Case Study

Establishment name: St. Mary’s C.E. Primary School
Lancashire no. 09/042
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Award granted: Innovative Practice
Project title: ‘Excellence and Enjoyment "Walking on Sunshine!"’

Project summary
Arts week provided our children with a broad and balanced curriculum, to explore and enjoy the freedom of creativity that this approach facilitated. The children are proud of their created work and can remember with great clarity what they have learned through the projects. The whole school created a "Walking on Sunshine", textile design banner, for the hall and an "Every Child Matters" tile design for our entrance hall. Key Stage 1 designed and painted "Sea-creature" murals for our outdoor play area. Parents, Grandparents, teachers, pupils and members of the local community were involved in contributing to these projects. We are also piloting the wider opportunities programme for Lancashire, as part of the Government Music manifesto. Year 4 treated us to a performance in a special assembly. During the week, our infants performed a "Jungle" themed dance, under the tuition of a local Dance Academy. "Vital Connections," soothed and calmed us with their relaxation exercises and Runshaw College students performed "Robin Hood" and excited the juniors by using stage make-up on Key-stage 2 children, transforming them into wounded soldiers! A celebration assembly and a portfolio of work is a lovely reminder of our exciting week!

Specific aspect of practice accredited
Recognising, encouraging and celebrating Innovative Practice through the Performing Arts, providing learning experiences that cater for different learning styles through a special interest week.

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 broad, rich curriculum, improved standards and quality of education, pupils provided with opportunities to work in a variety of learning styles, pupils recognising their achievements and celebrating them, pupils evaluating their
progress.

**How did you identify the need for this practice?**

- Co-ordinators looked for ways to improve their performance and accelerate children’s learning. Strengths were identified and built on in our Assessment for learning and Ofsted reports. Self evaluation is well established, involving staff, governors, pupils, showing that our children achieve good to very good progress. Performance of similar schools.

**What did you do?**

- Staff-meetings to discuss themes and timetables.
- Contacting outside-agencies.
- Letters to parents.
- Liaison with outside agencies and classroom support staff.
- Purchase of resources.
- Monitoring children’s progress through work-scrutiny.
- Production of a portfolio of work to celebrate our achievements.

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

- Teaching staff, support staff, parents, Grandparents, local members of the community and friends of our school assisted the children working and displaying their achievements. Teacher adviser gave her support and guidance. Parents kept informed through newsletters. Outside agencies and local College provided enriched experiences for the children. Pupils involved in self-assessment and feedback.

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

- Ongoing evaluations identified that we needed to give staff more time to study the timetables and introduce further ideas to compliment those already planned for. Some teachers and support staff have been more enthusiastic in implementing activities and these have been identified to provide peer support. Performance management reviews identified successes and areas for development.

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

- Pupils in their responses referred to their learning in a positive way.
- This was also seen in parental responses.
- Enhanced opportunities in Drama.
- Whole school assessment in Art.

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

- Using I.C.T. to increase pupil motivation and access to learning.
- Consultants to work in school alongside staff - i.e., Adviser input.
- Develop a culture of peer-coaching - i.e. "Buddy" system using Year 6 pupils to instruct Reception children in playtime-games.
- Ensure that good practice continues in providing children with a broad and rich curriculum.
- Further enhancement of our outdoor play area - i.e. a piece of Sculpture or further murals.

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

- Be adventurous and ambitious in your choice of activities for the children! Plan well in advance of the week! Timetables need to be given to all staff and discussed, in view of hall-times and resources. Keep a list of contact outside agencies and numbers for future use!

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