

## HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

### TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Trekener CP School is a small village school with 53 children on roll including the pre-school which started in September 2010. The Primary age children are taught in three small classes where the pupil to teacher ratio is on average 14:1. The school is linked to schools in Bristol, Holland and Uganda. We are a 'feeder' school to Launceston College and some pupils go to Callington College. Our school benefits from close curriculum links with both schools.

Most of the pupils' families live in Lezant Parish, a community of scattered villages, hamlets and farmsteads bordered five miles from Launceston, the ancient capital of Cornwall, five miles from Callington and twenty miles from the centre of Plymouth. Parents occupations and backgrounds are very varied - farmers, locally employed and self-employed people as well as commuters.

- **Priority Areas** (What priority area(s) did you choose?)

To improve the emotional health and wellbeing of at pupils the school.

1/ To increase the proportion of children reporting improved positive peer relationships.

2/ Increase the percentage of children who identify they have an increased sense of self worth and confidence.

3/ To increase the number of children who report a better understanding of safe and unsafe use of the internet.

- What was the **need**? Why did you do what you did?

The School Survey in 2008 had indicated that a number of children felt that their peers lacked tolerance and were often unfriendly at playtimes. Many pupils didn't feel that they contributed towards school projects and thereby did not feel that their voice was being heard or they could make a difference. In addition Ofsted inspection confirmed that many pupils lacked basic awareness of safer internet use. It was considered by staff and governors that there were aspects of school life that needed to be addressed, improved and make for a happier and safer school environment.

- What did you **do**? Describe the activity.

1/ In 2008 the school attended the International Schools conference in Falmouth where schools closely linked to partner schools nationally and internationally indicated that they found that children playing and mixing with other pupils from ethnically diverse areas had a 'knock on' effect with noticeably more tolerant and co-operative playtimes when back to base.

2/ In November 2010 student council members attended Democracy Day to find out what other young people were doing to organise themselves to make a positive difference to their community and discovered that there were successful projects and others where change needed to occur but was failing because of a lack of a community partnership.

3/ The school participated in the national Safer Internet activities and linked with the local police to raise awareness.

- **Who did you work with** and why did you choose them? (Classes? Year groups? Whole school? Who were you Children in Challenging Circumstances (CICCs)?

The whole school community were involved.

- Where did you start from? (about your **baselines**)

1/ The School Survey of July 2008 had indicated only 18% thought other children friendly with 46% mostly while 36% only sometimes.

2/ The School Survey of July 2008 had indicated only 36% felt they contributed towards school projects 34% mostly while 18% sometimes and 12% no.

3/ The July 2009 OFSTED inspection confirmed that no KS1 pupil could identify internet risks and KS2 pupils focussed purely upon electrical dangers.

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

1/ As well as pen pal links to schools in Uganda and Holland, Trekenner formed links with inner city Bristol primary school St George with a multi-cultural/ languages mix more diverse than would normally be found in Cornwall. Joint problem solving in Cannington, residential together at Barton Hall, Devon and Morfa Bay Wales have helped to forge friendships between staff and pupils and a celebration of differences and similarities of commonalities.

Playground leaders were trained to demonstrate games to play which involves fun and co-operation and older playing with young pupils. The building of an outdoor shelter dedicated to a past pupil who sadly died but a reminder to be caring and positive.

2/ The children wanted to have a say in how the playing field next to the school is used. They wanted a poly tunnel and garden area to develop in the corner of the field. The school applied for grants on their behalf but the Parish Council refused to allow the use of the field for gardening purposes. The student council wrote a letter to the Parish asking for a change in direction but the Parish declined.

3/ The school participated in Safer Internet day and made posters as reminders for themselves and parents. Local community police officers reinforced the potential dangers and safety measures. Parents were invited to a presentation.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children? (**impact**) The **So What?** question

1/ The links with St George have been hugely successful with children firstly placed in team building type situations and then more in informally at lunch time for example to forge friendships with children from varying social and ethnic backgrounds and with differing abilities/disabilities. More organised games are played with a more calm atmosphere and less quarrelling/ squabbling noted by adults. The shelter is used daily to enhance the playing a quiet cooperative games. In pupil survey July 2011 88% ( 64% in 2008) KS2 thought children to be friendly or mostly with the other 12% (36% in 2008) saying sometimes friendly.

2/ The pupils gave a presentation to the Parish Council of the school's successes over the year and future plans including Poly tunnel and garden area. The pupils with parents and local horticulturists hope to organise a public debate on the matter soon. In pupil survey 2011 61% of KS2 said they have a say in making changes or mostly while 31% said sometimes and 7% said no. Although no significant improvement 93% now thought they at least sometimes helped to make a difference.

3/ Good response from pupils. All KS2 pupils can now cite and practice at least one way to make internet use safer, and many can identify all 5. The parents presentation, though, was poorly attended.

- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

1/ KS2 pupils have now all met pupils from different backgrounds and played their part in raising awareness of similarities and differences between people and exchanged conversations and played games with others demonstrating the advantages of displaying tolerance and co-operation. Hope to retain our

developing relationship with St George and playground leaders to devise their own ideas for games to share with others.

2/ Pupils are now actively engaged in local politics and beginning to effect decisions in a positive way by sensible planning and debate. The pupils are hoping to return to Truro in November to show what they have achieved by involvement in Parish issues. But still no poly tunnel!

3/ Most pupils much more confident/able to use the internet. Poor parent response needs addressing . Another safer internet for parents presentation may bring a better response if tagged on to the next open afternoon instead.

- Capture the work in **the words of those that took part** – children, parents, teachers, school staff.

### **Comments from pupils about their school – July 2011**

- 'Trekener is cool because the school is fun'
- 'People are kind'
- 'Good outdoor facilities'
- 'I have lots of friends who look out for me'
- 'The computers are good'
- 'Play times are fun'
- 'I have a fun teacher'
- 'Everyone is fun and nice'
- 'Everything' is good
- 'All the events' are good and 'the school is small'
- The school is 'small and friendly'
- 'You can make friends because it's a small school'
- 'The children' are good
- 'Having friends' is good
- 'I look forward to going there in the morning'
- ' It's a friendly school with friendly people in it'

- Can you **add photos and artefacts** to enhance the story?



Fun and games with our friends at St George Bristol



Joint murals



Construction teamwork in Jordan's Shelter



Playground fun lessons from KS2 to KS1



Playground Leadership activities.



More playground leadership

## stay safe online

Remember the 5 SMART rules when using the internet and mobile phones.

**S**

**SAFE:** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

**m**

**MEET:** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

**a**

**ACCEPTING:** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**r**

**RELIABLE:** Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.

**t**

**TELL:** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Find out more at Childnet's website ...

Internet advice given to pupils



- **Where are you going next** with this work or other priority areas? How will you sustain the work and maintain capacity for the future?
- **We plan to continue to build upon the positive effects the links established with other school nationally and internationally in order to foster an atmosphere of tolerance, friendship and harmony.**
- **The school hopes to build upon the strides taken to enable children to make decisions, take responsibility and participate in local politics. We shall return to Truro Council chambers to report the progress in creating a community poly tunnel and garden near to the school.**
- **The school to expand its improvement in raising awareness of Safe Internet use to include parents and the wider community.**