Project summary

The focus of the project was to develop the whole school community's interest and enthusiasm for the past. This was achieved in the following ways:

- The introduction of Historical artefact boxes which are now used by children and their families to discover and discuss events, people and changes in the past.

- Artefact boxes helped to develop children's interest so that they are able to share their ideas, knowledge and understanding in a variety of purposeful and quality led talk opportunities.

- Artefact boxes helped to stimulate quality writing experiences and develop meaningful understanding and creative processes involved in being a writer.

- Family members have become more involved in school life through shared projects and family history.

- The Living Museum event brought together family members and visitors from the local community. Families contributed artefacts which were displayed in our Victorian tearoom. Children role-played 'Living statues' from familiar periods of history. Families took part in Tudor dancing and enjoyed a lively, interactive Punch and Judy show.

Specific aspect of practice to be accredited?

Raising standards in English and History through greater involvement of family members, leading to meaningful discussions and purposeful writing.

Aspect of Every Child Matters addressed:

- [ ] Be healthy
- [ ] Stay Safe
- [x] Enjoy and achieve
- [ ] Make a positive contribution
- [ ] Achieve economic well-being
**What were you hoping to achieve?**

Children will confidently explore historical artefacts, vocabulary and concepts and will apply this knowledge in a creative way within their writing. Parents will become increasingly involved with the learning process, sharing their own experiences and enthusiasms. Teachers and support staff will explore and develop the explicit links between core and foundation subjects particularly developing the skills of historical enquiry, which will improve quality-writing outcomes.

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

- Low attendance of families at school events.
- Difficult to reach families do not engage with their child's learning, often leading to low aspirations for children.
- Children from these groups often struggle to make two full levels of progress in KS2.

**Briefly describe the main characteristics of the school?**

Westwood currently has 162 pupils on roll. The children come from very mixed socio-economic backgrounds: 40% of children are from low income families, (20% of children have free school meals) and 30% are from higher income families. 33% of children have a special educational need; many of the younger children have speech and language difficulties. 25% of the children are more able.

**What did you do?**

**Autumn term**

- A successful creativity bid enabled key staff to attend meetings and develop interactive historical resources.
- Key staff worked across the school to raise the profile of History and develop meaningful discussion and purposeful quality writing. Key staff modelled this good practice, worked alongside teachers to support their planning, teaching and assessment.

**Spring term**

- An event was planned to encourage family learning - parents and grandparents sent in artefacts and photographs.
- Key staff continued to support planning, teaching and assessment
- A Living Museum.

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

- Deputy Headteacher and year 3 teacher led and managed the project. A member of the support staff ensured work and artefacts were displayed effectively.
- Headteacher and Governors facilitated improved teaching and learning by releasing the DH to support teachers with their planning, teaching and assessment.
**How has the progress of the project been monitored and evaluated?**

The project has been monitored and evaluated through:

- Work scrutiny.
- Pupils' interviews.
- Pupil progress meetings.
- Feedback for visitors – visitors' book and post-it comments display board.

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

DH spent time developing planning to support skills-based learning. Staff have tried out new planning and are very positive.

Greater emphasis upon purposeful writing throughout the school.

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

Greater focus upon quality learning outcomes, leading to increased pride, motivation and higher standards achieved.

The majority of families were involved in the project at some level. The interest shown in school life has led to more children having raised levels of self-esteem.

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

- Whole school curriculum development - identifying the school's curriculum drivers and a skill based approach to learning - continuing in Spring, Summer 2011 and also school year 2011-12
- Money Matters week - Summer 2011
- Family History, (a school link with Lancashire Adult Learning) – Summer 2011
- Award in supporting Learning and Development (Lancashire Adult Learning) – Autumn 2011
- Maths workshops – Summer 2011
- Well being Week-Spring 2012
- Science Event-Summer 2012

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

Releasing a key member of staff has meant that project has been very successful and wide reaching.

**Any other comments:**

Funding played a key role as resources could be purchased to really stimulate children's imagination, interest and enthusiasm for History.