

West Sussex Enquiry Schools Programme 2010-11

Creative Partnerships is England's flagship creative learning programme, designed to develop the skills and aspirations of children and young people. In March 2010, sixteen schools in West Sussex were selected to join the second round of the year long Enquiry Schools programme in the region. Each school was offered the opportunity to work with a creative professional to explore a chosen area of creative learning – defined here as an 'enquiry question' – the range of ideas and themes was impressive and their stories are summarised here.

Primary Schools

Field Place First School

Can drama inspire Year 1 underachieving boys to write?

Field Place First School wanted to work with a group of Year 1 boys who were not writing in class. Many of the boys had complex needs and the school wanted to help them understand the importance of writing and inspire in them the confidence to have a go.

Starting with a surprise trip to the beach for a pirate adventure day, drama practitioners Julia Roberts and Mark Robertson immersed the boys in a range of fun and active storytelling and drama activities. Unlike their classroom behaviour, they were not at all resistant to writing when embedded in the project activities. A celebration event shared the successes of the project with the children's families, who were intrigued and drawn in by their child's unusually animated descriptions of their school day during the project. Outcomes include:

- Children responded very positively in alternative environments
- 1-1's or smaller groups radically improved focus and engagement
- Immersed in story, children care for what happens and will write to get a desired outcome
- Boys became much more engaged in classroom writing

Georgian Gardens Community Primary School

How can we make better use of our current outdoor learning space, involving pupils and their families?

The 'Creating Sound Together' project reached far beyond the four walls of the school and saw families and the neighbouring school participate as well as children from Years 3, 4, 5 and 6. The school wanted to embed the use of 'The Quad' outdoor space into the culture of the school's teaching and learning and develop it into an inspiring alternative workshop and performance space. As part of the process, the project also aimed to raise attitudes to school and learning and the self-esteem of the project's young participants as well as those of the adults involved.

Working with prop-maker Ryan Laight, children, their families and teachers used sketchbooks to create collaborative designs and make outdoor musical instruments for use in the space that they were transforming: *"We have managed to create a whole new classroom without any extra building!"*

Outcomes include:

- The flexibility of the project meant that participants weren't afraid of getting it wrong and built confidence
- Relationships enhanced between children and their peers, children and parents and the school and neighbouring school
- Teachers will use, and further develop, 'The Quad' in their curriculum planning and implementation



Georgian Gardens Community Primary School

Manor Green Primary School



Manor Green Primary School

How does extending our creative approach to learning deepen and develop the social communication and emotional literacy of our children?

Manor Green is a special school that wanted to deepen their already creative and playful approaches to learning in order to inform their work beyond the lifetime of the project. The 'Manor Green Magic Carpet Ride' was launched at a pirate themed tea party, where musician and animator Tom Cook and artist Jane Gordon got to know the children (aged 3-9).

The project activities were child-centred and included drawing, puppet-making, music, film and animation. Many of the children struggled before the project to sit, listen and work together as a group but the collaborative and performance aspects helped to develop their communication, listening and social skills.

A special sharing event in a 'magical world' created at The Hawth, Crawley wowed teachers, and parents alike: *"I never knew what my child could do. I can't believe it."*

Outcomes include:

- Children were more eager to collaborate in play or group activities
- Significant developments in individual's emotional wellbeing
- Teaching team feel more resourced, particularly in conducting future music sessions
- Significant impact upon school decision makers

Southgate Primary School

To what extent can involvement in a creative project enhance children's emotional literacy and subsequent collaborative skills?

The school wanted to help a group of Year 5 children to develop skills, tools and vocabulary to negotiate and resolve conflicts independently. These children were frequently distracted in the classroom because of unresolved disagreements brought in from the playground.



Southgate Primary School

Artist Lulu Allison worked with the children to create collaborative pieces which required them to value and expand on others' contributions. The work often challenged the children to let go of their own ideas in favour of the general consensus. In groups, the children made models of structures (e.g. a wigwam) which could be built in the school grounds as a place where they can settle disagreements.

The resulting installation was 'The Friendship Place' a tree in the playground with artwork inspired by the project. The group also taught the skills they learnt to children in Year 2. The project was documented in 'The Big Book' a collaborative journal. Outcomes include:

- An explosion in children's creative thinking skills including risk-taking, improvisation, generating and refining ideas
- A behaviour log demonstrated one girl's frequency of incidents that needed staff intervention dropped from 3 per week to 0 during weeks 6-10 of the project
- Noticeable improvement in children's attitudes to one another

Springfield First School

How can we create a positive mathematical community of staff, students and families?

'Penguin Maths' was a response to the school's aspirations to find creative ways of teaching maths, whilst encouraging more active involvement from parents and carers.

The school invested heavily in finding the right partner and Gemma Cumming was recruited to work alongside the Year 2 teacher and her class. Twelve parents participated in the launch event 'Muffin & Maths' where they played maths games with the children.

During the project, Gemma used a drama for learning approach called 'Mantle of the Expert' (MoE) to task the children in-role as toy factory staff. Their challenge was to design and make resources to support Jean-Luc Fromental and Joelle Jolivet's '365 Penguins' book and potentially be used in schools everywhere! The children measured, counted, halved, multiplied and cubed in order to design and make felt penguins to meet the fictional orders pouring in. Outcomes include:

- High parental engagement, with 26 parents attending the product launch
- Improvements in children's mathematical vocabulary and general articulation
- Attainment in maths improved for all children
- All school teachers have included MoE approaches in planning for their maths curriculum



Springfield First School

St Wilfrid's Catholic Primary School

How can the creative use of 'multi-media making' improve engagement and understanding in science?

The school wanted to build on previous successes in teaching difficult scientific concepts using creative approaches. Prior to previous experiments with drama and making, students often struggled to grasp scientific concepts.

Media practitioner David Parker worked alongside two Year 6 teachers and 55 children to develop this approach further. The term 'multi-media making' was coined to define a process of making low-tech multi-media instruments in order to illuminate scientific theory e.g. the relationship between pinhole cameras and directional light and shadow.

Over an action packed block of seven days, children filmed and narrated the making of model skeletons, used light reactive paper, interviewed each other, made cameras and animations. In doing so, they learnt about electricity, light and dark, animals and their environments. Children presented their findings to parents and the rest of the school during a special assembly. *"Sometimes in textbooks you don't have all the answers, but with this you can speak to the teachers and learn more"*. Outcomes include:

- 100% of children felt that their understanding of the curriculum had been enhanced
- Some less academic children thrived and excelled in a practical setting
- 100% agreed with the statement 'I was more involved than in normal lessons'



St Wilfrid's Catholic Primary School

Thomas A' Becket First School



Thomas A' Becket First School

How does physical activity improve and inspire writers?

Motivated by teachers personal experiences of benefits gained through sport and teamwork, the school wanted to harness children's love of physical activity and games to encourage writing.

Performance poet and playwright Joseph Coelho worked with children and teachers to develop new games or adapt existing ones like 'What's the Sound Mr Wolf?' with writing embedded into the play process. Developing the children's self-identities as writers was pivotal to the project and the creation of colourful and resourceful 'writing belts' for each child played a big part, helping them all to see themselves as writers by the end of the project.

Photographer Leona Angus also joined the team and created beautiful 'body alphabet cards' with the children. These helped some children with special educational needs, and have since contributed to the school being awarded Dyslexia Awareness School status. One teacher commented that Joseph's teacher training was *"one of the best InSET days we have ever had, we were so inspired"*. Outcomes include:

- Attainment in literacy has accelerated with all children achieving literacy levels much sooner in the academic year, compared to previous cohorts
- The spectrum of ability has decreased
- Governors have committed to releasing extra money to include other classes in the project

Waterfield Primary School

How can we develop the children's enjoyment of music and drama to stimulate and explore creativity in maths?

Working with musician Penny Waite, the school developed 'Magical Musical Maths' to enhance children's enthusiasm for maths and to focus on problem solving which was identified as an area for development in their inspection and action plan.

By creating stories, songs, rhythms, riddles and learning instruments, Year 5 and 6 children were able to explore and learn about shapes, codes and even the Fibonacci sequence through the power of music: *"I think maths through music and singing helps get the maths in my head and I think it has helped me get into a higher maths group."*

A range of musical styles were at play from a cappella to body percussion and from jazz to rap. One of the highlights for the children was a surprise master class run by a founder member of the international hit show STOMP which had a huge impact on the children, many of who chose STOMP style performances for their final show to the rest of the school. Outcomes include:

- All children with SEN achieved their curriculum targets
- More children feel 'fantastic' towards both maths lessons and music lessons
- Fewer children feel anxious towards maths lessons
- More children are interested in playing an instrument or singing

Secondary Schools

Bishop Luffa CofE School

How can we engage students in establishing a sense of identity for their new building which is visually exciting, stimulating and challenging?

Arts faculty staff were very keen that this project be student-led to encourage an ongoing engagement with the spaces and a sense of ownership about what and how work is displayed. The school was keen to explore contemporary ideas of display and also ways in which students might become curators of the new arts faculty space.

George Jarvis worked with 16 students across Years 8, 9, 10 and 11. They visited the TENT London exhibition at the Old Truman Brewery, Design Museum and Tate Modern for inspiration and developed edgy technology and media based design ideas: *"I've learned how important it is to take risks and push boundaries."*



Bishop Luffa CofE School

The group produced a permanent display in the corridor along with a dramatic interactive wall using projectors, intermittent UV lights and UV reactive paint. The project was documented in an online blog and featured in local press. Outcomes include:

- The project challenged students' ideas about what creativity is
- Teachers have learned to appreciate the value of play and experimentation in the process of learning
- Staff are more ready to take a risk in order to involve students' in innovation or pioneering practice



Davison High School for Girls

How can the arts be used to develop pupils' spirituality and how can we make this more visible?

'Exploring Spirituality' was developed in response to the findings of a researcher whose work had concluded that spirituality wasn't evident in the school environment. Art teacher Angela Harrison was also aware that in the busy school environment there was often little time or space for the pupils to reflect.

Rosalie Portman and Jill Parsons worked with two groups of girls using photography, clay and willow to produce work that explored self awareness and self image. The groups also visited a chapel and made a large scale piece of land art on the beach.

"The beginning of the project was more about the natural world, then it became about spirituality. I have connected to the nature side of it but in a way that could also be spiritual."

"We thought of spirituality as religion and didn't realise it was so wide."

Works produced were displayed in a 'quiet space' in the school grounds, where students can go to relax or reflect. Outcomes include:

- The project contributed to the spiritual development of both the school and its students
- Students developed a vocabulary to communicate abstract concepts
- Work produced contributed towards students' AS level coursework

Durrington High School

How can creative learning raise the aspirations and enterprise of Year 9 boys with challenging behaviour, to fully engage with school and learning?

The enquiry came out of the school's aim to improve motivation, attendance and outcomes of hard to reach students and parents. The school also wanted to build on the work of its outstanding art and design department by introducing the use of creative multi-media.

Music producer Andrew Walker and artist Steve Geliot worked with a group of ten male students who were disengaged from school life and at risk of exclusion. The group produced digital music and moving images which were incorporated into Steve Geliot's impressive outdoor piece 'Anti-gravity'. The show was one of the highlights of White Night Festival in Brighton and La Nuit Blanc, its sister festival in France. It involved light and film being projected onto a huge jellyfish-like inflatable hoisted by crane and swung above the heads of entranced audiences.

Anti-Gravity was seen by about 9,000 people in total. The group hadn't expected to be part of such a high profile project and were very proud of their achievements.



Durrington High School

Outcomes include:

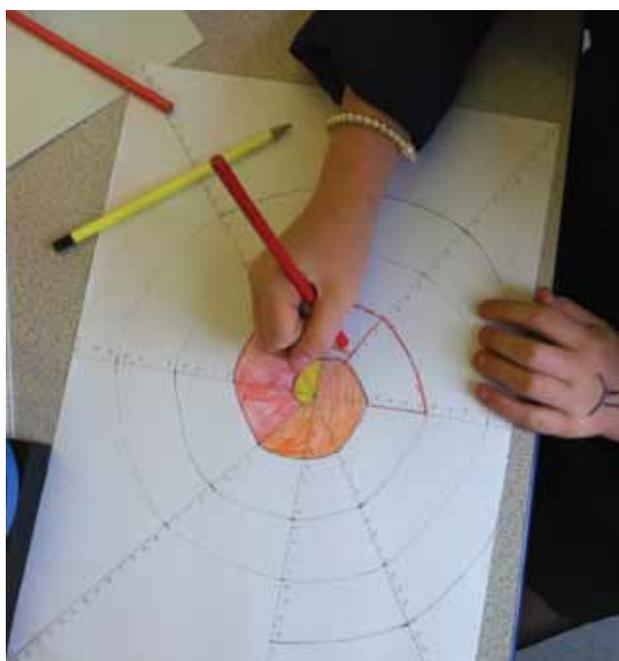
- Students grew in self esteem and learnt valuable social and creative skills
- All students attended school, none were excluded during the project
- CPD for teachers offered insight and skills necessary to enhance the curriculum

Manhood Community College

How can creating art and design enhance mathematical understanding in gifted and talented mathematicians?

'Maths, Art and Nature' focussed on Year 7 students who were good at manipulating numbers on paper, but struggled to apply this knowledge in day-to-day life. Head of Maths, Teresa Butcher, led the vision to open the eyes of students to the mathematics that exist in the world all around them. Artist Claire Harrison worked alongside Teresa and a link with the science department was also made.

Claire led drawing and painting-based activities that explored relationships between; snails, mathematical spirals and logarithms; flowers, symmetry and geometry and microscopes, branching patterns and fractals. The students often continued their work voluntarily after school time when they would be joined by parents too.



Manhood Community College

Some of the works produced were published in a maths and art calendar which was distributed around the school.

Students are now more active learners; asking questions and pursuing ideas in maths lessons like never before: *"The students give me feedback – it's given us conversation and it's all more open because they know their opinion is valued."* Outcomes include:

- A new scheme of work for a maths and art project is being planned
- Head of Maths is going to give a presentation about creativity in maths to mathematics teacher trainees at University of Chichester



Oriel High School

Oriel High School

How can the creative use of radio develop literacy skills and raise the engagement of students for whom English is an Additional Language (EAL) across the whole school curriculum?

With a high proportion of EAL students, Oriel High School wanted to develop a creative and sustainable way to support EAL students to take a more active role in school life. The project was largely based in the school's radio studio.

Working with radio producer Karen O'Brien the students mastered the use of the radio desk, played music and jingles, broadcast live discussion, computer game and gadget reviews and produced documentary pieces about their home countries and the paranormal. All of the activities required

an element of research, reading, writing, speaking and listening and many of the students said that their communication skills have improved, *“first I felt I couldn’t talk properly in front of people and now I feel I can talk, I promise to keep doing it.”*

The project culminated in a live radio day, broadcast on FM and online over a 5-10 mile radius. The web-based broadcast had 1,700 hits. Outcomes include:

- Students reported improvements in reading
- Students feel more noticed in school
- Teachers report marked improvements with students speaking confidently in class

St Wilfrid’s Catholic School

How does fusing maths and creativity empower our Year 10 girls’ learning?

This project brought together many aspects of the school community, from departments and teaching staff to technicians, caretakers, office staff, students and parents. ‘Maths is.....’ aimed to develop 21 KS4 girls’ understanding of maths through creative and practical means and so build their confidence with the subject.

The girls worked with artist Becci Kenning to explore a range of relationships between art and maths. Following visits to the Serpentine Gallery and Photographers Gallery, the girls worked in three groups to create imposing large-scale installations including photographed self-portraits, a 3D poppy head and the ‘Vogue Timeline’ - a social commentary on fashion, image and time where images and effects were depicted on huge paper globes and suspended in communal open spaces of the school. The use of maths was common during the project as a means of solving the many practical challenges of creating and exhibiting the large scale works. Over 70 guests attended an opening evening to present the work.

Outcomes include:

- Teachers have noted that 85% of the girls are more confident
- Girls say they have increased their own perception of what they can accomplish
- Girls now working towards their Silver Arts Award



St Wilfrid’s Catholic School

The Weald School

How can creative approaches to self-expression improve the engagement of passive girls in Years 8 and 9?

The school had identified a group of 14 girls who were disengaged in the classroom. Because they were not disruptive, the girls tended to get overlooked for additional support. The school wanted to give the girls an outlet for self expression with the aim of raising their confidence and participation in lessons.

The ‘Being Us’ project was led by filmmaker Annis Joslin whose personality created a supportive space where the girls felt safe to

express themselves. These open discussions inspired film, photography and animations, which went on to focus on how self image might influence the girls' participation in class. A pivotal moment in the project was a trip to see exhibitions in the Brighton Photo Biennial, which cemented bonds within the group and helped the girls to take considerable risks in their own work where they were expressing important insights around friendship and exclusion.

Parents, grandparents and teachers attended an exhibition and were moved by the quality and powerful insightfulness of the girls' work. *"It's definitely boosted my confidence. Even my teachers are saying that I'm involving myself more in lessons."* Outcomes include:

- All girls reported increased confidence
- Most girls reported significantly increased participation in class
- Girls gained their Bronze Arts Award

Worthing High School

What improvements will a school enjoy if its students are given the opportunity to make an impact on its running/ development via a creative and active mechanism for student voice?

By creating a platform for student voice, the school were keen to enhance understanding between teachers and students. Before the project, the only forum for student voice was the school council, which many felt didn't represent them.

Students worked with radio journalist Chantal Cooke to produce film and podcasts to be hosted on 'The Voice' a website also developed by the students. Chantal brought a no-nonsense approach to the project. Students responded well to this business like environment as they were formed into a mini production company.

The group were commissioned by a local radio station to produce a series of radio shows for broadcast and first class media

suite facilities were provided by Worthing College. They even got to interview Dame Vera Lynn! One of the radio shows was broadcast across London on Chantal's radio station. Students felt that the project was the start of something much bigger, *"We've lit the fuse!"* Outcomes include:

- Students gained media industry skills and will peer-educate to extend the work
- Media activities to maintain 'The Voice' will be embedded into mainstream curriculum
- Teachers have a more holistic sense of what school improvement means to students



Worthington High School

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