Case Study

Establishment name: Brabins Endowed School
Lancashire no. 06/064
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Award granted: Innovative Practice
Project title: 'Welcome to Africa'

Project summary
We wanted to develop our pupils' understanding of the global dimension in the curriculum through creative learning. The British Council's International Schools Quality Mark assessment process was chosen as a suitable vehicle for beginning this work, which began in the Autumn term 2007.

This year we have been working with a Creative Agent and Creative Practitioners to build on last year's work so as to further develop and deliver a creative curriculum which embraced long held commitments to environmental education.

The current project related to the 2008-09 School Improvement Plan, as it referred to delivering a creative approach to delivering Education for Sustainable Development - The Eight Doorways. This most recent project involved the children exploring the African culture to further their understanding of global diversity. The programme was designed to encourage pupils to reflect on their own learning and identify strengths and areas for development.

Specific aspect of practice to be accredited?
Innovative approaches to developing the curriculum and engaging pupils in meaningful learning experiences

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?
For the children:

- Energy and enthusiasm
- New ideas and approaches to creative learning
- Appropriate subject-specific skills and expertise developed
- Key learning to learn skills and attributes - excellence and enjoyment - an
opportunity for pupils to reflect on their learning and identify strengths and areas for development - working alongside others; problem solving;

• Geography skills enhanced - pupils gaining a better understanding of some of the issues linked to global warming and climate change.
• Storytelling sessions to impact on pupils' writing and speaking and listening skills
• Exploring cultural diversity through dance and movement
• Children associate good environmental education/education for sustainability and citizenship with Safeguarding the World, so strengthening their potential to become 'agents for change'.
• Improved contribution to community cohesion e.g. challenging stereotypes.

For teachers and other school staff, opportunities to:

• Work alongside practitioners to develop their own experiences - working in a spirit of collaboration
• Observe pupils working on the project
• Take more risks in the classroom environment
• Develop new skills in using different art forms and in promoting creative learning
• Using cutting edge technology

For creative practitioners
• The opportunity to develop their awareness as to how their skills can impact on pupils' understanding of global diversity

How did you identify the need for this practice?

For the last decade we have provided our pupils with a broad, balanced and creative curriculum. We have a well motivated, talented team of teachers and support staff who deliver learning opportunities in a creative way.

As there is requirement to not only teach creatively, but to teach for creativity, particularly in the light of the National Curriculum Review, this seemed the right time to develop our creative curriculum and to use such an approach to enthuse and motivate our pupils. As one of the National College for School Leadership's 'Leading Sustainable Schools' developing a 'Community of Practice' we had a responsibility to work with other schools to develop the 8 Doorways to becoming a sustainable school, and as 'Permanent Green Flag School' we were regularly being invited to support and promote Eco-School learning opportunities and to encourage others to engage with the sustainability agenda.

We selected the International Schools Award as a helpful vehicle to structure and support our work in this area, as a creative approach to curriculum planning and delivery underpin this award. Last year, when the opportunity arose to apply for Creative Partnership funding, this seemed a tremendous opportunity to use this process to enrich our pupils' understanding of global diversity - the global dimension - one of the 8 Doorways.
**Briefly describe the main characteristics of the school?**

Brabin's Endowed School is a small rural primary school with 59 pupils on roll. Children come predominantly from the village of Chipping and the outlying areas of Derby, Chaigley and Thornley with Wheatly. However, pupils do travel from as far away as Grimsargh and Longridge (5-8 miles).

The catchment area is of mixed housing with 'pockets of deprivation' within the locality. There are slightly more girls on roll than boys. All children fall within the WBRI ethnic group and speak English as their first language. There are no pupils at present claiming free school meals - parents seem reluctant to apply despite effort encouraging this from the Governing Body and Headteacher. There are 6 children on the SEN Register at School Action and 3 at School Action Plus.

**What did you do?**

This curriculum development began in Autumn 2007, when the school, having gained a Bronze Award earlier in the year, decided to register with the British Council to be assessed for its Quality Kite Mark for International Schools. The focus for this initiative was the development of creative learning through the international dimension of the curriculum.

Mrs Wallace, a KS2 colleague, was asked to lead this project. Staff considered a number of possible activities and a final list of 7 activities were agreed.

These were:

**Activity 1** - Links with a school in Canada, New Zealand and Hong Kong (2006-08)

**Activity 2** - Global Awareness Week: during this week, we asked KS2 pupils to work in mixed age groups to research a given country and to make a holiday programme to persuade people to visit the country. Countries researched were Spain, New Zealand, Australia, South Africa and India.

**Activity 3** - Burundi Appeal - fundraising activity to buy a cow for an orphanage in Burundi - whole school involvement.

**Activity 4** - Recycling Project with Malawi link

**Activity 5** - Pupil (KS2) and staff training in Global Awareness

**Activity 6** - Vision Aid Overseas - guest speakers with questions and discussion.

**Activity 7** - Sponsoring a Child in India included Asian Music Workshop.

All the above were undertaken within the planned time scale and a successful portfolio of evidence sent to be assessed. International School Award 2008 given for outstanding development of the international dimension in the curriculum on 1st September 2008.

A successful Creative Partnership Bid, endorsed by the school's Adviser was submitted by the Headteacher during the summer term 2008.

Enquiry School Project Planning was delegated to Mrs Rachel Wallace (TLR) who had the responsibility of discussing ideas with a Creative Agent during the autumn.
term 2008.

An initial planning meeting with teaching staff resulted in agreement that each of 3 groups would focus on one area - visual art, dance or storytelling - so that children could explore their area in greater depth and teachers could develop and explore these areas further, linking closely to their programmes of study in many curriculum areas.

The whole school project began on 26th February 2009 with a 40 minute assembly delivered by Miso'shi (Creative Partner) who introduced the project in her role as Storyteller.

This was followed by 3 x 1 1/4 hour group sessions with a strong literacy/drama focus. All recruited practitioners attended the Storytelling session and then worked collaboratively with both pupils and teachers during the planned time. Literacy units relating to the theme of Africa were covered until the Easter holiday.

Early in the summer term the 3 practitioners returned to deliver 3 days work as agreed with each link teacher.

Christine McMahon in her role as Storyteller worked with a Year 1/2 group. The raising of attainment in writing for able pupils in KS1 was a feature in the current School Improvement Plan, so this work enhanced the pupils' experiences with a new approach to creative story writing linked to the theme of Global Diversity by exploring African culture.

The visual artist, Rosie Fenwick, worked with a Year 3/4 group creating a story garden. This group enhanced the outdoor environment by seeking new and exciting ways to utilise this space. The amphitheatre was used by the group to explore visual arts.

The dance company Maelstrom worked with a Year 5/6 group undertaking a Dance unit in PE that allowed them to experience cultural diversity through African Dance.

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

- Rachel Wallace led and coordinated the International School activities, supported by other teaching colleagues and support staff.
- Wendy Foot (the then School Cook) helped liaise with the Orphanage in Burundi. Parents and the wider community supported the appeal and linked activities.
- Glynis Goldsbrough- Headteacher- wrote the Creative Partnership Bid/Application Form and discussed this with the Creative Curriculum Leader/TLR. She monitored the development of the programme and kept governors and parents informed of the exciting learning opportunities being planned.
• Jonathan Hewitt - School Adviser - endorsed/supported the application - also interested in monitoring and evaluating the outcomes.
• Rachel Wallace - TLT/Creative Curriculum Leader was responsible for working with Creative Agent planning the programme of learning and involving other colleagues.
• Jaquie Garth, Rachel Wallace and Jim Blakely - link teachers, agreed the 'shape' of the project. Each teacher added additional learning opportunities linked to Citizenship, English, Geography, PSHE, and PE
• Jacqueline Harris - Creative Agent - Storyteller, facilitated the project, liaised with the school and practitioners
• Miso'shi Proctor, Rosie Fenwick, Christine McMahon and Maelstrom Dance (Lindsey Brocklebank) - Creative Practitioners, delivered agreed programmes of study.
• Sarah Peckham, Clare Doxey and Debbie Robinson- TA supporting role.

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

• The Bronze Award application for the ISA was awarded in 2007 and, following discussion with colleagues, a decision was made to apply for the Quality Mark which would include external assessment. In Sept 2008, the school was accredited for outstanding development of the international dimension in the curriculum by DCSF in conjunction with the British Council.
• The Headteacher approved all planning.
• Mrs Wallace kept in close contact with the Headteacher during formal and informal meetings during the International School focus and was in email communication with the Creative Agent during the Enquiry School work
• The Creative Curriculum Leader held regular meetings with colleagues to update and receive feedback for the International School and Enquiry School work
• The School Adviser asked questions of the Headteacher and Creative Curriculum Leader on each of his visits during the length of the projects
• 'Walk Through Monitoring' was undertaken by the Headteacher.
• Headteacher asked the children about their learning experiences.

How has the practice been modified or improved during development?

• Substantial changes have been made to curriculum planning, with greater focus on cross-curricular planning and the integration of learning to learn skills - research, enquiry, problem solving.
• Pockets of outstanding practice in the school have been shared to develop a more consistent approach to creative learning.
• Opportunities for specialist support - art, music, story telling - have been built into the curriculum planning.

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

• Our pupils have an increased understanding and greater awareness of the similarities and differences between cultures. The older children have developed
a tolerant and understanding approach to learning through questioning and being open minded.

- Pupils can understand that there is more than one way of doing something. They have had the opportunity to try out new approaches; explore a new culture and communicate their ideas through dance, storytelling and visual art.
- All pupils were involved in the initial planning of the project, taking some ownership (with teachers and practitioners).
- Time was allocated for the pupils' to evaluate their work and that of others.

What are the next stages in the development process?

We aim to deliver a Celebration Day to be held at the end of May. This will involve all the pupils who will share their work and learn from each others experiences. The EYFS children will also attend the celebration and will be involved in providing refreshments after completing a Food Technology unit on African Food. Parents, Governors, School Adviser and members of the community will be invited to join the celebration. Following the Celebration, all practitioners and staff will engage in a final evaluation of the project.

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

Providing children with the opportunity to work alongside creative practitioners, exploring new ways to engage with learning.