

Case study - promoting community cohesion - short case study: Jubilee Primary School

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Jubilee Primary School is a large school of rich cultural diversity serving an area of considerable material hardship. Many cultures and nationalities are represented in the school, both amongst the staff and the pupils. A very high percentage of pupils speak English as an additional language and over 35% are on the special educational needs register. The school has been involved with the development of creativity in staff and pupils for many years and has gradually built up a reputation for high achievement and expectations in drama, dance, music and the visual arts – recently becoming a School of Creativity (one of only 50 schools in the country) in partnership with Lauriston School. Jubilee has a history of working with many groups in order to develop community cohesion.



Over the years we have initiated many different projects with the hope of drawing our community together and celebrating our diversity.

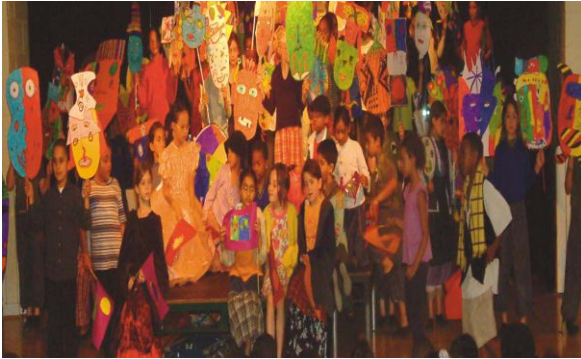
Some examples of our good practice in Community Cohesion

Examples of Community Cohesion	Outcome
Opera: The World Was All Before Them	Developed pupil's understanding of differences, appreciation of other faiths and cultures establishing parameters of appropriate behaviour (& see below)
Bengali and Arabic School	Connected ECM and personalised learning to consideration of cultural, ethnic and religious identity
Curriculum: Olympics/ London Pride/People of the World	Allows for consideration and understanding of multiple identities to challenge, stereotyping and discriminatory language, attitudes and behaviours. Children see the development of their community through the World's Eyes Cross Curricula connections to diversity, culture, history origins and identities. Opportunities for finding commonality between cultures, countries and faiths. An exploration of identity and belonging.
Adult and family Learning inc Arts Beyond the Classroom (see below)	Encourage all parents to develop their voice within the school community. Help parents and children to develop their learning and gain a greater understanding of what London, as a whole, has to offer
Have Your Say Day	A greater insight into what the children and parents really felt about school life and to see that they are listened to as part of our community.
International Evenings, Friends of Jubilee, International Schools	Making our diverse community a central part of what we do in school. Encouraging all families to get involved in the life

of Jubilee and seeing their part in the wider global community.

Some of the above in detail:

The World Was All Before Them:



East London has always been an important centre for the settlement of immigrants and refugees throughout the periods of recorded history. Refugees have been pushed and pulled into the area to find safety, security or just a better life for their children. The weight of interactive forces, political and economic cannot easily be disentangled in an attempt to understand the movements of people across frontiers. However, everyone has a story. The area around Jubilee reflects this turbulent history, welcoming people from all over the world during different periods. The ever-changing pattern of arrival can be witnessed just by looking at the mix of pupils at the school and in the surrounding area at any time since the school's official opening in 1977. We decided to create our OWN opera from the beginning, to be a celebration of the school's cultural diversity. This was to happen by collecting stories from the school community of their journeys and struggles to come to the UK, weaving

them into a libretto and setting them to music – to be sung and acted by the children in the school. Other children were engaged in all the other imaginative, practical and varied activities connected with a theatre production; designing, making, organising, front of house etc. Consequently we would be valuing our families whilst bringing them together through the sharing of stories. Parents and carers would be encouraged to take part in making scenery, costumes and working with the children.

However – what was just as important in terms of creativity – the whole school were to be involved in the adaptation of the curriculum. We involved the whole school community in a celebration of the different cultures of the pupils who attend Jubilee School and establish the creative arts as central to learning at Jubilee by teaching creatively using a cross-curricular model. Thus our objectives in the project focused on using opera as a medium for an explicit celebration of the diverse cultures that are present in Jubilee school, embedding the use of different learning styles and multiple intelligences in the teaching and learning of the school, using creativity across the curriculum, developing the creative professional skills of the teaching staff and explicitly sharing and developing skills within the wider Jubilee community. In organising and presenting this opera every effort was made to draw upon the wide range of stories and first hand evidence from our parents. We listened. We talked. We recorded some funny and some heart breaking reminiscences. Alasdair Middleton's superb libretto and the moving music of Matthew King captured and celebrated the excitement and fear of the experience.

Arts Beyond the Classroom (in it's second year):

It is *vital* for our schools to continue moving forward developing an arts based curriculum and engaging all parents/carers with the amazing cultural opportunities that London has to offer.

We wanted to find out how we could get the wider community to engage with their cultural entitlement independent of the school's offer and what barriers stand in their way?

We had three Main aims:

1. To *genuinely* create opportunities in order that our communities may effectively engage with the arts.
2. To educate our families for the future – inspiring confidence and developing lifelong learning skills (family learning)
3. To spread the message of the importance of creative learning and cultural entitlement in other inner city schools

Student objectives – extend creative learning and develop skills to effectively engage with the cultural life that London has to offer, developing a self confidence. This confidence should manifest itself in the children's sharing of their enthusiasm for using cultural sites with their wider family and this enthusiasm and confidence will be strong enough to carry them through into adult life.

Staff objectives – teachers regularly take their children to cultural events but don't always engage in an active capacity, feeling this is best done by those providing the cultural experience. Our experience with Creative Partnerships has led us to understand that a cultural 'partnership' is the most effective way forward. The staff would become experts in identifying and managing cultural opportunities; they would be partners in creative provision.

School objectives – put the cultural entitlement of all members of the school community at the top of the agenda developing centres of excellence in creative provision. We encourage all our families to take an active role in school life and the wider education of their children. In our experience arts in schools is strong and healthy, has significant funding and lots of opportunities for engagement with different disciplines. However, this rarely filters through to the larger school communities (in particular those with less advantaged backgrounds) In order to counteract this we will provide workshops (training and support) for parents *and* children enabling them to develop confidence in accessing arts opportunities in the capital in a safe and controlled atmosphere.

The project is based on a series of workshops and follow-up visits to places of cultural activity: Dance, Museums, Art Galleries, Music and Film – each one followed by a suggested ‘homework’ activity and then a plenary session to see how the process has worked. The whole process was designed to encourage a different set of parents/carer to access both the school and the cultural activities that London has to offer. The idea is to make partnerships with the places of cultural activity – supporting us with our workshops and encouraging them to do more work within schools.

We engaged directly with 10 parents/carers of those children who are just below threshold or else with families that do not normally engage with the school or their children’s learning: the *‘hard to reach families’*. Once the workshops and visits have informed the families it is hoped that the practice of interacting with these places will extend beyond the small group to other members of their families and to other families in the school.

The process has been filmed by the children and a filmmaker and is available to other schools above and beyond the partnership schools*. The process is recorded in a blog (www.artsbeyond.org) and has been seen by practitioners, across Britain, in Parent Involvement conferences.

**[if you’d like to see a copy, Nicola, please ask and I can send one over]*

Have Your Say Day (in its second year)

Aim: to encourage the wider school community to have a voice in the school and to feel that their voices are heard

Children and parents were invited to comment on the school – their likes *and* dislikes. There was a video diary for them to record their thoughts. It was fascinating to collate all their answers and see what we can do to improve our curriculum offer but also all the amazing things that we do right. The children’s ideas have been included into the playground (where possible...the *‘holes in the playground to hide in – and then covered up when we want to run’* was not!) and have been incorporated into the curriculum.

The data that we have collected from this project has been a very useful body of evidence for our SIP and the SEF as well as being vital to our growth as a cohesive community.

An amazingly positive experience that seemed to give us a greater sense of how the community feel about the school than the usual Cocentra questions: each parent who returned a questionnaire received a personal letter addressing their views – quite an undertaking, but the response from that showed that they felt more valued and consequently happier to come in to school.

As a result of all of this, we are developing:

- A growing awareness of community differences reflected in school associations and behaviours
- Perceptions of the school – community, police, pupils, parents and carers
- New skills –and confidence –for teachers and governors

We are proud of Jubilee and feel that we have a strong community that is growing stronger with every initiative that we develop.