### Project summary

The Rose School is totally committed to providing pupils with opportunities to learn about their community – not only in a geographic/historical/social sense and in particular looking at innovative ways of skilling pupils using practical/hands on approach to learning.

After much planning and preparation (through a small grant) a local artist worked with all of our pupils on a project entitled 'Our Lancashire – Heart & Home' From an initial large group – a smaller group of pupils then linked in to a local high school and worked intensely with the artist – learning new art/craft skills (pottery, glazing, painting, use of specialist equipment, designing etc...).

This took place over a period of 6 months. The resulting piece of art work depicts areas/people/events which pupils felt depicted the community in which they live. Pupils learnt about communities, to work as a team, to support each other, new skills and even now continue to attend art/craft classes at the local school. Understanding and feeling proud of our community plus learning, achieving and enjoying are strong legacies of this project.

### Specific aspect of practice to be accredited?

Raising the self esteem and achievement of underachieving pupils through introducing innovative teaching/learning opportunities which focus on the individual needs of the pupils.

### 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?
• Pupils have opportunities to learn about their own community and then their own place in the wider community.
• Providing pupils with opportunities to learn new skills – to have confidence in their own abilities.
• To have the opportunity to work with a local artist in a linked school – providing a link that we are not a school in isolation.
• Provide staff with opportunities for CPD
• Pupils to be confident in their skills
• Pupils to feel confident in working with new staff in new environments.
• Pupils to produce a piece of work that reflected what they had learned that merited display.
• Pupils to have the opportunity to visit other places of interest outside of Burnley/Pendle

How did you identify the need for this practice?

• Pupils had no sense of their own community or the community in which they live.
• Community Cohesion is an aspect that the school has always put at the forefront of its ethos – however pupils do not all come from the same area – have little knowledge of any Lancashire (whether geographic, historic or social) – the project would bring their sense of belonging to life.
• The curriculum in a Special School as ours is still proscribed – there are very little opportunities to be innovation – however this project and the initial small grant allowed pupils to have a different experience of what 'art' as a subject is all about.
• Opportunities for expressive arts are limited within the timetable – this project widened the scope to work with an exceptional and highly gifted artist over a period of time.
• Any innovative ways which allow and encourage our pupils to express/learn, inspire and extend their own learning styles is proactively encourage by the Senior Leadership Team.

Briefly describe the main characteristics of the school?

The Rose School was established in September 2005 as a Special School for pupils who all have a Statement of Special Educational Needs (Behaviour, Emotional, and Social). At present the pupil roll is 49 pupils both boys and girls aged between 11-16. Over 70% are on Free School Meals and almost all come from East Lancashire area. A number of pupils are Children Looked After. Some are already known to and involved with services (YPS/Social Services/Police etc.). Pupils receive extra literacy and numeracy support as their levels of ability are often poor on entry. Attendance can be an issue – however this has steadily improves over time. Our latest OfSTED report (Oct 2011) has praised the school for its achievements to date – we were awarded 'good' with some outstanding features. For a Special School – this is praise indeed. The inspector was particularly impressed with the impact this particular project has had on pupils.

What did you do?
November 2010 – SLT meeting – Deputy Head who applies of grants made an application to Burnley Children's Trust for monies to fund a community project – Art/Craft based which would focus on Lancashire as a whole and then smaller local communities where the pupils live.

A number of discussions had already taken place with the Technology Teacher/Community Cohesion Advisor and SLT to discuss the project – basically to help outline what were the objectives / how they would be achieved should we get the grant.

A local artist had already been recommended and the Deputy Head met with the artist prior to the application for the grant to discuss the project in some depth.

Grant awarded – again further meeting with the artist. Time scale introduced for initial work – January, February – April 2011. This took place at The Rose School. Here each week for 1 morning all pupils had the opportunity to work with the artist and ideas for a final piece of work a mural on 'Our Lancashire – Heart & Home.

Feb/April 2011 – pupils who showed a keener interest were then invited to a local school to begin to learn the skills needed to produce the final piece of work. Each Friday pupils went to a local school to work on a project with a senior member of staff (DHT).

Alongside the visits an Art Gallery (Tate Liverpool) for 1 day plus 1 day to Crosby Beach to see the works of Antony Gormley. Pupils took photographs and 1 pupil completed a poem.

Questionnaires/compiled on what pupils had enjoyed about this visit.

Book of photos compiled for the reception area.

Book of photos & poem sent Royal Society of Arts.

Summer term 2011: Pupils finished the project on the mural and displayed in the front entrance.

September 2011: Head teacher/Deputy Head have agreed to the support of the continuation of the art group at a local school with the artist focusing on improving personal, self esteem, team building and improving skills – alongside the pupil group a member of the Technology Department (TA) wished to improve their skills so that within the art option time she could deliver a more varied programme of crafts to the whole school.

Christmas 2011 – Pupils involved in displaying and selling goods they have made to visitors. Proceeds to local charity.

January 2012 – The project continues alongside introducing an element of enterprise – to plan, make and sell goods this term (Valentines Day 2012) in Burnley Town Centre.

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

- Lead by Deputy Head
- Involved Tech Dept/TA's – tech dept to discuss aspects of the project – what could be delivered in school/rooms/equipment etc…. TA- who would then in the academic year 2011-12 take on the role of leading and organising the
confirmation of the project with the artist at the local school.

- Community Cohesion Advisor Input (Support), Teacher Advisor for Cohesion & Diversity
- Artist – local to area who led/delivered project
- Local School – providing space & equipment for the delivery & implementation of the project.

### How has the progress of the project been monitored and evaluated?

- Parents/Carers kept informed through newsletters.
- Pupils involved in discussion/planning/execution of project
- Through continual discussion with staff, pupils and artist involved.

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

Firstly the project was simply to go over maximum of two terms with the Deputy Head leading and managing the project. However the project has now moved into third/fourth term with the Head teacher investing school monies to continue its development.

From initially keeping the projects within The Rose School – links have been now made with a local high school plus visits for pupils outside of the Burnley area. The project has allowed a Teaching Assistant and the Deputy Head to introduce & improve skills which are then transferable back into the main school.

Pupils have worked hard in maintaining a lever of acceptable behaviour to be awarded a place on the project. Further responsibilities have been taken on by the pupils in planning the projects further development. This has had a significant impact as their self esteem and their ability to have faith in themselves.

Pupil’s concentration levels have also improved has their ability to help and support others.

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

- Pupils have improved their art/craft skills.
- Pupils more confident using equipment (that is not in our own school)
- Plus confident in attending another school
- Pupils self esteem/perception about their abilities have improves over time
- Pupils have more of an understanding of 'Enterprise'
- Pupils have commented verbally and in writing about their sense of achievement whilst on this project.
- Parents/carers value the fact that their child has been given extra opportunities to bring on the skills they undoubtedly have.
- Pupils take a pride in the display and enjoy showing and explaining to visitors what the project is about.
- Pupils understand better the notion how a good attitude/behaviour/relationships with adults brings its rewards – in term of improved learning outcomes.

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

Ensure that all pupils continue to have as equal an opportunity to access similar
development opportunities and projects and ensure the Teaching Assistant has continued opportunities for development.

Ensure The Rose School has the resources/equipment to maintain some of the new skills in house. Develop more a culture of creativity and opportunity for all – even within other curriculum subject areas. To seek further awards & grants – that will lead to inspiration, innovation and real desire by staff and pupils to create opportunities for self development and personal challenge.

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

- Those children who attend Special Schools are as capable of enjoying, learning and producing work of a high standard. What is needed in school is a culture of being 'Open to possibilities' staff who are willing to 'Go the extra mile' and pupils who have a 'curiosity' about what is on offer to them.

To achieve our first Learning Excellent Award would be fantastic and encourage other staff to apply!

Should our application be considered for the award I will send relevant photographs etc....