

# Upper Wharfedale School

## Global Schools Award: Level 2 – Established Awarded July 2007

### Background

Upper Wharfedale is a small, rural 11-16 secondary school with 98% of pupils from white ethnic background. Located in the Yorkshire Dales National Park students have a fairly narrow view and experience of the world and exploring the global dimension in the classroom and establishing links with other schools seemed like an excellent way of broadening their horizons.

### What did the school want to achieve?

Rebecca Mason (Citizenship AST/Humanities Curriculum Leader) explains: *“I felt that the global dimension needed to be evident in more than a few curriculum areas and that it should be part of the ethos of the school. Going for the award enabled me to raise the profile of the Global Dimension on the school agenda and encourage the Senior Leadership Team to examine the school aims, vision etc. Other curriculum areas began to realise that it was more than our school linking and realised the relevance and importance to their subject areas. The award gave us recognition for what we had achieved but was also an opportunity to pull together all the strands and evaluate where we were”.*

### How did the school organise learning to meet its aims?

The school had previously been involved in the Global Schools Project (run by Leeds DEC) which enabled them to access funding for resources and training for staff from a range of curriculum areas. This training from Leeds DEC was both as a group and on a one-to-one basis. A large number of the staff were therefore in tune with the meaning and purpose of delivering the Global Dimension and were directed towards a range of resources. Feedback and general training was also given in whole staff meetings.

### How well is the school achieving its aims?

The Global Education Coordinator has been in place for over 4 years and has been key in promoting and guiding global education within the school. A global dimension team was established 3 years ago following a Teachers' International Professional Development (TIPD) visit to the link school in Tanzania. This team has grown and all curriculum areas are now represented. This has been key in ensuring the global dimension became cross curricular and has started to become embedded in the curriculum. The Senior Leadership Team has been very supportive throughout and the global dimension has been part of the School Development Plan for the last 3 years and as a result part of each curriculum area's development plans.

## What does the school plan to do next?

The school is currently working towards a Global Curriculum Project Grant to further fund their Tanzania link. Staff are also working closely with the Bradford Schools Linking Network to embed the school's Bradford (Carlton-Bolling College) link. Rebecca concludes: *"Using the cross curricular dimensions outlined in the revised secondary curriculum is a chance to encourage further cross curricular work on the Global Dimension and identity and cultural diversity. We plan to apply to be a Fair Trade School next year and are also planning to work towards enhanced GSA status next year."*

Authority:	North Yorkshire
Type:	Community
Gender of entry:	Mixed
Age range:	11-16
Number of students:	286