

# Enquiry Schools

## Case Study Slides



Project Name: A moment for each child

School(s): Bearwood Primary School

Local Authority: Wokingham

Creative Partner(s) Tom Cross

Creative Agent: John Darvell

Year Group(s) / Young People involved: Key stage 1 & 2

Start Date: 1/5/2008

End Date: 26/2/2009

Enquiry Question	Context	The Story	Impact on young people learning	Impact on teacher learning	Impact on creative partner learning	Impact on school	Learning from the work	Revisiting the Enquiry Question	Next steps
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**What is your favourite book/story/piece of writing which inspired you as a child/when you were a child?**

How can we use film and imagery to re-engage our hard to reach children?

How can we celebrate our place in the local community?

Is it possible to get more parents and carers involved in the life of the school?

Can we inspire children to become co-educators of learning?



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65%  
of our children  
are from an  
area of high  
social  
deprivation

**Bearwood Primary School** serves a diverse area, the ward has a high level of unemployment but about 25% of our children are from relatively affluent backgrounds. The school is located in a borough of high prosperity but this masks the recognition that 65% of families the school serves are described by the Acorn classification as 'some of the poorest families in the country'.

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# The Children's Story...



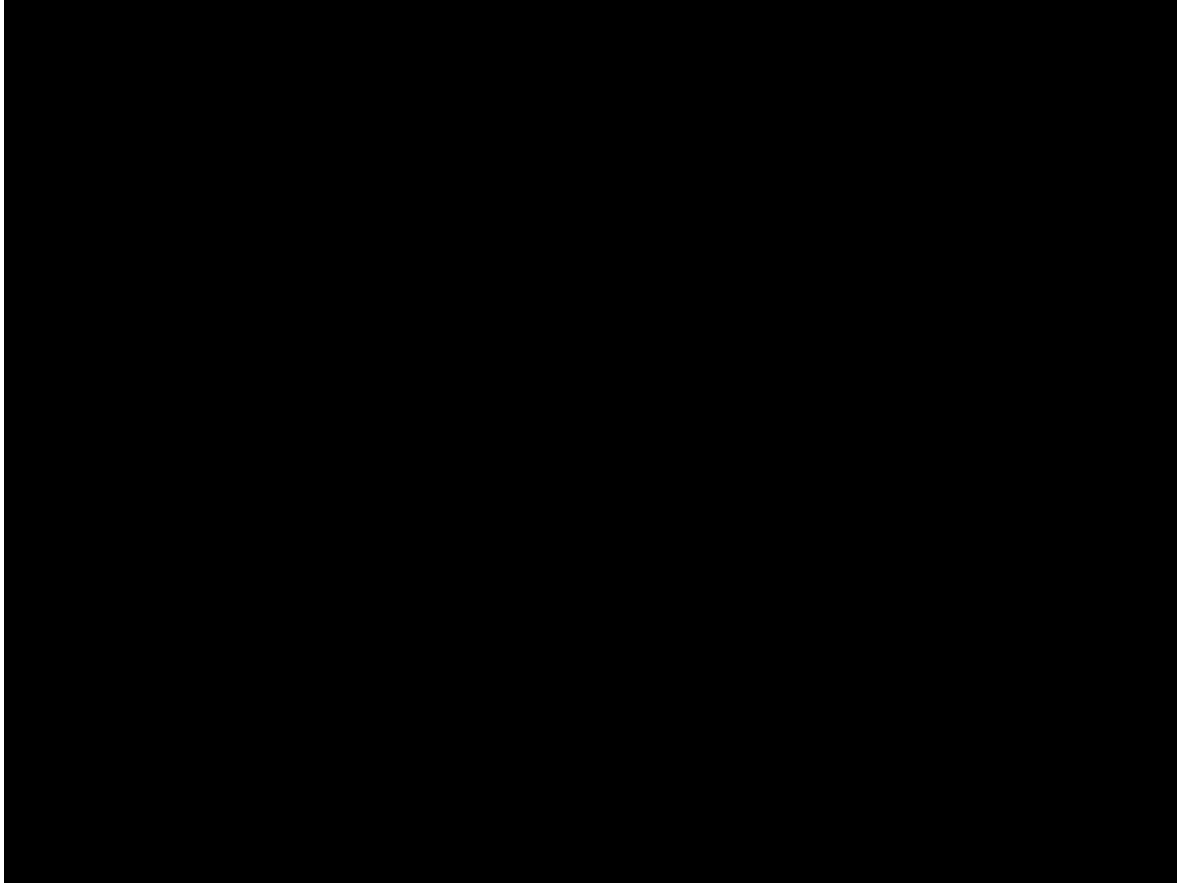
We asked some **animators** to our school to shows us what they did

We made up some questions to ask

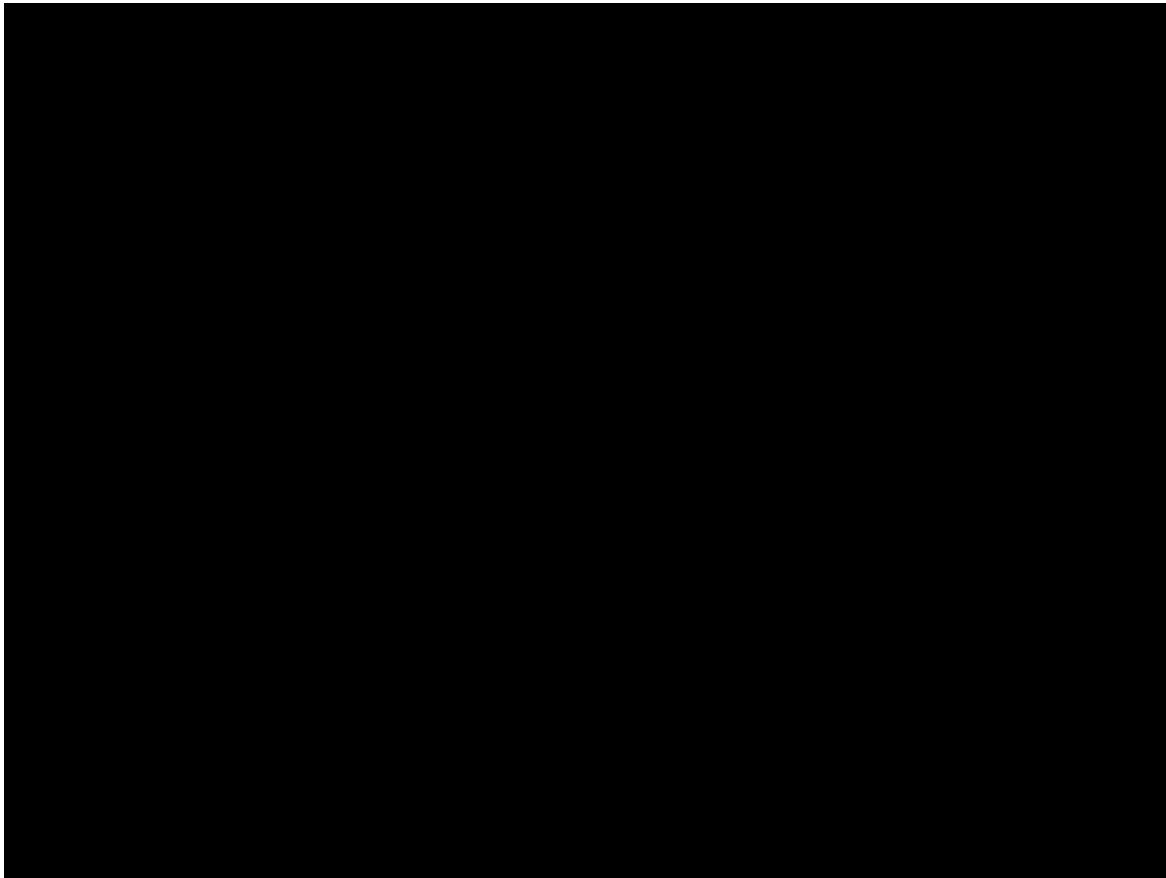
We discussed as a class who we thought was best

**Tom Cross** was our favourite!

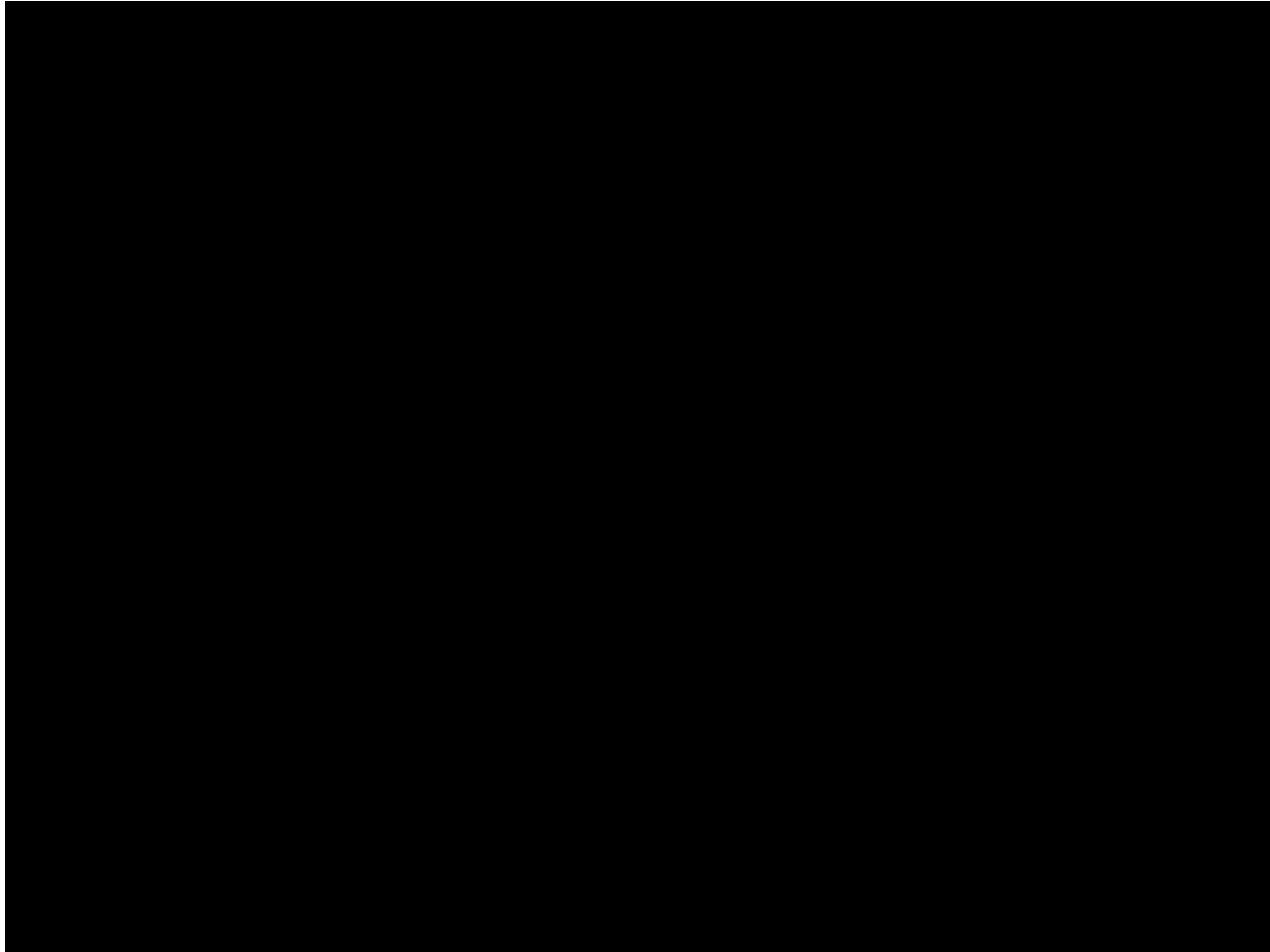
# Talking about our books...



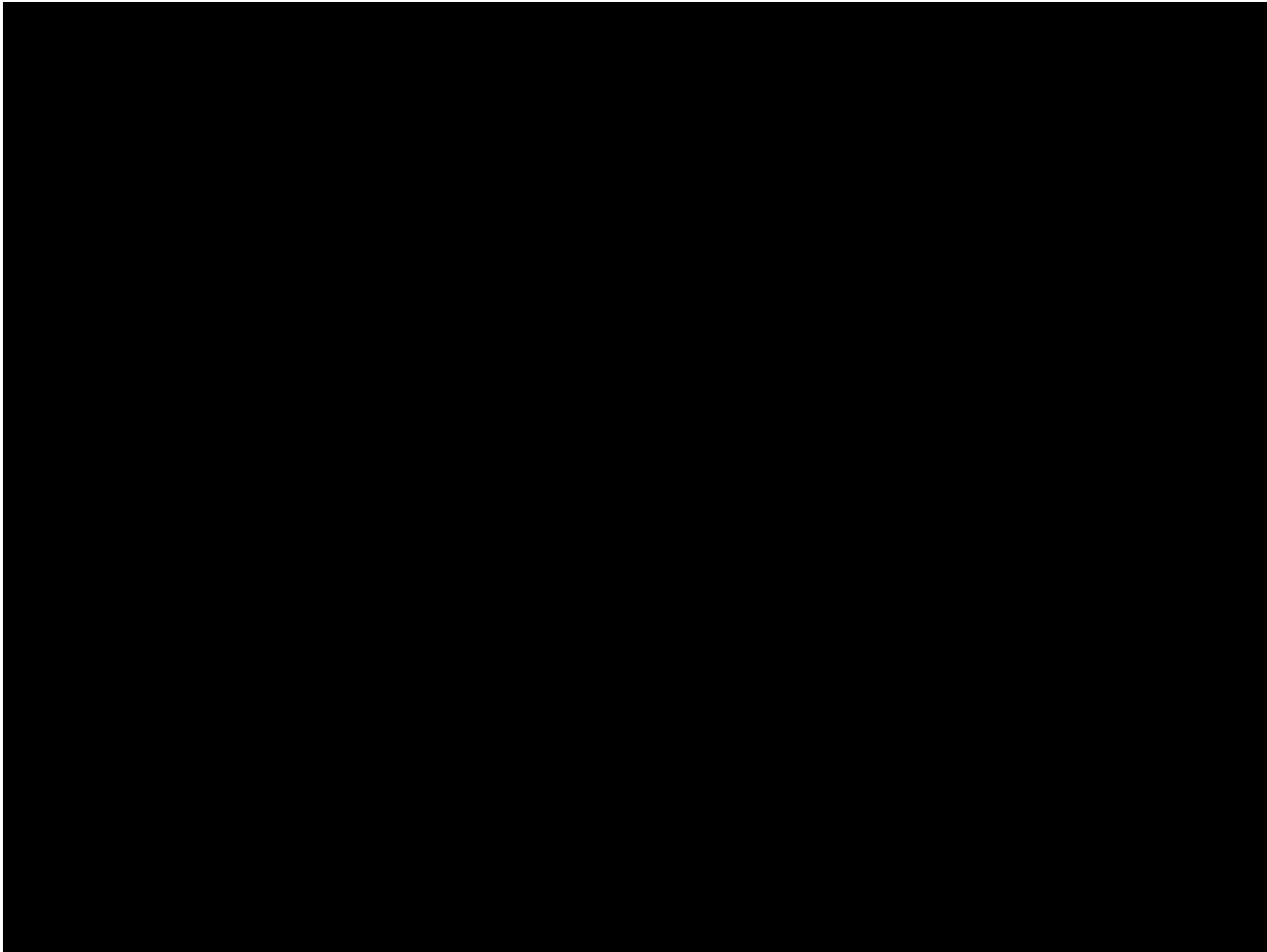
# Visualising and acting out our books...



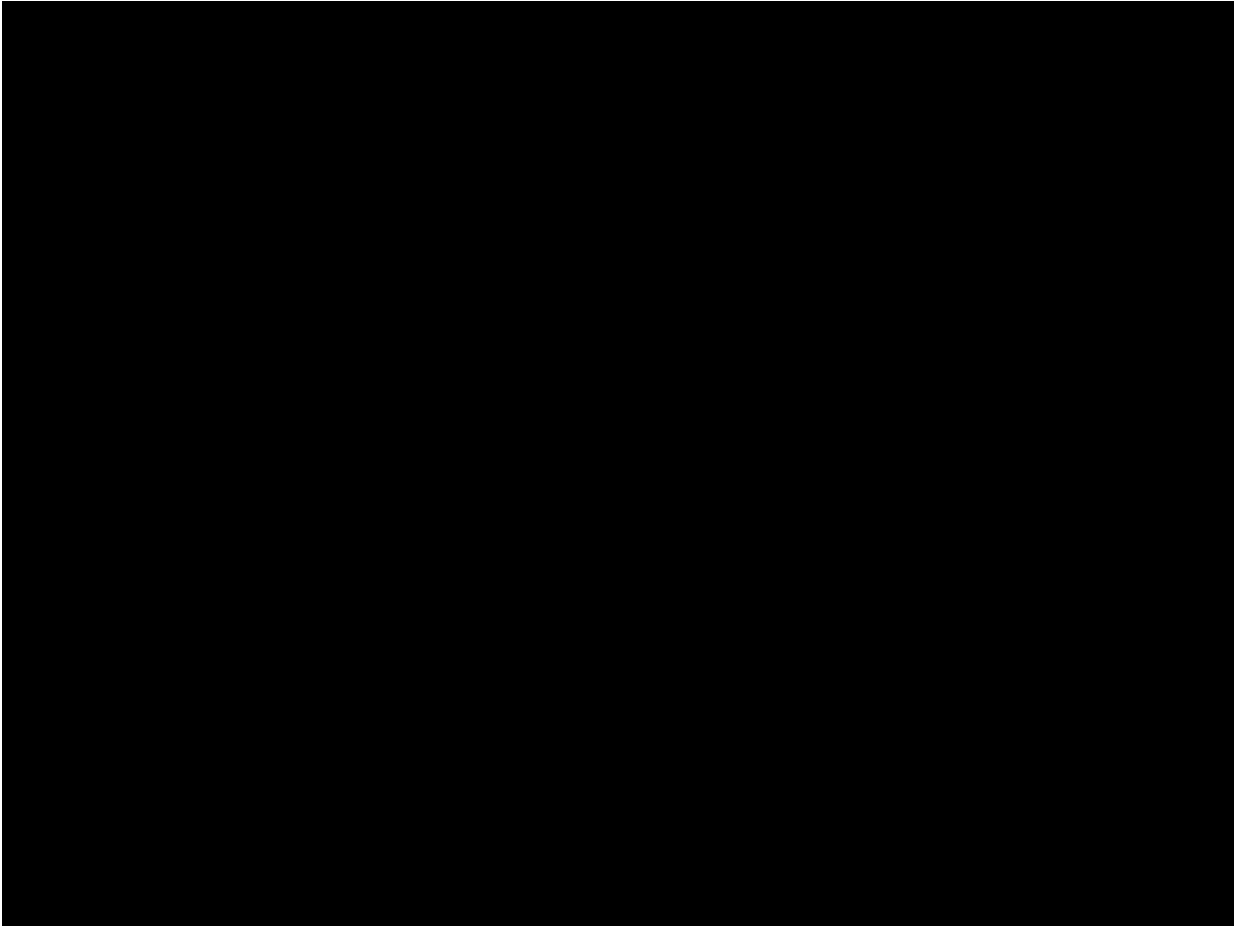
# How animation works...



# Digitalising process...




# How we made the soundtrack...

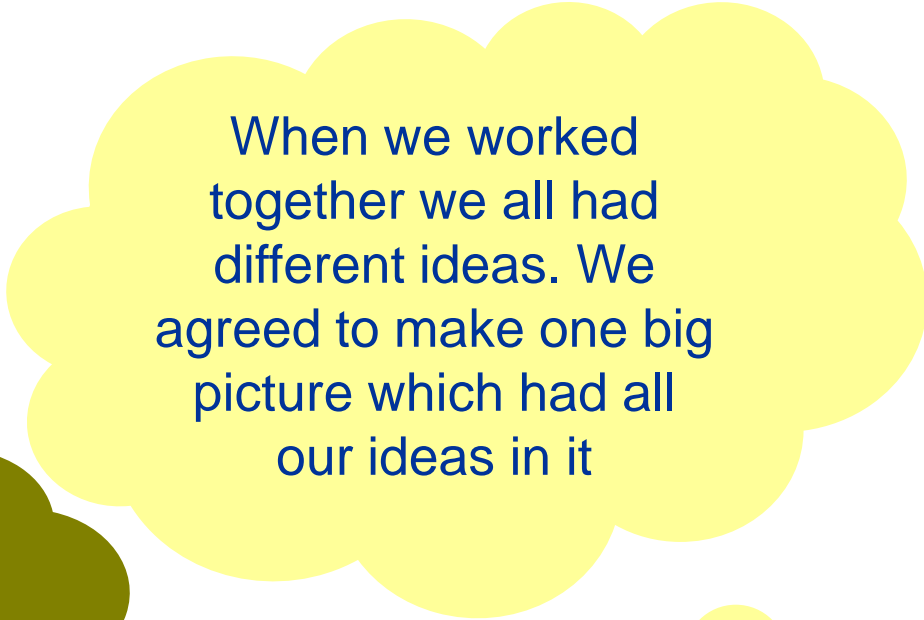


What we learnt

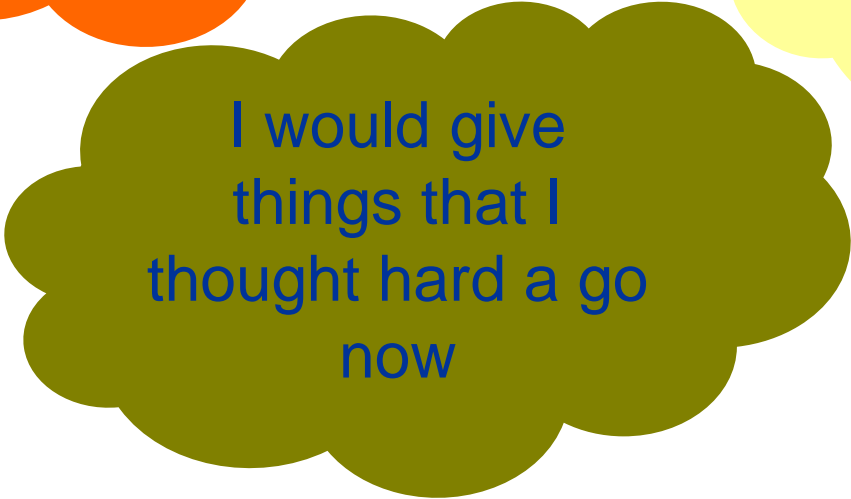
**What we learnt...**



I really enjoyed doing the interviews with Tom. He would ask us questions while he filmed us




When we worked together we all had different ideas. We agreed to make one big picture which had all our ideas in it



I would give things that I thought hard a go now



My parents got involved because they had to say what their favourite book was



I've told my friends how to do the things we did

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## ...what the children learnt

Learnt to use their imagination.

Realistic view of animation process, learnt about process and how long things really take.

Having to work as a group and enhanced their skills share and make a contribution

Greater ownership of their contribution, described it to adults

Older ones showing the younger ones how to do things.  
Some children who hadn't opened up did

Whole project had a very positive impact on them.

Risk in sharing views

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# The Teachers Story...

‘I thought it was a real partnership. We would talk about things, worked together and took the lead at different times.’

Risky thing was doing things thinking on your and feet and not planned but it worked very well.

Can really see how the skills can be developed and transferred across to other subjects.

Gave the children a broader picture, it's not just about writing, it could be anything. Lower ability children could see that there were other routes in life that they could take.

Tom was so positive with the children and everything he said to them was in a positive light. He really drew out the children who were not totally engaged. It's a real positive to the project.

I really enjoyed the opportunity to do something completely different.

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# The Creative Practitioner Story...

The most interesting experience was the keenness of the class room assistants and their enthusiasm for getting involved. Their opinions were given an equal platform which made a difference.

Learning came out of debate, discussion and sharing.

What was really interesting was watching the class room video diaries. Being able to assess yourself and watch low level behaviour, social interaction which you wouldn't normally see. I could see how those children who are quite and inward are pushed into themselves by subtle social dynamics.

I would have liked to have pushed it further. I thought our process was stronger than the product we made.

‘Young people were positive, engaged and open minded for the project and seemed to buy into the concepts.’



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# Impact on the school...

- Pupils more **open to new ideas** and willing to **learn new skills**.
- Pupils take a more active involvement in **sharing ideas** in their classes and more widely across the school.
- Creative Practitioner had real **big impact on staff perception** about **'creativity'** and increased their **confidence**.
- Increased **risk taking** by both pupils and teachers
- Increased confidence in less engaged children by giving them space to express themselves. Learning came out of **debate, discussion and sharing**.

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## The Difficulties...

Our process was stronger than the final product. That caused us some tension.

We weren't that successful in engaging those parents who don't normally come and be part of school life.

Focused on the whole school and not a smaller group of pupils.

Challenging our enquiry question mid stream was hard to do.

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How can we build on our experiences and sustain creative skills?

Why do some parents not want to engage in our school life?

How much of the success of the project was based on the creative partners personality and ability to engage our children?

**Questions arising from the project**

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# The future...

Plans to repeat the project as a result of increased confidence in teachers and pupils, the skills they've both learnt and application of those skills.

Investigate other ways of engaging parents as partners using lessons learnt from project.

TLO creative post holder investigate the possibility of change school remit as part of their role

