

Brough Primary School

Global Schools Award: Level 2 – Established Awarded February 2008

Background

Brough Primary School is a mixed community school for children aged 4-11. It is a large school with 387 children, organised into two classes per year group. Situated in the village of Brough in the East Riding of Yorkshire, the school serves a varied population from the surrounding villages including a large council estate as well as established privately owned houses and some new estates. The vast majority of pupils are of White British heritage. The percentage with learning difficulties and/or disabilities is around average, with an above average percentage holding a statement of special educational needs. The school has been working on a new curriculum in partnership with the secondary school, South Hunsley and other feeder primary schools, for several years and is committed to providing a broad, balanced and creative curriculum which meets the needs of all pupils in this changing world.

What did the school want to achieve?

“As a school we became involved in the British Council sponsored project UK India Education & Research Initiative (UKIERI – now Connecting Classrooms India) in its first year, 2006. We were excited about linking with schools in India and wanted to use this link to its full potential in our setting. So, as the coordinator, I looked into courses and contacts in our area” explains Joanna Gilbert, Global and International Schools Coordinator.

How did the school organise learning to meet its aims?

Joanna attended a YHGSA School linking seminar in York led by Chrissie Dell (York Centre for Global Education) and Yvette Fox (Teaching and Learning Consultant for Multicultural Education and Global Citizenship, East Riding of Yorkshire Council) and collected various documents linked to the Global Dimension in the school curriculum. She found these interesting and felt they were good guidance on making the most of this link for Brough’s curriculum. *“But it seemed really quite daunting!! There were lots of skills I knew we were already covering and there were some we could make more real with our link”* Joanna continues. However, when the YHGSA’s Global School Award was mentioned Joanna was immediately interested in the Benchmarks as they provide a framework. She felt it was particularly useful to have the online support with downloadable and fully editable documents.

Back in school Joanna carried out the first parts of the staff and resources audit, then led a staff meeting to get the rest of the staff involved. She introduced the documents she had found at the course and staff discussed what the school wanted to gain from their India link, and what they wanted to do within the school’s curriculum.

Joanna explains that this introduction to the Global Dimension came at a good time for the school because staff were already looking to change the curriculum. They wanted it to be based on key skills and be planned around the key areas of learning rather than discrete subjects. Joanna was therefore given the opportunity to ensure that each year group included aspects of the Global Dimension into their revised curricula. Using the key skills from *Embedding the Global Dimension into the School Curriculum (DCSF/DFID 2004)*, she divided the skills into year groups and made suggestions to the teachers about which topics these might compliment.

After sharing the audits with other teachers, who annotated them in year teams, Joanna had a picture of what was happening throughout the school, and where there were gaps. Joanna states: *“the GSA Benchmarks require you to show how you have addressed these gaps and the website provided links which gave me the tools to do that. For us it meant adding some extra whole school activities such as carefully chosen visitors, awareness days and assemblies. Using resources from Oxfam, Unicef and Action Aid (all sourced from our local DEC) we now try to make the most of each and every experience we provide and ensure we prepare our children for the challenging world they are going to be living in.”*

Having done this, Joanna spent the rest of the year collecting evidence from teachers to show what they were doing (long term plans), how they were doing it (Lesson plans) and what effect it was having (pupils work, staff and pupil feedback) *“this is the part I really enjoyed as it felt like a celebration of what we were doing and showed us how far we had come. The award file became a record of this and putting it together and sharing it over a few staff meetings meant we were working together.”*

Another aspect of the award included involving parents and the wider community. Joanna created a questionnaire asking parents (and teachers) about their backgrounds and skills that could be useful to the school. The response was good and a directory was compiled of people's experiences and contacts for teachers to utilise. Joanna was pleased that two activities came from this questionnaire that she hopes will feature in the school every year - a 'Who are you and where do you come from' discussion with new classes, using a map to show parts of the world the school is connected with, and a 'Christmas Around the World celebration' allowing children to share how they celebrate Christmas both in England and other places they have lived.

How well is the school achieving its aims?

After a year the school had a curriculum that was making the most of the link with India but also that staff felt was really preparing their children to live in a changing world. *“As the coordinator I enjoyed the experience. I believe that we have embedded the Global Dimension into our curriculum and that we are continuing to develop. I think that the whole experience was made easier and more structured by following the benchmarks to achieve the Global Schools Award”* states Joanna.

What does the school plan to do next?

The school successfully gained the Award at Level 2 in February 2008 and staff continue to collect evidence and use the benchmarks. The school was also one of the first to achieve the British Council's International School Award using the evidence file she produced for the GSA.

Authority:	East Yorkshire
Type:	Community
Gender of entry:	Mixed
Age range:	4-11