



Re- Evaluation for Investing in Children membership:

Framwellgate Moor Primary

Since the last Investing in Children evaluation dialogue with the children has been maintained and developed. The thing that struck me most when I met with some of the children on May 1st was their sense of ownership in what they have done, what they have achieved and how they are very proud of their school.

Opportunities for dialogue and change is still evident throughout the school in a variety of ways. The children are involved in a variety of groups, some well established and others that are new. These include:

- The School Council
- The Buddies
- The Eco-Group
- The Fuel and Water monitors
- The Garden group
- The Focus group

I met with Jonathon, James, Daniel, Rory, Jenny and Bethany who were all able to confidently tell me about what is happening at Framwellgate Moor Primary. Over the last year or so the school have become involved in an exciting new way of thinking. Framwellgate Moor Primary is one of the pilot schools in the UK for the Global Institute for Global Aspirations (GISA).

GISA - is something which has been set up in conjunction with the School Sports Partnership and because of this it is introduced into the school through P.E. If it proves successful in the school, the plan would be to open it up into other areas of the curriculum. All of the children have been involved in the process but The Focus Group are the children who have collected questionnaires, written reports and assessed results.



‘The Global Institute for Student Aspirations is committed to affect positive social change in the world by helping students reach their fullest potential. The Global Institute for Student Aspirations establishes professional partnerships around the globe in order to apply innovative educational research and policy initiatives. The Global Institute for Student Aspirations strives to stimulate professional dialogue and strengthen public awareness on critical educational issues and the conditions that foster aspirations for students around the world.’ – quote taken from GISA website. May 2007

It works on the basis that there are 'Eight Conditions That Affect Aspirations



' Taken from website.

The staff team worked with the focus group to look at certain aspects of the eight conditions. The group discussed what was to be achieved and then they decided how best to do this.

There have been decisions made, which action what the children have asked for, these are:

- ❖ Team leaders - for P.E. equipment.
- ❖ More opportunities for the older children to work with the younger children - being able to share their skills.
- ❖ Having a choice about what skills they have.
- ❖ Learn more about a variety of sports players, cricketers, athletes, basketball players etc.
- ❖ Use different places and venues for P.E.
- ❖ Make video's to showcase their skills.
- ❖ Use playtime to support younger children and practice games.
- ❖ Use IT to do research about sport.
- ❖ Have specialist equipment for sport.

Resulting action:

- ❖ P.E. Block will be 2hrs long
- ❖ Develop a six week rota with six activities with mixed year groups in KS2, fitting in with the curriculum as follows:
 1. Gymnastics will be at Deerness Leisure Centre with a specialist coach.
 2. Orienteering will be in school, in partnership with the Framwellgate Comprehensive and a trip to Maiden Castle in the last week.

3. Dance will be done at school. The first session with a specialist dancer who will also teach the teacher who will take subsequent groups.
 4. Net and Wall sports, again with a specialist coach who will transfer skills.
 5. Athletics will be taken by a teacher at the comprehensive.
 6. Striking and hitting sports will be done with an interactive IT programme called Dart Fish. The user is able to video the sport and chart improvement by IT.
- ❖ This will link in with some hero research as well as some young sports ambassadors coming in from other schools.
 - ❖ All children will keep a personal log/diary.

Participation and involvement is clearly highlighted from my discussions with the children and changes are made as and when the need arises. **Bethany who is part of the focus group told me that they still have to have the meeting to hear the results and write up the action plan. Bethany also told me that most of the children who are involved in this and some of the school council will not be at Framwellgate Moor Primary when it begins to happen.** This is 'hot of the press', therefore I will definitely be following this up in next year's evaluation. It's a case of watch this space.

Whilst being involved in this research Mrs. Buckle has begun to make small changes which accommodate some of the children's requests as an introduction to some of what is to come, alongside other changes that have an affect on the children. These are all brought about by an enthusiasm to make Framwellgate Moor Primary an interesting place to learn.

The Drama Group - Jenny, Bethany and Jonathon they told me about the development of the Emotional Intelligence Group. All of the children had drama with Mr. Elliot from King James School and some interested students chosen by Mr. Elliot have formed the Emotional Intelligence Group. The children have created a dance and are making a DVD of their performance. Jonathon told me that their dance was so good that Mr. Elliot wants the children to perform it in for everyone, in fact when I visited the school to go through my evaluation the group performed two dances just for me. They were fantastic. Jonathon also told me that the plan is for the choir to go and sing in Newcastle too.

The Golden Rules - *Jonathon and Jenny showed me the new golden rules that they have created for their school.* Although the children do have a set of school rules, which are quite old, the school council and the focus group felt that they needed something new. Jenny said **"these are ours we made them all up"** - (note to the children - Liam Cairns the IIC Director has a copy of your powerpoint) Jonathon added that he **"thinks these rules are more sophisticated."** The children went on to tell me how they presented the golden rules in assembly and Jonathon said, **"we got a tremendous applause."** I was very impressed with the powerpoint and did notice the school colours had been used. I asked the children about some of the big words and they told me that they are words that are used often in school assemblies by Mrs. Buckle and one of the words they looked up in the dictionary.

The School Travel Plan - this was the briefest of conversations with the children but they did say that they are building a shelter near to the 'black path' (the path which runs down the side of the school.) This will provide shelter for parents and children in the rain. They also told me that they hope to have a cycle path and a shed or racks. On my second visit it was confirmed that the racks should be in place soon.

The school has achieved many other awards and are currently working towards their Green Flag Award which relates to their environment. This takes into consideration anything and everything that the school do to help the environment. Rory, Daniel and James have very different and practical roles within school.

Eco-Code - there was a competition held in school for the children to make up their own eco code. Jonathon was the winner.

Another large part of this work is looking at how environmentally friendly the school is. In order to achieve maximum efficiency the children are monitoring efficiency. Rory, James and Daniel are responsible for Energy Management and Performance with Mr. Straughan. The boys are monitoring the usage of gas, electricity and water. Mr. Straughan opens the meters and the children take the readings. Rory is responsible for the water; James is responsible for the gas and Daniel for the electricity readings. The boys then chart the readings in a graph. This venture has recently started and the children are looking at working with Mr. Straughan to make the school more energy efficient and are hoping to make suggestions in the future.

Rory, James and Daniel told me about some of the ways they are already taking responsibility in making changes. Jenny and Abbi are making sure that the computers and monitors in the IT suite are switched off. Jonathon and some of the other children are responsible for recycling. They collect the paper at the end of the day. There is also a compost bin in school and the surplus fruit from the day is put into in order to make compost, compost which can be used by the gardening club.

The Gardening Club is supported by Mr. Adey. Rory told me that they he, Thomas and Stephen really enjoy the gardening club. They grow different things such as potatoes, radishes and lettuces. Rory told me that once they sold the produce and made about £60/£70. **“Sometimes we give it to the cooks and sometimes we share it and take it home.”** Again on my second visit Rory told me that the group has now planted spring onions, lettuce, broad beans, and peas.

The children wanted to show me around school to look at their artwork, which helped them achieve the Arts Mark - Gold. I was taken into classrooms and shown a range of art created by the children displaying different artist styles. The whole school was colourfully decorated with large displays of their work. Jenny said **“we do all of the stuff for the displays and the teachers just put them on the wall.”** There are boards for the children to put their stuff on such as the buddy board, the school council and focus group and the eco group. The boards reflect work and special projects such as their international connections. The children have penfriends in Hungary, Spain, Czech Republic, Denmark and France.

PDA's – Personal Digital Assistants – all year 6 children have these hand held computers. They can do work on them and bluetooth it to the teacher who can mark it and correct it and send it back. It also allows the children to take photographs, make animations, record their own stuff and download music. In the last term the children from year 6 will pass on their PDA's to the year 5's and teach them how to use them. The children in year 6 who I met with all agreed that this has been a good resource and they have enjoyed using them.

The group also told me that they still have their celebration assembly on a Friday when they all get together and celebrate achievements of the week, including star of the week. They have the lucky dip; a pot full of prizes from which they can chose a reward. The children can also collect points from week to week and the more points they get means the more prizes they can have.

I spent a whole hour with the children on my visit and they never stopped talking, they were all excited to share what they get up to in school and what they are doing. More children are involved and all of them have a voice in some way. Mrs. Buckle leads the school forward in new ways of thinking but the children are included and take part in important discussions which in turn affects big change in the school. The children are encouraged to have hands-on experience in the running of the school and this definitely succeeds in that the children feel part of what happens in school, of which they are very proud.

I have worked with Framwellgate Moor Primary for a very long time and they have continued to include the children in dialogue and change. One of our principles at Investing in Children is to give things a go and not be frightened of failing. Mrs. Buckle talks the children through what is happening and the whole school working together give things a go.

It was a pleasure to revisit the school and see old friends and meet new. I would like to say thank, Rory, Daniel, James, Jonathon, Bethany, Jenny and Mrs. Buckle for spending time with me and giving me all this information for my report. They were also very pleased with my positive evaluation and very proud that they will continue to be Investing in Children members.

I believe Framwellgate Moor has maintained and developed their inclusion of children in the day to day running of the school and effective dialogue and change and would definitely like to recommend that they remain Investing in Children members.

Helen Mulhearn
Membership Co-ordinator
Investing in Children
June 2007