



STAR INITIATIVE- 2007/8
Supporting Through the Arts

Primary Strategy - Literacy (Writing Focus) - Focused Support

Final Evaluation Report - Hornsea Burton Primary School

Project Brief.

Aims and objectives

Our aim is to raise progress and attainment in writing, boost confidence and enjoyment of the writing process for pupils in Year 3 and 4.

A secondary aim would be to develop pupil's confidence and social skills, particularly in collaborative/cooperative activities.

Our reasons for taking part in STAR Initiative

As a relatively new school we are still developing a more static and balanced school population. The level of SEN pupils is variable between year groups and above national averages [55% for Year 3 and 67% for year 4], similarly both pupil mobility and free school meal provision is higher than national averages. Writing is identified as a school improvement focus as is the implementation of the Renewed Primary framework. The STAR project was seen as an ideal vehicle in which flexibility and creativity could be developed within the Literacy Curriculum, using an Accelerated Learning style approach to cater for the wide variety of needs and preferred learning styles within the target year groups

Writing concepts and skills targeted

We decided that "composition and effect" would be chosen as the main target strand for our project. Pupil's writing was often very sparse and lacking in description and detail to help the reader visualise the scene. We felt that by offering our pupils a much wider range of stimuli and experiences then we would give them a wealth of personal memories to be able to draw upon in their writing.

Artists in residence and key activities

Our overarching theme chosen was "Change". This was chosen as a very broad theme to encompass change in ourselves and our behaviour, change in the environment and changes throughout history.

Our first project involved a cross-curricular theme of bullying. Pupils were able to plan, photograph, script and then film several mini-videos portraying various

"real life" bullying incidents. Our second project in the autumn term was a history and literacy unit based around a Viking inspired relief wall sculpture in the style of an American artist, Elizabeth Murray. This was conceived and led by associate adviser and consultant Mr Bob Tonks. A visit to the Jorvik Museum in York helped pupils to research various aspects of Viking Life and produce a non-fiction text aimed at younger pupils.

During the Spring term our first project was an action/adventure story linked to our immediate locality and what it was like to live in Hornsea in the past. Local visits led to the capture of settings for our stories which were included in the finished collection of short stories and made into a class book. Following this we visited the Yorkshire Sculpture Park for an inspiring guided tour by Mr Bob Tonks. The poet Bernard Young followed up on the visit with 2 days of songs and poetry writing inspired by the visit.

The summer term started with a visit to the local beach and some ephemeral beach sculpture linked to how can we change places. Mrs Jill Stubbs, literacy consultant joined us for 2 days to write some exciting performance poetry linked to the sea. Our final main project of the year was Children in World War 2. We were visited by Jennie Beasty who wrote and performed songs with the pupils. Mrs Gill Stubbs worked with us on letters from evacuees and Mr Bob Tonks inspired pupils with wax sketches in the style of the Henry Moore underground sketches from the period. Pat Suggit, a dance AST teacher, has worked across the classes in school for 3 days this term to develop dance work linked to different curricular areas, the STAR group have explored dance and movement linked to Habitats.

Participating children

A mixed year group of 24 Year 3 and 4 pupils were chosen to take part in the project.

There is a high level of SEN within the class, 36% for Year 3 and 69% for Year 4, including 3 statements. Ofsted [2007] recognised that there is a significant range of complex social and emotional problems experienced by pupils. There are concerns regarding behaviour and motivation of several pupils within the class and the project was seen as an exciting way to engage and motivate them within school.

'Action Research' to be employed

Pupil's writing is summatively assessed every term with them completing a SAT's type writing task in their Writing Record books. Pupils attitudes towards and understanding of the writing process was assessed by questionnaire both before and after the project.

Involvement of school staff members

The STAR team included Mike Allerston as class teacher and STAR Coordinator, the headteacher, Carole Shiels; the chair of Governors, Bob Tonks; Literacy Governor, Mike Davidson and included the numerous support staff working within my classroom. The planning and delivery of specific STAR events was done by those artists involved and myself.

Management and co-ordination responsibilities

Following LA INSET regarding the implementation of the renewed primary framework for Literacy I was able to integrate STAR activities more successfully within planning linked to it. In consultation with the artists involved, Jill Stubbs and our supportive governors I was able to explore a much wider use of speaking and listening, drama, dance and music to creatively stimulate pupils and give them a greater impetus and stimulus for their writing. I was able to assess and track pupils' progress towards their writing targets throughout the year.

Start and end dates

The STAR project was launched with pupils during October 2007 with visual diaries being given out as "the pupil's own". The project has run until June 2008 with key events being specifically highlighted as STAR work and various pieces of work collected in their books.

Events and performances

Parents have been invited into school on several occasions to view STAR activities or products; our Viking Sculpture had an unveiling ceremony with pupils writing invitations to parents and other classes, our Children in World War 2 work with Jenny Beasty involving dance and writing songs also led to a performance for parents and the whole school. We are currently enthusiastically working on our display for the Minster where every pupil is keen to display at least one piece of their favourite writing.

Monitoring and evaluation procedures

Pupils work to individual writing targets linked to sub-levelled objectives, these are reviewed termly using an independent piece of writing, usually SATs based. Assessment for learning strategies ensured that pupil's progress could be followed against these targets with extra adult support being used for individuals or groups who needed it. Review meetings between the STAR literacy consultants and STAR Coordinators were valuable opportunities to discuss writing opportunities and share ideas and good practise from other participating

schools. Regular informal discussion regarding progress and impact took place between myself and the seven different support staff who support children within my class at different times during the day.

The Project.

An overview of what happened

Our overarching theme chosen was "Change". This was chosen as a very broad theme to encompass change in ourselves and our behaviour, change in the environment and changes throughout history.

Our first project involved a cross-curricular theme of bullying. We linked elements from art, literacy, PSHCE with the aim of producing a short film depicting various "real life" bullying incidents within school including a proactive solution.

Following some introductory work on settings looking at how authors use long, medium and close-up descriptions of settings to 'set the scene' I used videos from a BBC series of PSHCE programmes exploring the issue of bullying. We discussed the use of colour and shot composition within the dramatic reconstructions to tell the story.



Differing types of bullying and the bullies themselves were discussed with "Wanted" posters being made. Pupils were then split into mixed-ability groups to storyboard a bullying incident and a proposed solution. Digital cameras were used by the pupils to collect photos to use as a film storyboard which then had dialogue added. Pupils were briefed on the various roles of a film crew including director, camera person and actors to film the storyboard using Digiblues. Following their completion, with varying degrees of success, we wrote some short poems based around feelings of a 'victim'.

Our second project in the autumn term was a history and literacy unit based around the Vikings. This involved the commissioning and production of a Viking inspired relief wall sculpture in the style of an American artist, Elizabeth Murray and the research and production of a class information book about the Vikings.



After an initial whole class discussion of what we knew already about the Vikings and the areas we should find out about, pupils were placed in mixed-ability 'expert groups'. Using information books they produced a list of questions that they would like to answer about various aspects of Viking Life. A visit to the Jorvik Museum and the Dig Experience in York

really brought the Vikings to life for the pupils. Ofsted, who decided to visit school during that week commented positively on the enthusiasm created by the visit.

Associate adviser and consultant Mr Bob Tonks accompanied us on the visit and conceived and led the sculpture work following the visit. Each pupil sketched and then made a large 3D sculpture of a Viking artefact, with some experimentation bright colours were chosen to give the sculpture a contemporary feel.



Mr Tonks shared his artistic expertise and knowledge and flexible approach generously with the pupils who responded with genuine engagement. Invitations were written and sent home for a grand unveiling ceremony! The 'awe and wonder' of other pupils and the pride on the faces of the sculptors was absolutely priceless and must be a personal highlight of the year for me.



Following this they continued to research various aspects of Viking Life and use MS Publisher to draft and produce a non-fiction text aimed at younger pupils. This unfortunately became a rather drawn out affair with laptop battery problems, several pupils' inability to save their work in the right place and our work in progress folder mysteriously

being deleted! Finally a book was produced which was presented to Class 1. As the Viking 'buzz' was still present I adapted the Myths and Legends unit to produce a Viking Legend. Using animated short stories of Thor from the BBC series we used mythmaker cards to generate a setting, characters and object to be used for the plot and drafted myths. Pupils redrafted these using a "Writer's Checklist" adapted from Pi Corbett's sentence level starters.



During the Spring term our first project was an action/adventure story linked to a geography unit about our immediate locality and our history unit, Hornsea in the past. Using notes taken from a local history DVD and research for old photos of Hornsea on the web pupils recorded and developed their concepts of old and new in their immediate environment. Stig of the Dump was used as a stimulus story to explore the genre. Local visits equipped with cameras led to the capture of several exciting settings for our stories. These were redrafted using the "Careful listening friends" approach to peer evaluation of work. Improvements were suggested which were included in the finished collection of short stories and made into a class book.

Following this we visited the Yorkshire Sculpture Park on a very windy and wet February day for a guided tour by Mr Bob Tonks. The weather certainly added to the impact and ambience of the sculptures. Mr Tonks knowledgeably explained the sculptures on display bringing many of the concepts and ideas explored by them down to an enjoyable and accessible level for the pupils and staff! The poet Bernard Young followed up on the visit with 2 days of songs and poetry writing inspired by the visit. He engaged the pupils well with his own brand of songs and poems and inspired a range of thoughtful poetry from them. Mr Young needed some support with classroom management of the activities due to the exuberant nature of the class. However his talents kept the pupils motivated to complete the tasks successfully, experimenting with their word choices and imagery to describe their responses to the sculpture.



The performance poetry theme should have continued with a visit to the local beach and some ephemeral beach sculpture linked to the Geography unit, how can we change places, however stormy seas and inclement weather led to this being postponed. Mrs Gill Stubbs, literacy consultant joined us for 2 days to write some exciting performance poetry linked to the sea. Building on some of Bernard's poems pupils explored the senses to create rich banks of ideas and vocabulary to enhance their poetry. With such a wide range of abilities within the class Jill was successfully able to stimulate and motivate all of the pupils to



contribute with a mixture of role play and poem performances. This gave them the impetus to write their own poems based around 'Seaside Fever' and 'The changing seasons of the sea'.

The summer term began with our final main project of the year Children in World War 2. This encompassed our theme of change by exploring the historical changes that took place during the war in people's lives especially those children who were evacuated. Using a wide variety of film,

archive photos, music and sound effects Mrs Jill Stubbs worked with us on letters from evacuees and Mr Bob Tonks inspired pupils with wax sketches in the style of the Henry Moore underground sketches from the period. Pupils re-enacted an air raid from the Blitz stimulated by a variety of media and the projector and sound system! They considered their senses and feelings using mind maps and hot-seated individuals to describe their experiences.



Pupils split into mixed ability groups to research specific areas of interest, the purpose of which was to produce a multimodal Powerpoint report about World War 2. Questions were drafted and our much respected senior governor Mr Reg Anderson was invited into class to be interviewed about his WW2 experiences. We were visited for 3 days by Jennie Beasty, musician and songwriter. Miss

Beasty enthralled the pupils with her action songs and activities. She was very flexible and adapted and developed her initial plans to suit the class and planning. We used a variety of wartime favourite songs to give pupils a flavour of the culture at the time. The introductory sequence of "The Chronicles of Narnia" in which the children were evacuated was used as a powerful stimulus for a letter home. Role play and hot-seating were used to explore the experiences and get 'in character'. Pupils collaboratively wrote lyrics for two songs and used chime bars to write a score for one of them. Parents, Mr Anderson and other classes were invited to a performance of these which was performed successfully.



Pat Suggit, a dance AST teacher, has worked with skill and enthusiasm across all of the classes in school for 3 days this term to develop dance work linked to different curricular areas, the STAR group have explored dance and movement linked to Habitats. This has linked successfully and built upon the work of the 'Singing Cool' project which my class thoroughly enjoyed during the spring term. Pupils have explored a wide range of movement styles, responding to a variety of music to create a performance based around a pond. This will be developed further and be performed to parents.

Project Evaluation

Whole School Development

The STAR project has been used as a vehicle by which a more integrated thematic curriculum embracing the Primary Framework could be delivered. Our other members of staff have already adapted the curriculum around the 6 areas

of learning used in the Foundation Stage Curriculum. STAR has provided us with the resources and impetus to develop our curriculum provision to include a much wider range of 'real world' experiences which have demonstrated their effectiveness in boosting our pupils' performance in many different ways, both quantitative and qualitative. We have adopted a theme-centred approach to the curriculum across the whole school next year and aim to offer our pupils a termly 'experience' either in or out of school as the foundation from which we can build a wealth of exciting learning opportunities.

Staff Development / CPD

STAR has provided a wide range of learning opportunities for all of the staff involved, from working alongside various artists to planning, observing and team teaching with the consultants involved in STAR. This professional dialogue within a creative and 'risk-taking' ethos has been a breath of fresh air to me personally and I have found the whole process has impacted considerably upon my own personal practise and teaching philosophy. The CPD delivered by the LA to implement the renewed Primary Framework has complemented our participation in STAR and helped us to explore the possibilities offered by it.

Approaches to Teaching and Learning

STAR has been a very effective way to open our eyes again to being creative with the curriculum, taking ownership of it and using it's flexibility to suit the specific needs of our learners. We have been able to increase the role of speaking and listening, music and drama within the curriculum widening it's appeal and relevance to pupils via a range of different learning styles. I feel that this has also helped to create a stronger climate of openness, trust and respect amongst pupils.

Many pupils have displayed an improved attitude towards writing, greater confidence in their ability to have something to write about and are much more aware of the process by which they will write it. A more flexible and open-ended approach with the opportunity to extend the time given to the different genres has allowed pupils to develop their learning more independently and produce a higher quality end product with a specific purpose.

Literacy (writing) Focus

As evidenced in the questionnaire responses the STAR project has had a significant impact upon pupils' perceptions of the purpose and audience for their writing. The very real nature of the visits, visitors and preparatory activities offered to pupils led to a change in the perceived value of their writing, motivating many to complete work to a higher standard than usual because it was to be 'published' in a book, or presented to another class or parents.

Cross-Curricular aspects

STAR has contributed to much greater integration of literacy and the foundation subjects. Research undertaken in the afternoons fed into the next days writing, likewise a dramatic performance in the morning would lead us into the library or onto the internet to research new ideas further that afternoon. By using a theme-centred approach we were able to raise the profile of the arts within the curriculum and plan activities that would touch base with several curriculum areas, eg dramatic reconstruction of an air raid; Literacy - speaking & listening, ICT - internet research, downloading pictures and soundfiles, History - context of WW2 and the reasons for evacuation, Art - wax sketches of Henry Moore, capturing peoples emotions.

Arts Development

As a non-artist teacher the opportunity to work alongside artists has enabled me to consider the role of the arts within my classroom much more carefully. I have found it much easier to identify opportunities for the integration of art based activities to supplement other areas of the curriculum as we progressed through the project. Perhaps the greatest single contribution to the pupils' art development has been the strong sculpture element within two of the units. I witnessed the strongest responses of awe and wonder from pupils during our Viking sculpture work and the visit to the Yorkshire Sculpture Park. Their concept of sculpture has been transformed with many now being aware of how a sculptor might seek to respond to a specific event, time, place or emotion.

Working with artists and performers

Our pupils usually respond well to the arrival of someone with a different or novel skill or talent. By liaising with artists before the visit we were able to discuss the context in which their work would take place and the specific aims and objectives we hoped to cover. However I felt that it was important to view the visits as flexible and open to adaptation, to be able to respond to the pupils and their own interests. This approach worked very well with artists being able to adapt their initial ideas in light of the pupils' responses - assessment for learning in practise!

Networking and the Wider Community

The project has enabled me to liaise more widely with colleagues from the other STAR schools, sharing ideas and feedback about the artists and activities taking place. Within our school community there has been a much greater sense of parental involvement in the curriculum as parents have contributed materials, help and time in attending our performances. Governors have been particularly keen to be involved and have contributed very significantly to the project.

Mike James has accompanied us on visits and worked alongside pupils during the artists residencies. Reg Anderson kindly agreed to be a very knowledgeable and informative guest speaker whom the pupils enjoyed interviewing and writing a song for. Bob Tonks has been an inspiration and guiding hand to the project freely offering advice as consultant but also his artistic skill and knowledge during several of our projects.

Artists involved:

We would recommend the following artists:

Jennie Beasty - Musician, singer and songwriter.

Tel: 07968 231560

Bernard Young - Writer, poet and performer.

Tel: 01377 217164

Places to visit would definitely include:

Yorkshire Sculpture Park, a long journey but well worth it for dramatic impact.

Jorvik Visitor Centre; brings the Vikings to life!

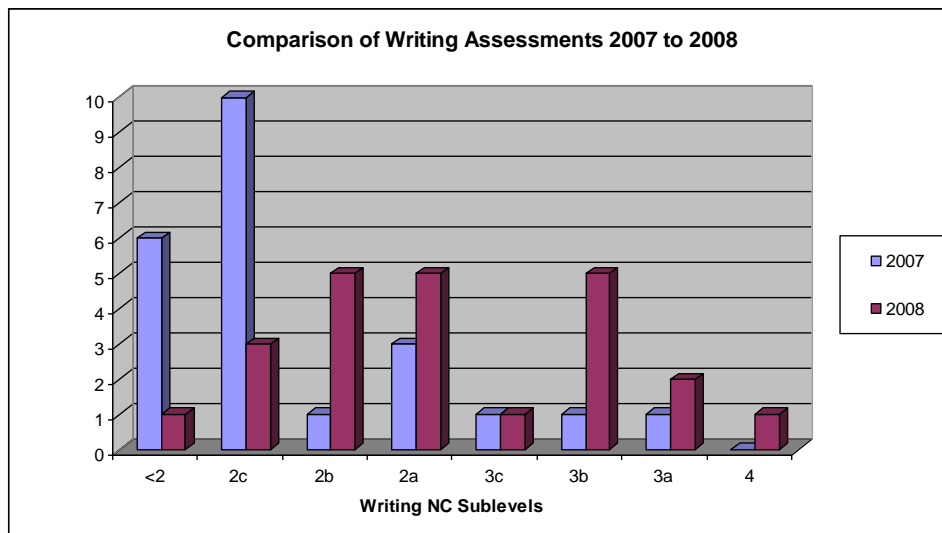
Outcomes of Action Research.

We assessed writing termly using past optional SAT's papers, pupils recording an extended piece of writing independently in their Writing Record books.

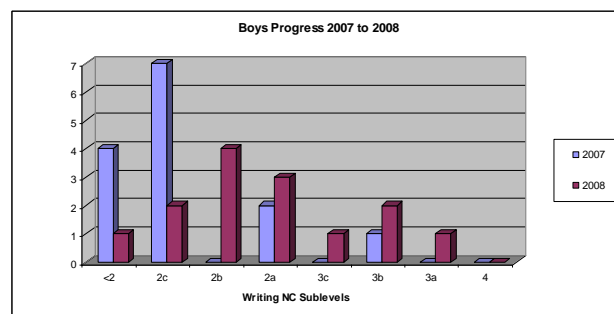
Writing Assessments Class 2					
	SEN	Gender	Jun-07	June-08	Progress in sublevels
Year 3					
Child 1		m	2C	2B	1
Child 2	Wave 1	f	2C	2A	2
Child 3	Wave 2	m	1C	1A	2
Child 4	Wave 1	f	2A	3B	2
Child 5	Wave 1	m	2C	2B	1
Child 6		f	2B	3B	3
Child 7		m	2C	2B	1
Child 8	Wave 2	f	1C	2C	3
Child 9		f	2C	2A	2
Child 10		f	2C	3B	4
Child 11	Wave 2	m	1B	2A	4
Year 4					
Child 12	Wave 2	m	2A	3A	3
Child 13	Wave 1	m	2C	2A	2
Child 14		m	2C	2A	2
Child 15		f	3A	4	1
Child 16	Wave 2	m	2C	2B	1
Child 17		m	3B	3B	0
Child 18	Wave 1	m	2A	3B	2
Child 19	Wave 3	m	1C	2C	3
Child 20	Wave 1	m	2C	3C	3
Child 21		f	3C	3A	2
Child 22	Wave 2	f	1A	2B	2
Child 23	Wave 3	m	P7	2C	4

Results of Action Research

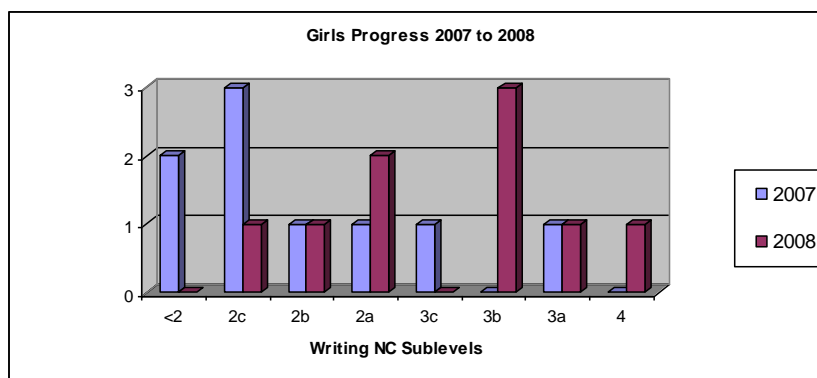
All pupils except 1 made expected progress of between 1 and 2 sublevels, with 8 pupils [35%] making more than expected progress. The average rise in sublevel was 2.2. The pupil not making progress has experienced significant emotional and family difficulties throughout the year which have resulted in concerns regarding both attitude and behaviour. The average sublevel rise for pupils identified with SEN was 2.5, with those without SEN being 1.8. Thus the greatest impact of STAR appears to be to those with SEN.



The above chart demonstrates the progress in pupils writing levels, interestingly there appears to be a significant shift towards a more normal distribution in scores. This would indicate a significant impact upon those underachieving previously.



The above chart shows the progress in boys writing scores, an average rise of 2.1 sublevels. As 71% of the boys have been identified as SEN then this rise in achievement is significantly above expectations.



The above chart shows the progress in girls writing scores, an average rise of 2.3 sublevels. As 40% of the girls have been identified as SEN then this rise in achievement is again significantly above expectations. Girls attainment overall is higher than the boys however this is, in part, attributable to the higher proportion of boys with SEN.

The STAR Questionnaire was used to gauge pupils' attitudes towards, and perceptions of, the writing process. Key points from these are listed below:

Question	Before STAR Project	After STAR Project
Do you enjoy writing?	26% - "no"	90% "yes"; only 10% - mixed reaction; relating the negative to "handache"
Reasons for feelings	43% - "fun"	57% - "fun"; other reasons related to personal development
Who do you write for?	78% - teacher	Only 10% - teacher; much wider range of other responses incl. family, friends, other children.
How does the teacher help with writing?	13% related to modelling good example of text type.	52% - modelling or showing examples
How do you get ready for writing?	Most responses related to physical actions eg. Get a pencil	42% - drama, watching a video or teacher input
How do you develop a piece of writing?	47% - others checking/marking; rest - no clear strategy.	All pupils offered a clear strategy, most involving self or peer evaluation.
How does reading help with writing?	39% - related to spelling or vocabulary	90% - related to finding information or reading own work
Which books have helped you with writing?	17% responded	100% - varied range of texts and websites.
How do you know you've done well?	52% related to adult evaluation/comment	100% related to own/peers evaluation

Thus using the STAR approach as a vehicle to deliver the renewed framework has demonstrated a wide range of less quantitative results; improved motivation, increased pupils' perception of the audience for their work, given pupils a greater awareness of the teaching strategies used to engage them with the task, encouraged a wider range of stimuli to be used to spark writing opportunities, empowered pupils in the use of their own critical evaluation of their writing and radically boosted their sense of using reading as a powerful research tool to aid their writing.

Implications for future education provision in school

Over the last few years we have sought to develop and identify cross-curricular links between the foundation and core subjects. Following visits to Hook Primary School we have moved towards a theme centred curriculum based upon the 6 areas of learning identified in the foundation stage. This has been implemented within class 1 and 3 to varying degrees this year.

As STAR coordinator and class 2 teacher I opted to implement the renewed framework for Literacy within the context of the STAR project linking foundation subject units of work with Literacy to deliver a more theme-centred approach. This has led to greater flexibility in timetabling and greater degree of integration within the curriculum, generating a much wider range of writing opportunities with a 'real' purpose and audience. Far greater emphasis has been placed on the role of speaking and listening, drama, role-play, research methods and 'real world' experiences in developing pupils writing.

We feel that this has not only motivated pupils and provided them with a greater depth of personal experiences to draw upon in their writing but has also developed a much greater understanding of the writing process as a whole, increased their confidence and perceptions of themselves as writers and equipped them with a greater range of strategies to engage with and evaluate their progress towards achieving their literacy targets.

The Legacy for our School

As a close-knit small staff there is greater opportunity for an integrated and coherent approach to planning, teaching and learning approaches. We have developed our use of the ALP's approach using a variety of teaching styles and methods to cater for the different learning styles of our pupils. Training within our network cluster has focussed on visual thinking tools, multimodal texts and Eye-Q. We have also worked with Mandy Gravil to develop the CAME and Let's Think approach to problem solving within numeracy. Our adoption of a theme centred approach has led to a great deal of professional dialogue such as the use of different approaches and what worked and what didn't! STAR has greatly contributed to this and its benefits to staff development and our pupils, both

quantitatively and qualitatively, have left us in no doubt that this approach is very effective.

The STAR project has provided our school with the financial resources, the artistic expertise and the enthusiasm of its consultants to examine and experiment with our curriculum and our response to the Primary Strategy. Visits out and visitors into school are already being planned for next year, the profile of drama, role-play and music has been raised, a budget sum has already been allocated to cover the costs of these and curriculum plans are being discussed based upon the 6 areas of learning.

Perceptions

Due to the high percentage of SEN pupils in my class I have several support staff who work with pupils during the week. They have all commented favourably about the impact they have seen the project having upon their particular groups or individuals;

"They were very animated in discussions, coming up with lots of ideas for their writing, really fired up!"

About one particular boy known for his solemn attitude;

"He suddenly had a smile on his face and was really proud of his model."

About a usually passive group;

"They really took to leaving a line space, reading back and improving their writing, they were much more independent than usual."

About a very quiet and reserved boy with a statement for SEN;

"He was happy and chatty all day, he showed me things he found interesting and started conversations, he was relaxed and very much at ease with himself and others."

Pupils responded positively when asked for their feedback;

"We don't often get a chance to go out and learn, it was great."

"My big sister says its not fair, we get to do lots of trips and exciting things."

"We've done loads of fun things and there was lots to see and write about."

"Even though it rained, I usually get bored, but it [the YSP visit] put a big big smile on my face."

Headteacher's perceptions

I was very keen for our school to be involved in the STAR Project at the start of this year as I had heard from staff in other schools what a difference it had made in their schools not only to pupil achievement in writing but also to the whole school ethos and learning environment within the school.

During the course of the project, I have enjoyed watching all of the children blossom and as a result of the activities they have participated in, they have all gained in confidence and self esteem.

For many of the children in that class, when they have heard the words "Today we are going to be doing our STAR work", they have changed from a feeling of low self-confidence to a 'can do' climate in seconds. The atmosphere in the classroom is positively 'buzzing' as children talk about their ideas and are keen to discuss their learning with visiting artists, staff, parents and governors. The project has inspired learners (pupils and staff) and it has reinforced our belief that all learners can achieve personal success when they are given high quality activities that take into account how they like to learn.

As for the future, well we've already as a staff started to think about the next academic year and using what worked well in the STAR Project to affect future school practice and embed it into the School Improvement Plan.

The school has allocated £1000 towards the cost of visits or bringing visitors in to school in order to provide an exciting stimulus to motivate the children in each class at the start of each term's topic.

We are currently reviewing the whole of our long term and medium term plans in order to ensure we plan using key skills alongside cross-curricular themes under the Foundation Stage six areas of learning throughout the school, which should help us to provide an excellent and enjoyable curriculum.

We have booked Mrs Suggitt, the AST dance and drama teacher, to come and work with all of the classes for three consecutive weeks in the autumn term to support one of our school's priorities related to PSHCE and anti-bullying.

So, would I recommend being part of the STAR Project? **Absolutely.** Creativity is all about providing the learner with imaginative and purposeful activities which are original and have value. The STAR Project not only helped us to do this but what was wonderful to see was how, as result of being involved in this Project, the children have improved in personal self-esteem, motivation and achievement. They have developed some of the necessary skills for adult life and the varied activities they have been offered have developed the talents of all of these individual learners.

The Star Project certainly supported our mission statement:

'Hornsea Burton Primary School-a special place to learn and succeed'.

Mrs C. Shiels
Headteacher

Signed:

Mr M.K.Allerston

STAR Initiative Co-ordinator 2007/08