

# Behaviour & Pastoral Update



## Keeping our children safe: shorter and better?

New safeguarding guidance is out, to a mixed reception. BPU examines views on how effective it is likely to be

The document *Working Together to Safeguard Children: a Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2013* (<http://bit.ly/1oncaDE>) replaces the 2010 version. It is much shorter, reducing existing guidance to 95 pages, and most of it remains familiar. However, there are some key points to be aware of:

- Local Safeguarding Children Boards will be responsible for publicising the thresholds for child protection referrals.
- Following a referral, the social worker must make a decision within one working day and acknowledge receipt to the referrer.
- The initial and core assessment are being replaced with one, individual assessment that should be completed within 45 days.
- It is expected that there will be greater flexibility to the system, allowing for interventions to take place when needed.
- There is more emphasis upon early assessment and intervention using CAFs and other early help assessments.
- At all stages, importance is placed upon multi-agency work and the involvement of external agencies.
- The child's needs come first – professionals must be wary of the desire to 'think the best' of adults and not allow this to 'trump the need to rescue children'.
- All services must take account of the needs of the child, even when they are focused on working with adults within the household.
- Increased emphasis on the importance of serious case reviews being used to

learn from, improve and share practice.

- The introduction of an independent panel of experts on serious case reviews.

Concern has been expressed by the Local Government Association that the reduced detail will result in organisations producing their own guidance and create confusion: 'If any supplementary guidance is required we would encourage local partners to work together locally to address the specific issues and needs of local areas.'

Professor Eileen Munro, author of the *Munro Review of Child Protection*, said: 'It marks an important step in reforming the confusing, prescriptive culture that has ruled professionals who work with children so they can focus more on how well they are helping children, young people and their families.'

### Editor's comment

A useful chapter for those with pastoral responsibility to check practices in their school is included in chapter two, 'Organisational responsibilities'. Here schools will find a list of requirements that they must comply with (pp 47-48) and specific direction for schools and colleges (p49). It is important to note that the document of particular relevance to schools, *Safeguarding Children and Safer Recruitment in Education* (2007), still stands and is yet to be reviewed. Schools should continue to refer to this document.

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### In this issue

- 1 The new *Working Together to Safeguard Children* guidance has been released. We identify some key points for people working in schools.
- 2 A country's wealth and the wellbeing of its children don't always co-relate. We report on the latest UNICEF conclusions.
- 3 Editor Suzanne O'Connell reflects on the challenge for schools when the aspirations of parents are different.
- 4 Children who have had difficult early years do not just 'snap back into place'. Louise Bomber tells us about eight-year-old Billy and how school can help with his disrupted attachment.
- 5 Worcestershire's Gypsy Roma Traveller Education Team support their schools and GRT families. Kay Poole tells us what they do.
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- 12 Natalie Bradbury explains how the Young Co-operative Action Kit encourages the use of co-operative principles in business.

# Child wellbeing in rich countries

UNICEF's latest report is evidence that a country's overall wealth does not necessarily impact on all its citizens

*Child Wellbeing in Rich Countries: a Comparative Overview\**, presented by UNICEF (April 2013), inspects 29 of the world's 'advanced economies' and is the third report of its kind. There are five separate dimensions leading to an overall ranking:

- material wellbeing
- health and safety
- education
- behaviours and risks
- housing and environment.

The indicators used are listed for each dimension. Those for education include:

- early childhood education participation rate
- further education participation rate age 15-19
- NEET rate
- average PISA scores in reading, maths and science.

Unfortunately, lack of data on a number of indicators means that some countries, including Australia, Japan and New Zealand, could not be included. The report acknowledges the difficulties in collecting 'timely' international data and notes that the data used here is from the period 2009-10. The further economic downturn will mean that the picture is changing rapidly in some countries. Information on subjective wellbeing was supplied from a written questionnaire issued to children aged 11, 13 and 15 from each country.

## The results

The Netherlands comes out top overall, coming first in three of the five dimensions. The Nordic countries generally top the tables for every indicator and dimension. At the bottom is Romania. The report found that there does not appear to be a strong relationship between per capita GDP and overall child wellbeing. What is perhaps interesting is that the United States comes fourth from bottom and yet is one of the richest nations.

Overall, the UK is very much midway in the league table of child wellbeing, placed at 16 out of 29. Housing and the environment is the dimension in which it came highest (10th) and education

## Child deprivation rate indicators

One of the indicators used to measure deprivation is the % of children in each nation who lack two or more of the following 14 items:

1. Three meals a day.
2. At least one meal a day with meat, chicken or fish (or vegetarian equivalent).
3. Fresh fruit and vegetables every day.
4. Books suitable for the child's age and knowledge level.
5. Outdoor leisure equipment, eg bicycle.
6. Regular leisure activities, eg swimming.
7. Indoor games, eg board games.
8. Money to participate in school trips and events.
9. A quiet place to do homework.
10. An internet connection.
11. Some new clothes.
12. Two pairs of properly fitting shoes.
13. The opportunity to invite friends home.
14. The opportunity to celebrate special occasions.

(24th) the lowest. The poor performance against education is largely attributable to the UK coming bottom of the table for the percentage of children aged 15 to 19 in education: 'The United Kingdom is the only developed country in which the further education participation rate falls below 75%; this may be the result of an emphasis on academic qualifications combined with a diverse system of vocational qualifications which have not yet succeeded in achieving either "parity of esteem" or an established value in employment markets' (p18). However, the UK does perform better in relation to educational achievement by age 15.

Finland is almost 20 points clear when it comes to educational achievement. UNICEF does point out that although Finland does not appear to invest highly in preschool enrolment (there

are some logistical reasons why it falls on this indicator), the quality of its early years education would seem to be very high. However, Finland does have 'exceptionally high minimum qualification requirements for preschool teaching staff, and the highest standards for staff-to-child ratios of any advanced economy' (p21).

\* *Child Wellbeing in Rich Countries: a Comparative Overview*, UNICEF: <http://uni.cf/ZmjSL1>

## Editor's comment

This UNICEF report uses the child deprivation index in order to gauge the actual living conditions of children and not just how much money is coming into the home. The index has 14 indicators and schools might find it interesting to consider what proportion of their children lack two or more of the 14 items. This might be a more reliable indicator than FSM statistics.

The UNICEF report is keen to highlight that using statistics and finding measures for wellbeing is incredibly problematic, particularly when making international comparisons. However, in an environment where educational outcomes increasingly take precedence over any other measure, it is important that we keep on trying.

## Additional online content: Improving pupils' wellbeing: does being creative help?

Creativity in schools develops self-confidence and increased self-esteem, which in turn leads to a greater sense of general psychological wellbeing, argues Professor Maurice Galton: <http://bit.ly/12rRitM>

# Different routes to a rewarding life

Read the papers and they seem to assume that we all hold the same principles, the same understanding of what constitutes being a good parent, and the same aspirations for our lives. There may be many similarities in what we hope for, an overlap in our values and even an accepted core of fundamentals. But there are also many variations in what people hold to be important – not just as individuals, but as groups in society too.

There are different perceptions of success and achievement and some codes of conduct may occasionally clash with those of others. This can be the case with Gypsy, Roma and Traveller (GRT) families. As stakes are raised and accountability pressures increase, differing priorities can translate into an intolerance of those with an alternative life view to our own. In this issue of *Behaviour and Pastoral Update*, we focus on the support and understanding that some families and cultural groups need and how some schools and authorities are providing it.

The key message seems to be understanding rather than a mission to change. Patterns of attendance may be different in some communities and schools will need to find the right level of challenge. Most people working within these communities recognise that and respect the fact that these families' routes might take them in a different direction. However, with increasing pressure on schools, it can be difficult to find a solution that neither compromises academic achievement nor cultural practice. It can be easy to slip into a 'they don't know what's best for them' approach, promoting one, accepted version of achievement. High aspirations come in many different forms, and not all are academic.

The UNICEF report on child wellbeing

(see p2) notes that the UK performs poorly in relation to young people's involvement in further education. The contrast between some countries is stark, and the reason that UNICEF provides is that the UK pursues academic qualifications above others. As the government is again changing the criteria for the performance tables for secondary schools, the role and status of vocational qualifications continues to flounder. Not everyone is suited to academic excellence, just as everyone is not suited to living in one place or traditional work patterns.

Increasing pressure on attendance, changes to test and reporting requirements, threats and real alterations to the school day and school holidays and escalating competition are creating a frenzy of activity in our schools. These communities, with

their strong traditions and established culture, may be sufficiently resilient to the oscillating uncertainties of our education world. Some smaller family groups may also hold values that are different but without the support of a distinct cultural heritage. In both cases, schools have a duty to preserve the right to want something different out of life, whatever the cost to school performance might be.

## Coming up

In the next issue we look at how schools can collaborate to improve attendance; find out more about social workers in schools; and examine the debate on how we should treat behaviour difficulties.

## Resources focus

<b>Materials</b>	'Sexting' in schools: advice and support around self-generated images.
<b>Produced by:</b>	Securus Software - the guidance was developed in consultation with a number of organisations including the Child Exploitation and Online Protection (CEOP) Centre.
<b>Useful for:</b>	This is useful material that could be shared amongst a group of staff to help develop understanding of sexting and how policy and procedures might be developed in school.
<b>Link:</b>	<a href="http://www.securus-software.com/sexting">www.securus-software.com/sexting</a>
<b>Includes:</b>	Practical advice about what to do if sexting happens in your school, along with an overview of the problem and how to develop a whole-school approach.
<b>Materials</b>	<i>Travellers' Times</i> online FAQ pack: <i>Gypsies and Travellers - Their Lifestyle, History and Culture</i> .
<b>Produced by:</b>	Jake Bowers, <i>Travellers' Times</i> online editor.
<b>Useful for:</b>	An accessible summary of some of the main information you should be aware of if you are working with the Gypsy and Traveller community.
<b>Link:</b>	<a href="http://bit.ly/IVrrLe">http://bit.ly/IVrrLe</a> Travellers' Times Online: <a href="http://www.travellerstimes.org.uk">www.travellerstimes.org.uk</a>
<b>Includes:</b>	<ul style="list-style-type: none"> <li>● A summary of the different types of Gypsies and Travellers, including:                             <ul style="list-style-type: none"> <li>● Romani Gypsies</li> <li>● Irish Travellers</li> <li>● New Travellers</li> <li>● Showmen</li> <li>● Other Travellers (including Roma).</li> </ul> </li> <li>● Myths and truths about the Gypsy and Traveller population.</li> <li>● Problems faced by the community.</li> </ul>

## News update

There are proposals to repeal section 444 (6) of the Education Act. This move would mean that Travellers with children could be prosecuted for non-attendance, even when they are engaged in a business that requires them to travel. At present, children with travelling parents can register with one school and have their place retained whilst their family is on the move. <http://bit.ly/14FIMcJ>

# Understanding attachment difficulties

In this article, **Louise Bomber** introduces us to Billy. She explains why he reacts the way he does, why we find it so difficult to handle him and what schools can do to help

Billy is eight. Already he has experienced the emptiness of severe neglect, witnessed the terror of domestic violence and bears the deep scars of being sexually violated. Already he has lived in four different houses, with four different sets of parents/carers. Already he has attempted to make sense of and adapt to different expectations, boundaries, routines, smells, textures and foods.

He is familiar with stress – not everyday, ordinary stress, but extraordinary difficulty. He remains on high alert, always cautious. Billy is now placed in a home with the promise of permanency. Yet despite having been in this home for three years, Billy's body, mind and spirit seem slow to catch up with this new reality.

Billy is at his second school. He has already experienced detentions and exclusions. In fact he is well-known now by countless agencies. He is also known as the most high-profile case in his school. There are many monitoring him. There are many meetings about him. Yet he experiences an isolation that is hard to bear: a constant reminder that he doesn't belong anywhere.

Billy has some good people around him, those that genuinely care. Yet despite their best efforts and good intentions, he really struggles both at home and school. At school the slightest stressor can unravel him. A look, a mistake, his name on the board... It can take him hours, sometimes even days, to recover. Why is it that his classmates seem to manage? They seem to move on whereas Billy is stuck.

Billy has a fragile sense of himself. He doesn't really know who he is: what makes him Billy. We learn who we are through the eyes and mind of another, and unfortunately in Billy's early years that other didn't stick around long enough and didn't have the capacity to engage in this sense of otherness together with him. Rather than learning himself, Billy was preoccupied with learning about survival.

Now Billy has poorly developed internal controls. When he experiences anxiety he moves immediately into terror. When he experiences upset he moves immediately into distress. When he experiences positive affect he moves into hyperactivity. He doesn't even attempt to make sense of all this. How could he? What would be his frame of reference?

## What can we do in school to help Billy?

First, we need to ensure we do everything we can to facilitate permanency for Billy at school – not just at home. In order to manage this long term we are

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going to have to increase our staff care. Increased staff care leads to increased caregiving. This means that our staff will be able to persevere despite the possibility of rejection and challenging times.

Second, Billy needs to have opportunities to practise relating to a trusted grown-up. We need to allocate someone to him who can engage in a relationship that offers both nurture and gentle challenge. Someone who is emotionally robust with a well-developed regulatory system. Flexibility of approach, humour, playfulness and creativity are all necessary within this type of support role.

Next, the aim of the support work is to settle Billy to learn so that he can maximise the educative opportunities on offer to him in the school context. It is only fair that he has access to the same opportunities as his peers despite his difficult start. We need to narrow the gap by providing him with a human bridge. We need to focus on two tasks:

1. Give Billy the opportunity to learn a robust sense of self, so that he doesn't collapse in the presence of slight stressors.
2. Give him the opportunity to learn how to regulate so that he can develop the necessary internal controls that he needs.

This would enable him to go about everyday life so that his stress doesn't interfere with his growing capacities. We know that high levels of stress and too much dysregulation, or failure to control and modulate emotions and emotional arousal, compromise Billy's thinking capacity. We therefore become assessors of regulation rather than managers of behaviour.

Billy can't learn this on his own by following a textbook or completing a worksheet. He will need the vehicle of the relationship with his key adult in order to learn all this. Relationships are the vehicle towards adaption and recovery. Relationships are the vehicle towards Billy being all he was intended to be first time round. In this support work we give permission for relative dependency to develop so that Billy can revisit that which he should have experienced first time round. Consistent quality relationships matter in school.

**Louise Michelle Bomber is an attachment support teacher therapist. She currently works for the Adoption and Fostering Team in Brighton and Hove. Louise has just co-written *Settling Troubled Pupils to Learn: Why Relationships Matter in School*. [www.theyellowkite.co.uk](http://www.theyellowkite.co.uk)**

## Editor's note

*Inside I'm Hurting* by Louise Bomber was recommended for helping understand attachment disorder by assistant headteacher Jane Allcock in issue 97 of *BPU*

# Good practice in Gypsy Roma education

**Kay Poole** is manager of Worcestershire's GRT education team. Kay explains how she and her colleagues are supporting schools, helping families and developing understanding

There has been a lot written by some very eminent people about what constitutes good practice when providing support for the GRT community. It was Jake Bowers, the Romani journalist, who said, 'What Travellers need isn't more money or land – what Travellers need is a greater level of understanding.' It is this understanding we try to promote via the GRT Education Team in Worcestershire.

All too often we hear the phrase, 'We'll take the dentist/library/play bus unit to the sites so that the families can use the facilities.' From the families we hear the phrase, 'They come down here, promise everything, and then we never see them again.' This just leads to mistrust of the initiatives and often means that projects are not supported. How much more sustainable to assist the families to access the mainstream services provided?

## Improving understanding

Good practice is understanding what the families, and especially the young people, need, and supporting them to be able to achieve it. The community still remains quite hidden and programmes such as *My Big Fat Gypsy Wedding* do nothing to improve relations between the settled and Traveller communities. Lack of understanding breeds fear of the unknown (and therefore mistrust), and this goes both ways! Good practice is about respect. It should always be remembered that the families have as little knowledge of our community as we often have about theirs.

The GRT community is Worcestershire's largest ethnic minority. Schools in our county have varying numbers of GRT pupils; some have as many as 60. Our aim is to support families to access services. Despite our education focus we often get drawn into other areas of support, and because of our longstanding relationships we are trusted by the families and our fellow professionals.

## Supporting schools

We support schools to remove some of the barriers between the two cultures. This often leads to us working with partner agencies such as the police, social care teams and housing providers, to name but a few. When the fear of schools and school systems is problematic for parents to deal with, they respond by removing their children from school. All too often the problem could have been solved and the young person maintained within the education system.

The Education Team offers secondary schools the use of culturally driven clubs which work towards accredited qualifications while valuing and

respecting GRT culture. These include an accredited curriculum based on traditional activities such as one-pot cooking, the history of bow top wagons and Crown Derby china. The schools see the clubs as important for keeping the young people engaged and improving social skills too. We are able to visit families in their own homes, help the families in relevant meetings and support things such as form-filling and letter-reading and writing.

The structure of the Education Team means that we are able to be flexible to the needs of schools and communities and to meet demands as they surface. Our team includes:

- a teacher advisor leading the service
- four early intervention targeted youth workers supporting schools and families and delivering a quality curriculum via the clubs
- two teaching assistants who work in schools on a time-limited, needs-driven basis.

We have provided:

- a holiday project each summer involving young people in writing a book, presenting an art show and producing a DVD. All of our projects are aimed at making a sustainable impact that will have far-reaching benefits
- an apprenticeship scheme which takes young people from the community and provides them with the skills and qualifications to be level 3 teaching assistants at the end of two years
- assemblies introducing GRT culture and discussing diversity and discrimination
- workshops celebrating positive aspects of the culture
- cultural awareness and good practice training for schools and other agencies.

School staff should learn all they can about the culture so that they can promote the positives and remove the negatives which can all too easily lead to alienation and discrimination.

In line with national figures, our young people most at risk of permanent exclusion are Y9 and Y10 GRT boys. These young men are trapped between cultures and this can manifest in poor behaviour. It is these pupils that our clubs aim to support in order to maintain their education for as long as possible.

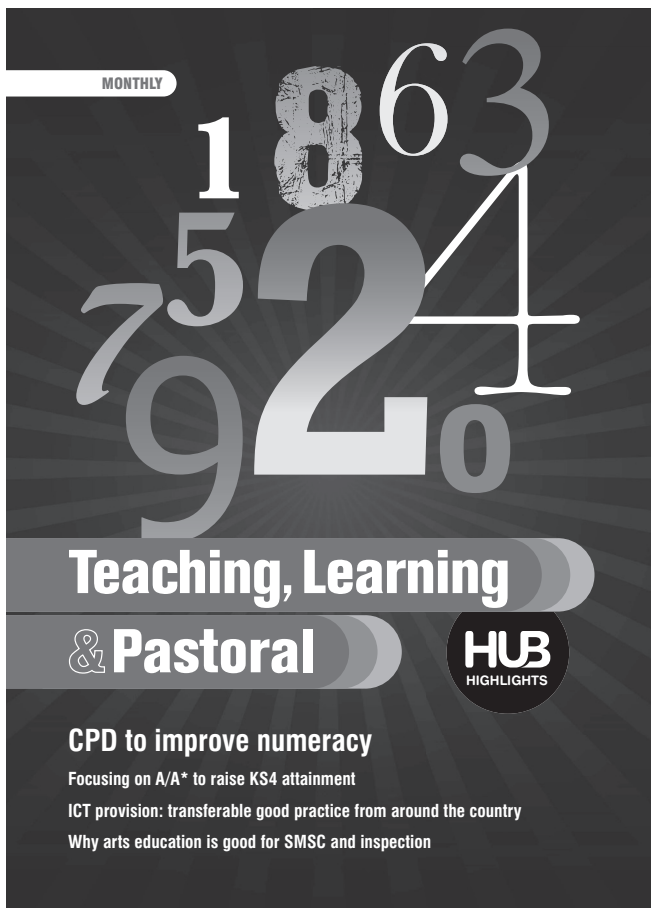
Schools with GRT pupils should look towards working with the families by taking time to acknowledge their culture and to celebrate the diversity that it brings. Welcoming words and a willing acceptance to alter things slightly to accommodate difference goes a long way to building positive, rewarding relationships.

*Programmes such as My Big Fat Gypsy Wedding do nothing to improve relations between the settled and Traveller communities*

*Kay Poole worked for the West Midland Consortium Traveller Education Service until Worcestershire set up the Gypsy Roma Traveller Education Team in 2009. She has managed this team since then. [grt@worcestershire.gov.uk](mailto:grt@worcestershire.gov.uk)*

# Introducing Teaching, Learning & Pastoral

As you know, from September, you'll receive the brand new *Teaching, Learning & Pastoral Hub Highlights* magazine. Knowing how busy you are, we are completely redesigning the printed information you receive, to enable you to quickly scan the content, pick up the key highlights and give you references to go back to later at your leisure - helping you to digest all the information you can in the short available time we know you have.



## UNDERACHIEVEMENT

### Improving KS4 attainment through a focus on A/A\* grades

Aspiration and attainment at Key Stage 4 are about more than just reaching grade C. **Stefanie Shedden** outlines effective strategies to help underachieving groups to attain the higher grades

Pressures from Ofsted, league tables and internal school systems mean that the key priority for secondary subject leaders is end-of-KS4 attainment. The focus on 5+ A/A\* C including English and maths can mean that a minimum C grade is the threshold in their sights. For young people, attainment at KS4 needs to be more than achieving the 'magic' C grade needed to meet school or department targets. GCSE is one of the key transition points to the next stage in their lives. At best, good grades at GCSE are a pathway to vocational training, KS5 GCEs, and higher education; at worst, low achievement can lead to falling out of the education and employment routes altogether and starting adult life as a young person not in education, employment or training (NEET). Tackling underachievement at 16 has a moral and social purpose as well as being a legitimate driver for school improvement.

#### Lessons from research

Three high-impact projects targeting groups of pupils at risk of underachievement have lessons to offer on raising attainment. These pupils did not see themselves as high-achievers, nor did their teachers. But neither were they atypical pupils who faced serious and significant barriers to achievement. In many cases, they were the 'invisible' passive, compliant groups of pupils who neither raise serious concerns nor are identified as potential high achievers. In many cases, the pupils were coasting and likely to achieve C grades - but were potentially able to achieve B or A/A\*. However, the chances were that underachievement could prevent them from even getting to C grade. These projects showed that by improving practice for a nominated target group, not only did their grades improve, but the attainment of the wider pupil cohort also improved.

#### THREE HIGH-IMPACT PROJECTS

**Gifted and Talented REAL Project (Realising Equality and Achievement for Learners)**  
London schools and local authorities in this project developed innovative tools and strategies to identify and support pupils with English as an additional language (EAL), their parents and their teachers - find out more from the REAL Project website. <http://bit.ly/aplgGC>

**National Challenge Gifted and Talented Project**  
Schools with low attainment and in disadvantaged communities raised the aspirations and expectations of staff, pupils and parents and developed tools and strategies to improve attainment. Find out more from the DfE website. <http://bit.ly/2421818>

**Challenge the Gap**  
The attainment gap between free school meal (FSM) and non-FSM pupils is much wider in some schools than in others. This project enabled trios of schools, to support each other in developing strategies that will improve outcomes and narrow attainment gaps. Find out more from the Challenge Partners website. <http://bit.ly/11ajjv6>

There are four key aspects to these projects which are outlined below.

**1. Focus on a target group of pupils**  
What does the data tell you about your underachieving pupils? By identifying and closely working with a sample group of the pupils that are most likely to underachieve in your subject, your team can learn a great deal about how to meet their needs. Two of the most common of these groups are EAL pupils and those who come from economically disadvantaged backgrounds. EAL pupils are much less likely to be identified as gifted and talented because language barriers can mask their ability, and they may either speak less effectively in class, or produce weaker writing. Most obviously, it is true of new arrivals to the UK, who may have high levels of cognitive ability that go undetected because they cannot communicate in English. But it is also true of settled second and third-generation EAL pupils who speak another language at home and although on the surface appear to engage fully in discussion and writing tasks, may lack the

precise use of vocabulary and idiomatic expression required to achieve the highest grades. The good news is that when this group is identified as at risk of underachievement, targeted support will ensure rates of progress rise dramatically. Pupils in receipt of free school meals are also much less likely to be identified as GAT than their more advantaged peers. Yet many of them start education with relatively high attainment, which begins to decline in relation to their better-off peers towards the end of KS2. Consequently, expectations are lowered on transfer to secondary school, where KS2 and KS4 targets are based on prior attainment at KS2, not early signs of high attainment at KS1. **2. Pedagogy**  
The curriculum leader's primary role is to ensure the best classroom teaching and learning possible as a basic entitlement for all pupils. However, the target group of underachievers will have particular

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# Editorial HUB Highlights magazine ....

In Teaching, Learning & Pastoral Hub Highlights you'll receive:

- **Fast facts** - the key points you need to know
- **More online** - web links directing you to where to read more about the topic
- **Actions** - what to do with the new information you've read
- **Download** - extras including tables and templates
- **Statutory guidance** - broken down into chapters and timelines

@headguruleacher Narrowing the gap - is that the right issue?  
Another view, with graph <http://bit.ly/RC1Kwy>

## UNDERACHIEVEMENT

### High impact practice that improves attainment

- Pupils who can 'self-report' grades: especially powerful when these are aspirational grades
- Reciprocal teaching: teacher and students take turns to teach to teacher
- Metacognitive strategies: ones that explicitly develop pupils' self-awareness about how to learn, strategies that work and evaluate for themselves how well they are doing
- Peer tutoring: requiring pupils to really understand their own learning as well as how others learn

needs that teachers may not be systematically prioritising. Recent research provides insights into the pedagogies that have the highest impact. The studies by John Hattie (Visible Learning, Routledge, 2009) and the Sutton Trust (Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil Premium: Interactive Version, 2013) highlight classroom practice that has a particularly positive impact on pupil outcomes. Some of the key practices are listed in the box below. The common thread is that pupils who know about, understand and can discuss their own learning are able to make good and very good progress. High levels of metacognition empower pupils and help them take control of their learning. However, underachievement does not feel this ownership and power over their learning. Learning is something that is 'done to' them. The strategies can help raise staff awareness of how pupils develop metacognition. The challenge is to create learning opportunities for each stage of progress and make pupils explicitly aware of their progress, for example, by using reflective learning logs, encouraging pupils to report back on their learning, or give feedback on a lesson.

### 3. Pupils as leaders of learning

**Building capacity for improvement**  
Larger departments may have the scope to develop joint practice and improve the quality and consistency of T&L - but this can be a real challenge for smaller departments, so working as a faculty with other small departments may offer some support. However, pupils themselves can provide the capacity for improvement and support if they are given the training and the opportunity to grow as leaders of learning. This has the added benefit that they then become much more self-aware and empowered as learners.

### Creating leaders of learning

To become leaders of learning, students need to take responsibility for their own learning and the learning of others. They need to learn about learning if they are to be more than passive compliant recipients of teaching.

### 4. Creating the right culture and ethos

Curriculum leaders hold the key to departmental effectiveness by setting high expectations, being confident that with the right support and teaching pupils are capable of even more than we, or they expect, and by enabling staff to become the best they can be.

### Aspirational targets - C grade is not enough!

Start on entry to Year 7 - success in Year 11 is much too important to leave at last-minute interventions. Find out which pupils underachieved at KS2, compared to their own prior achievement or when compared with other groups. These are

the pupils most at risk of 'compromised' underachievement. Here's why. In most secondary schools, attainment targets for KS2 and KS4 are based on KS2 scores. But what if a pupil underperformed in Year 4? If there is an attainment gap at KS2, even if pupils do meet national expectations (three levels of progress between KS2-4), their underachievement will continue. Worse still, if they continue to underachieve at KS3 or KS4 then the 'gap' widens still and their underachievement is further compounded. Maintaining expected levels of progress based on prior attainment will simply maintain the gap in achievement. Only when progress is accelerated can underachieving pupils make good the gap.

Setting ambitious targets that exceed national expectations is the only way to narrow gaps between this group and the rest of the pupil cohort. The table below illustrates just how many more pupils could set their sights on A and A\* grades if they made faster progress - to raise expectations, aspirations and attainment, we are encouraging schools to be more ambitious and raise targets to a possible four levels of progress (narrowing gaps for vulnerable groups) rather than the three levels that is the national expectation between Y7 and Y11. Compare this chart with your current targets.

### Target planning

**Aspirational targets enhance pupils' and parents' expectations on entry to secondary school and raise teacher expectations. But you need to know more about the potential of your target pupils over and above test scores in Year 6. For example:**

- find out what those pupils achieved at KS1 to see if they underachieved at KS2
- look at cognitive ability tests (CATS) or Middle Years Information System tests (MIVIS) scores to spot high cognitive ability
- find out what they are good at outside of school as this can indicate a great deal about their motivation and commitment to learning.

**Doing this not only raises teachers' expectations; it also helps make those pupils feel they are being recognised.**

### Four levels target planning KS2-KS4

KS2 level	4c	4b	4a	5c	5b	5a
KS2 points score	25	27	29	31	33	35
Year	7	30	32	34	36	38
	8	35	37	39	41	43
	9	40	42	44	46	48
	10	45	47	49	51	53
	11	50	52	54	56	58
KS4 grade	B	A	A	A	A*	A*

### ONLINE EXTRAS

- ▶ <http://bit.ly/10baeVD>  
Practical strategies to develop academic literacy in underachievers
- ▶ Metacognition - where are your pupils on our ladder of progress?
- ▶ Syllabus plus - a mastery approach to teaching and learning
- ▶ Helping students become successful learners: questions for reflection

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## NUMERACY

## Every child counts: numeracy intervention training for teachers and TAs

Alison Halford sits in on a numeracy intervention training programme, and examines the benefits of training TAs

You may be aware of the numeracy intervention for KS1 and 2 called Every Child Counts. In previous years it was backed by government funding and delivered were often employed by LAS. For many schools, it provided teachers with a new set of strategies and targeted lesson plans to support children who were slipping behind. Some of these teachers were at Goldsmith Primary Academy in Walsall, a school within our academy trust, and they were greatly saddened to find that in the new world

**The sessions employ lots of peer support, exploring what has worked well**

of LA funding the programme would have to cease as the skilled facilitator was about to be made redundant. But sometimes, if you know something is right and is making an impact on your children, you have to make a stand. So the headteacher at Goldsmith did a Victor Kiam - she thought the programme was so good, she bought the consultant!

### Fundamentals

I got involved because, having made the commitment to employ the facilitator part-time, the head had to make sure that the structure was in place for the courses to run and at least contribute to her overheads. The first programmes have been based at the Walsall site (catering for the Northern end of the West Midlands) and subsequently they will run from the Winsloe Business Centre, to cater for the Southern end. There are programmes for KS1 and 2 teachers and also now a newer programme called '1stClass@Number', which TAs deliver back in school.

Having observed one of these TA sessions last week, I was really impressed with the structure of good CPD employed. For those of you who know the excellent CURIE research on the principles of CPD that have an impact, you won't be surprised to hear that the programmes have seven sessions over a period of time, with opportunity between times to put the learning into action. The sessions employ lots of peer support, exploring what has worked well, with a focus on the specific pupils (usually groups of four) who have been selected for the intervention.

**Fast fact**  
Average number age pairs of 14 months in one term

### Proof in practice

The quality of the materials looks superb - so good that the facilitator tells me schools often just pay for the resources without engaging with the programme. This magic instinct is understandable, but sometimes we have to recognise that shortcuts don't necessarily achieve the same endpoint. The children supported by this programme are having to go back to basics, establishing the essential building blocks and understanding of numbers that can't be rushed through. The evidence is there for the impact, with average number age gains of 14 months in one term across many thousands of pupils. That's the sort of impact that I can imagine temps any head to act like Victor Kiam!

### What are your options?

For primary head, the challenge is whether to train teachers or TAs. The teacher-led programme is more intense, and schools might expect their staff to offer dissemination to others and to take the lead on ensuring the approaches have impact on the maths curriculum as a whole.

However, I can also understand the attraction of the programme delivered via TAs. It entails less cover costs, with small group interventions back in school being a little easier to timetable too. It also upskills TAs, many of whom are keen to have greater impact on learning. I was very impressed with the way the facilitator handled the different levels of experience of the TAs, skilfully incorporating elements of pedagogy - e.g., pace, questioning techniques and giving feedback - alongside the subject-specific activities.

... It is one of the great pleasures of my role to see CPD having an impact not just on adults, but also hearing examples of the progress this enables with students. Glancing through the student work that the TAs brought in allowed me to see the clear difficulties these six-year-olds were having and to feel inspired that this CPD will make a huge difference to them for the rest of their lives!

Alison Halford is training manager at Winsloe Primary School, Walsall

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# Supporting a changing school community

In 2008 the student population at Pent Valley changed. **Jane Allcock** describes the actions they took to support the newly arrived students from Eastern Europe

Pent Valley Technology College is a mixed, non-selective high school in an area with selection at age 11. The population is predominantly White British but with a Ghurkha regiment established over the last decade. Many Nepalese families now live in the town, having left the army, and are a respected and established community, most of whom communicate well in English. We aim to be an inclusive school, stating in our SEF that it is our wish to replicate the diversity of the world outside the school gates. When, in 2008, students arrived in the town in relatively large numbers from Eastern Europe, we accepted them on roll.

The last five years have not been without problems, not least because of the overt racism shown by some of the local population to the newly arrived community. When we challenged the racist views of our students, we discovered that we were unsupported by their parents. The racism shown is multi-faceted, as the Czechs, Slovaks and Roma are distinct groups with their own prejudices.

Eastern Europeans now account for around 7% of the school roll, the vast majority being Roma, many of whom have very low levels of literacy both in English and their own languages. With the sudden influx of students with high levels of EAL needs, we recognised at a senior level that we needed to improve our practice both in and out of the classroom.

## Finding the staff

Initially, we employed a Czech-speaking female teaching assistant to support us in communicating with families but it was only after a particularly difficult meeting with parents – when she told us we were wasting our time with ‘these gypsies’ – that we realised she was not interpreting our words but her own. She left soon after that meeting.

We employed another Czech-speaking female teaching assistant for whom the boys, in particular, had no respect. When she returned to the Czech Republic, we employed a male Roma parent who had very limited English but who wanted to work with the school. We have improved his English and he has helped us to communicate with families. He phones families to improve attendance, interprets in meetings and supports students in lessons. We are still mindful, however, that he is unwilling to challenge some of the more powerful families in the community and that he has little time for the education of the poorer girls. His English has also reached a

*When we challenged the racist views of our students, we discovered that we were unsupported by their parents*

*Jane Allcock worked in TEFL for eight years before training as an MFL teacher in French and Spanish. She has held a number of senior management roles in secondary schools and has now been assistant headteacher at Pent Valley for six years*

plateau and is certainly not fluent for interpreting.

## Multi-agency work

Multi-agency work has been essential. A worker from a local charity, set up to support the migrants in the area, calls into school once a week. We have supported the group with the use of our minibus in the holidays, and they have supported our families in attending medical appointments, etc. We keep in regular contact with the police and they with us. Domestic violence within families has been an issue and we have played a key part in MARAC (Multi-Agency Risk Assessment Conference) and social services plans. We have invested in an attendance officer who makes home visits with the interpreter. We have encouraged applications for free school meals, supporting the parents in filling in the forms.

## Overcoming language barriers

An EAL coordinator was appointed in 2008 to oversee the educational support required. Some young people are taught maths principles in Czech for a period of time. Students’ English is tested and some are given intense EAL support, but most are immersed in normal lessons. In Year 11 a small group is given intense support to help them to gain their GCSE. We have recognised that many of our Roma students have been in ‘special schools’ in Slovakia and that we need to show these teenagers how to behave appropriately in a school.

We have discovered a high level of illiteracy in any language. We have invested in staff training, concentrating this year on the fears of non-linguists when confronted by a child with whom they cannot communicate. However, our staff have become adept at using Google Translate and other IT support.

Encouraging parents to attend school parents’ evenings has been an uphill struggle, but this year parents arrived in large numbers at the options evening for Year 9, which bodes well for the future. Every booklet produced and letter written is available in Czech to parents. Attendance is carefully checked and we have not shied away from fining poor attenders.

We have learned that schools need a strong commitment from senior management to inclusion, and that often a different approach is needed towards this group. We have been prepared to try, and if we fail to rethink our approach. As with all students, it is rewarding to see them achieve against the odds.



# Developing and running alternative provision for at-risk students on an LA-wide basis

Churchill Community College was asked to run an alternative curriculum programme for students in North Tyneside who are at risk of permanent exclusion. Manager **Philip Kemp** explains how the scheme succeeds in getting them back on track

Churchill Community College has a reputation for running successful in-house alternative curriculum pathways for Key Stage 4 students. When results for the LA-run Personal Achievement through Learning Support (PALS) scheme were not meeting expectations, Churchill was approached to run it on a commissioned basis.

## What is PALS?

PALS was created to target Key Stage 4 students who are either hard to place owing to their late arrival into the borough or are at the point of permanent exclusion from their host schools. All the pupils referred to PALS are at School Action Plus. There is a capacity of 85 students situated across the three sites in North Shields and North Tyneside. Since Easter 2012, PALS has accepted students from Year 9 and presently the provision is full.

The objectives are:

- to remove barriers to attendance
- to support behaviour for successful learning
- to target each student to achieve five A\*-C grades
- to target each student to achieve a grade in English and maths GCSE
- to ensure all students referred to PALS and previously at risk of falling into the NEET category have a realistic transition plan post-16
- to ensure students are appropriately qualified to at least meet the requirements of their transition plan
- to ensure every Year 11 student leaves PALS to take up a placement in employment, training or further education
- to improve behaviour and emotional wellbeing as demonstrated on student trackers through the provision of a high-quality and consistent learning experience
- to improve tolerance, community cohesion and the value of equality and diversity through a planned PSHCE curriculum.

## The PALS team

PALS comprises:

- four teachers, including the PALS manager
- a support staff assistant manager leading the pastoral arrangements
- three lead learning mentors/higher level teaching assistants
- six learning mentors
- three teaching assistants.

## Student comments

*'I love being at PALS and don't want to leave. PALS has helped me to get good qualifications and helped me get on an apprenticeship that I am going to now start in September.'*

**James, Year 11 student**

*'I like it because the staff are nice. The smaller group sizes help me to learn. I get lots of support and I have made many friends. My behaviour has improved and I want to do well.'*

**Demi, Year 10 student**

**Philip Kemp has taught in mainstream secondary school settings with a focus on disaffected young students in KS4. During the last 10 years he has run a full-time 10-place KS4 alternative curriculum provision at Churchill Community College. phil.kemp@ntl.org.uk**

## Online extras

Go to the website to view the PALS curriculum: <http://bit.ly/10LkHww>

PALS is not dependent on any additional external professional input other than occasional enrichment sessions from colleagues in other services, such as the school nurse, N2L (Never Too Late), the PSHCE team, etc. Churchill Community College policies and procedures are used or adapted for use at PALS.

## Organisation

PALS is totally focused on teaching, learning and progress. There are four sessions a day; the first three deliver the curriculum and the fourth is used as a mentoring or catch-up session picking up pastoral matters. All issues that do not relate to learning and progress are managed in a way that quickly refocuses students back into their learning.

Timetables are a fundamental part of each student achievement plan and remain flexible. All learning is completed in a small group setting, with groups rarely having more than four or five students. All learning in those groups is personalised to the students' achievement plan.

In addition to the curriculum (see online extras), students access up to two days' work-based learning at various outside providers across the borough:

- the Barn – vocational provision that allows students to develop skills in joinery and carpentry
- the Base – centre run by Barnardo's for extremely vulnerable learners, focusing on self-esteem
- NYA – Northumbria Youth Action based in the Youth Village, tackling disaffection through motor mechanics and bike mechanics
- Tyne Metropolitan College.

Ofsted stated that our work-based providers are of a very high standard. Taster sessions are used to identify which area students may wish to take further when they leave the unit at the end of Year 11. The two days that pupils attend work-based learning count as 40% of their statutory education and are subject to the same regulations and expectations as other aspects of their provision.

## Does it work?

The results speak for themselves:

- In 2011-12, 85% of PALS students succeeded in achieving five GCSEs at A\*-C (including 20% in maths and English).
- In 2011-12 no students became NEET on leaving PALS.

# Engaging your sixth-form students

The sixth form can easily become detached and 'exclusive'. **Andy Williamson** describes how West Lakes Academy brought their sixth form back into the heart of the school

## Key points

- The sixth-form provision at West Lake Academy was transformed from being a detached part of the school to an integral element.
- The relocation of the sixth form made a difference to perceptions.
- A number of initiatives have brought sixth form students into the heart of the school. These include:
  - hosting art, drama, music and dance events
  - paired reading
  - the introduction of 'learning ambassadors' in English and maths
  - coaching and mentoring by sixth-form students in PE and science
  - Involvement of students with the academy leadership group
- Students and staff recognise the benefits there have been both individually and to the school.

Formed in 2008, from the amalgamation of two smaller comprehensive schools, West Lakes Academy moved into new buildings in April 2012. As a recently appointed head of sixth form, I was hoping that the move to new, technology-rich accommodation would be a catalyst to breathe life into a sixth form which had falling recruitment and retention.

With small class sizes and below average achievement, the sixth form was becoming an unjustifiable expense. We were losing our most able students to other local sixth forms and of those who did stay, it seemed that the only ones to achieve their potential were those who were so well-organised and motivated that they could have taught themselves. This was not necessarily a reflection of the shortcomings of our student body or teaching staff, but of the ethos within the sixth form and the expectations of staff and students.

## A change of habitat

A physical barrier existed, discouraging sixth-form students from becoming integrated members of the academy community: six flights of stairs. The habitat of Year 12 and 13 was the top floor of a four-storey 'science tower', from which lofty heights the majority of sixth-formers descended only to attend lessons – returning upwards (often by sneaking into the lift) for breaks and 'free' lessons.

As they ascended through the swarms of younger students on the stairs sixth-formers would largely ignore the greetings, cheekiness and jibes of Years 8, 9 and 10. At lunchtime, the majority would disappear off-site to find food and entertainment on the main street. Sixth-formers, on the whole, believed that they came to the academy to get qualifications and had no

responsibility to do anything else. It often took newly arrived Year 7s a term to work out that the academy had a sixth form and that the quasi-adults they passed on the stairs were its students.

We did, of course, have a small number of sixth-formers who would go out of their way to give as much help as they could both to subject areas, and to the wider academy community, via the student council, hosting visitors and interviewing staff candidates and governors. These students felt that they wanted to repay the dedication shown to them by teaching staff. We are lucky at WLA with our students, who are on the whole approachable, honest and generous. We knew that, given the right opportunities, most students would gladly volunteer time to give something back.

## Forming a new ethos

Ofsted arrived this March, with a focus on the sixth form. Inspectors reported:

*'Sixth-form students are especially committed to their studies. They are excellent role models for younger students and make a good contribution to the overall aims of the academy and its smooth running, for example through their involvement in paired reading with younger students and in interviews for new staff.'*

Summarised below are what I consider to be

## West Lakes Academy

West Lakes Academy is a sponsored academy serving a largely rural catchment area on the west coast of Cumbria. It is sponsored by Sellafield Ltd, the Nuclear Decommissioning Authority and the University of Central Lancashire. The academy moved into new purpose-built premises in 2012. The school serves an area containing several pockets of social deprivation along with some more affluent areas. The intake at Year 7 is slightly below the national average in terms of attainment, with broadly average numbers of students with special educational needs and eligible for free school meals.

Results at the predecessor schools and in the initial years following the merger were below the government floor target. Recent years have seen a rapid improvement in results in Year 11, from 27% five GCSEs at A\*-C including English and mathematics in 2009, to 57% for the same measure last year. West Lakes Academy has an inclusive ethos, and last year achieved 98% five GCSEs at A\*-C.

Sixth-form results have followed a similar upward trajectory, achieving an A\*-E pass rate of 99%, an average points score per entry of 213, and average point score per student of 830 in 2012. These are, again, the best results achieved by both the academy and its predecessor schools.

some of the key drivers of the shift in ethos:

- The sixth-form accommodation is now at the front of the academy buildings, with full-height windows and a largely open-plan layout.
- During non-contact periods students disperse throughout the academy to study in open and shared spaces, in full view of students and staff.
- The newly formed performing and expressive arts department (PEXA) regularly hosts art, drama, dance and music events, largely organised by sixth-form students who mentor and encourage younger students. This mentoring continues in lessons.
- The maths and English departments have elected subject ambassadors who support and mentor students from Years 7 to 11. Similarly, sixth-formers provide coaching and mentoring in other areas such as PE and Science.
- The academy leadership group has increasingly involved students in visits from sponsors and governors, and in interviews for staff.

Perhaps the most important factor has been initiatives, such as the paired reading highlighted by Ofsted, which provide a framework to channel the enthusiasm of teachers and the willingness to contribute of students. By working with identified individuals, sixth-form students feel a responsibility to their mentees and can assess and report upon the progress they make.

### The students' view

This account from two of our sixth-form students, Stephanie Crossley and Harrison Howard (Year 12), gives a good account of the transformation from their point of view:

*'Until recently, there was a general consensus among sixth-form students that there was a divide between them and lower school here at the Academy. To the majority of students in Year 12 and 13, the lower school were an alien species who were to be avoided if one wanted to maintain the reputation of the post-16 'elite'. This view, however, has become archaic with the changes that have been implemented through a strong teaching and student body.*

*'AS Level English students have volunteered their free time to provide Year 7 students who are struggling to read with an outlet to practise and develop their skills. We offer an informal forum for them to build their confidence and reduce the 'fear factor' involved in interacting with older students by helping them on an individual basis. Working with the same student each week means we have been able to monitor their progress. After each session we make comments on how well the session went, giving both praise and indicating where to improve. This feedback is used by the mentees' English teachers. We have enjoyed seeing improvements in the mentees' reading skills via the use of online reading tests. I have witnessed and encouraged a great progression in my mentee in terms of confidence, particularly in her delivery and how well she remembers what she has read. This has been evident in the improving scores of her reading tests.*

*'English staff have also provided other opportunities for AS Level students who are talented in the subject. We are known as 'learning ambassadors' for English. As a group of seven, our primary goal is to motivate those who may need extra help to achieve their potential and provide them with another perspective on how to succeed. Prior to the Year 11 English language exam, we were given the opportunity to work on an individual basis with students who were struggling to meet their target grade.*

*'Having studied this exam only last year, we were able to offer some of our own experiences of the test and help with revision preparation as well as covering the exam's content. The Year 11 students reaped the rewards for being part of this scheme on results day, when they were happy with what they achieved. We have also been lucky enough to work with Year 9 students who are starting out with their GCSEs, aiming to prevent any of the problems that they are currently facing from being an obstacle by the time they reach exams.*

*'Again on an individual basis, we have been working to improve English skills that have been specifically targeted by the English staff. This ranges from practising basic spelling patterns to improving a student's ability to analyse texts. This programme is personalised to each pupil and their individual needs. This is the most recent of the learning ambassador ventures and we are already seeing an improvement, particularly in areas associated with literacy.*

*'Aside from focusing on academic achievement, the English learning ambassadors have been involved in extra-curricular events such as the sixth-form open evening. Rather than this being a report from the English teachers, we gave a personal account of what it is like to study the English subjects at WLA and presented this to prospective sixth-form students. A record-breaking 200 people have applied for WLA sixth form this year and we like to think that we may have contributed to this.*

*'We are proud of the successful rapport we have built with our students and we aim to maintain this once they progress to higher years. As much as we want to take the credit, it was the vision of our teachers who believed the scheme could work and initiated the programme.'*

**Stephanie Crossley and Harrison Howard are both in Year 12, studying English, history and geography. Harrison is also studying biology. Both are English ambassadors and involved in paired reading. Stephanie regularly performs as a dancer and she is going to Morocco in July with a sixth-form expedition group. She plans to study English at university. Harrison has plans to pursue a career in journalism. Andy Williamson has been head of the sixth form at West Lakes Academy for three years. He is a geography teacher and former roles include being head of a geography department. For more information email [contactus@westlakesacademy.org.uk](mailto:contactus@westlakesacademy.org.uk) with the subject 'FAO Sixth Form'**

*Perhaps the most important factor has been initiatives such as paired reading, which provide a framework to channel sixth-form students' willingness to contribute and to feel a responsibility to their mentees*

# How running a business on co-operative principles can benefit pupils

The Co-operative College can help your students launch their own ethical business. **Natalie Bradbury** explains how to get involved

Young Co-operatives is a free scheme which encourages young people to set up and run their own enterprises as co-operatives. Many participants run healthy-eating tuck shops selling fairly traded products. Other models for Young Co-operatives include horticultural and recycling businesses. There are now almost 200 registered members, mostly in the UK but with others as far afield as Africa, the USA and India.

The Co-operative College provides the Young Co-operatives Action Kit, a free, downloadable guide which covers everything schools and young people need to know before setting up a student enterprise. The Action Kit is now broken down into a teachers' guide and separate activity packs for KS2 and KS3-4 students.

## Why establish a Young Co-operative scheme?

Through learning how to work together in a real business situation, students involved in Young Co-operatives can:

- learn how to work as part of a team and develop co-operation skills
- identify problems and needs in the school or local community and develop creative, innovative solutions
- develop speaking, listening, organisational and presentation skills
- develop financial planning and management skills
- learn how to handle uncertainty and manage risk
- grow in confidence and develop a sense of empowerment to approach future tasks and problems
- develop critical thinking and evaluation abilities.

## Using the Action Kit

Lisa Ball, a student at All Hallows Catholic College in Macclesfield, helped make the design of the Young Co-operatives Action Kit more young-person friendly and assisted with updating activities. Students at All Hallows run a wide range of Young Co-operatives enterprises in school, which sell everything from candles, jewellery and snacks to quizzes and art materials within the school community. Lisa completed the task at a summer work placement at the Co-operative College.

The Action Kit guides students and teachers through everything they need to do to run a

*Students at All Hallows run a wide range of Young Co-operatives enterprises in school, which sell everything from candles, jewellery and snacks to quizzes and art materials*

**Natalie Bradbury is information co-ordinator at the Co-operative College. As part of her role, she assists in the creation of resources and events for Young Co-operatives and maintains the Young Co-operatives website**

### More information

To register your school's Young Co-operative business and download the Action Kit: [www.youngco-operatives.coop](http://www.youngco-operatives.coop)

successful co-operative enterprise, covering:

- an overview of the Young Co-operatives scheme
- an introduction to the co-operative values – self-help, self-responsibility, equality, equity, democracy and solidarity – and their application in business situations
- an introduction to co-operative enterprises, their history and what makes them different
- case studies of a diverse range of Young Co-operatives enterprises across the country, from a street dance co-operative to a bicycle repair enterprise
- guidance on how to use the programme and learning objectives
- advice on how to decide what a Young Co-operative is going to do, and activity ideas
- tips for setting up a Young Co-operative, from teambuilding and developing branding to setting rules, budgeting and writing a business plan
- suggestions for how to run a Young Co-operative, from holding meetings to designating roles and looking after the finances
- evaluation of the project
- useful resources for further information.

## Case study: the Co-operative Crew

Since getting together as a Young Co-operatives enterprise at the end of January, student members of the Co-operative Crew have found the Young Co-operatives Action Kit to be a useful resource to help move their enterprise and ideas forward.

The Co-operative Crew consists of 26 students from Years 7, 8 and 9 at Golborne High School and Years 4 and 5 Lowton Junior and Infant School, both in the Wigan area. The co-operative has decided to create a farm and sell produce to the local community; enterprise ideas include making an eco-friendly greenhouse out of a 2.5 litre water bottle, making raised beds and building chicken coops. One thing members of the Co-operative Crew learned is that they needed to democratically elect members into various roles through an anonymous vote. Students have taken on the positions of chairman and vice chair, treasurer and vice treasurer, fundraiser and designer. The designer has been tasked with overseeing the development of a website, logo and leaflets. Ryan, who has been designated the role of treasurer, said: 'The job descriptions in the Action Kit are useful. Now I know what I need to do in my role, for example looking after spreadsheets and researching business bank accounts.'