests. Further arts events are planned with a visiting artist in the summer term.
- To further develop independence and creative thinking, especially through enterprise events for the junior children.
- Explore further links such as the University of the First Age and further cluster events.
- Participation in LSES 'WOW Week'

**What aspects of this practice may be useful for other establishments to consider?**

- To consider whether the curriculum offered is meeting the needs of the school and the children.
Any Other Comments:

The change of focus by staff to planning firstly for the more able and differentiating down has provided greater challenge for pupils of all ability.