Creativity and social inclusion in the secondary school:

a practical partnership between schools and the wider workforce:

Oldershaw School and the Aspire Trust

Oldershaw School: brief introduction

11 -19 co-educational Business & Enterprise Specialist College

Over 50% of pupils are eligible for FSM: over three times the national average of 14%.

School deprivation indicator- above the 80th percentile ranking The IDACI register places the school in the 5% of most deprived pupils nationally.

Pupils with special needs is high and more than twice the national average.

Oldershaw Introduction continued…

The quality of care, recognised as outstanding (Ofsted 2006), has been further enhanced with the DCSF award for good practice in Inclusion (2008).

The school's evolving curriculum design - Year 7 & 8 creative curriculum (Sept 2008).

CVA (Contextual Value Added) of 1040: school in the top 2% nationally
The school over the last 3 years has consistently been in the top 5% with scores of 1035 and 1029.

Despite a worsening socio economic context the results continue to get better and better. GCSE Results were:

5A*-C 76%

5A*-G 100%

100% of students who applied to university got in and we had a 98% pass rate. We make a difference because we care!

Steve Peach, Head teacher

The Aspire Trust: Brief Introduction

Arts Education Development Agency

Vision: creative and innovative challenge and support for schools and communities.

Scope: Merseyside / UK/ International

Status: independent Social Enterprise, registered charity.

Educational Research and Evaluation arts based educational research;

Learning and CPD, all educational phases - arts /creative practice is main vehicle for learning, change and transformation;

Production and Event Management, independently or in partnership with other arts organisations, schools or other agencies.

value added front-line practice between Oldershaw and Aspire

DERE: De-schooled, Re-Engaged: musician in residence project which aims to re-engage vulnerable children in their education and communities

Crossing the Threshold: Year 6 / 7 Transition programme

NAWE Writing Together programme: A writer in residence every term for 3 years

Part of the Sector Skills Council, Skills for Care and Development

DERE: De-schooled, Re-Engaged

18-month musician-in-residence project

Vulnerable young people from the most socially deprived areas of Wallasey.

Aimed to ‘re-attach’ young people to learning, through collaborative working practices between musicians and educators.

DERE results

it gives pupils the opportunity to work away from their peers and experiment with music at their own pace. All of the pupils have become more inquisitive as the time goes on and are keen to learn in the sessions

Susie Jones, music teacher

Chrissie was invited to join the project when she transferred from XXX School to Oldershaw in April 2007. We noticed differences in her behaviour / confidence / self-esteem during this project. The major difference was that Chrissie does not enjoy attending school but was enthusiastic and wanted to come in on Fridays because of the project. She talked to us about the project lots – very animatedly and enthusiastically. We noticed that her confidence in her own abilities and self-esteem increased, I'm sure largely due to the positive input of the Aspire Team

Parent of Chrissie, Year 9 pupil

Crossing the Threshold

Innovative transition project for Year 6 children in local Seacombe Primary Schools who were to join the Oldershaw in September 2005

Offered children – who needed particular support – the opportunity to prepare for secondary education

Dedicated learning mentors worked in partner Primary Schools in July

July LEA Open Day

August Fun Week at the Oldershaw School

Full induction for all new Year 7 pupils in September

Evaluation of childrens, parents and staffs views

Quantitative analysis of attendance / lateness

CROSSING THE THRESHOLD RESULTS

THE 'HARD' DATA - ATTENDANCE TO HALF TERM

Group	Average Attendance, %
Whole Year 7	91.46
CTT partial attenders (July only)	92.57
CTT full attenders (Aug and July)	94.35

THE 'HARD' DATA - ATTENDANCE WIRRAL WHOLE SCHOOL COMPARISONS, 2004

Position	School	2004 % Overall Attend
1	Calday Grange Grammar School	96.50%
2	Wirral Grammar School for Girls	95.90%
3	Upton Hall School FCJ	95.30%
4	West Kirby Grammar School	95.30%
21	The Oldershaw School	88.30%
22	Park High School	87.30%
	CTT WHOLE GROUP, 2005	94.35%

NAWE Writing Together programme:

* Do sustained residencies of writers in primary and secondary schools enhance the quality of writing and literacy of pupils?

* If so, what are the conditions which stimulate or prevent enhanced writing and literacy?

•How is this enhancement demonstrated in pupils attainment, raised educational standards and attitudes to writing?

NAWE Writing Together programme: results

12 x Year 8 pupils with specific literacy issues: to develop excitement and a joy in writing – to be the interesting bit in the middle of the 'curriculum sandwich' - something to make a difference which is about being creative

Pupils being entered for GCSE one year earlier than anticipated

singing the creative relationship:

The methodology of partnership working across the wider workforce

- **Welcoming Scrap**
- **Adopting Disguises**
- **Being Infectious**
- **Creative Relationships: Non-alignment, Alignment, Curiosity, Interest and Intimacy**
- **Generating Surprises**
- **Changing Time**
- **Finding Grace**

Owen, N. (2009) *Planning for Creative Development* in *The Early Years Foundation Stage: Theory and Practice.* (Ed. Palaiologou, I.) London: SAGE.

Further information…

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