

have an enormous range of backgrounds and abilities. The largest of our Catholic feeder primary schools actually serves the same inner city area as Moat, though the majority of children from there are Catholic or Christian rather than Muslim, so even though they live geographically in close proximity their opportunities to socialise are possibly limited. The chance to build bridges and help to remove stereotypical ideas was an invitation we could not refuse.

The day when it came was huge success. The students who came to St Paul's began the day in Science with an 'icebreaker' challenge, working with their new partners to design and build a parachute. The Head of Year 7 from Moat and Mrs Smith were enthusiastic participants in this competition and received a special award, probably in deference to their age! The bulk of the rest of the time was spent using the photographic images to make posters with the same slogan 'Same City, Many Cultures' using ICT. They delivered a powerful message and provided a perfect opportunity for the young people to develop ideas together. When the time came for the Moat students to return 'home' it was with real regret we saw them go. Our hope is that the work will continue."

Bradford LEA Umoja (Swahili for unity)

A project to link a primary and secondary school with a specific focus on pupils of African, African Caribbean and dual heritage.

Bradford has a diverse population with approximately 65% primary school pupils being white European, 27.8% Pakistani, 2.4% Bangladeshi, 2% Indian, 1% African Caribbean and 2% other. Demographic trends mean that the different ethnic and socioeconomic groups are fairly static and in terms of schools, this means that many have either almost entirely white or entirely Asian populations. There are a few notable exceptions. This 'ghettoisation' of housing and schools can mean that pupils can spend their entire school life mixing with only one sector of the wider community that makes up the city.

The riots during the summer of 2001 and the events of September 11 threw the city's divisions into sharp focus. There was an imperative to act, while even before these events, the Ouseley report had made strong recommendations for education in the city to try to address the simmering tensions exacerbated by division and virtual 'apartheid' in the schools.

In 2002 the LEA, in partnership with its schools, implemented a successful 'linking project' between primary schools located in different parts of the City. They had very different pupil populations in terms of their ethnic make-up and a range of activities and events were arranged to bring the pupils together. It proved very effective at breaking down barriers and stereotyped views and the schools involved felt it had a positive impact on their school communities.

The major thrust of this work is to promote social cohesion and harmony, to raise achievement of underachieving pupils and to promote the developmental health of the entire Bradford community. Education Bradford, Bradford Vision and Bradford Council believe that we must make a commitment to building a context for honest dialogue in Bradford, in order to develop a truly diverse and cohesive community. Equipping young pupils to engage in this process is crucial.

A range of different kinds of links have now been developed; primary and primary, primary and secondary, and secondary and secondary, usually with a particular subject focus. The following case study is an example of cross-phase linking, i.e. primary and secondary.

Bradford has a comparatively small population of African and African Caribbean heritage and most schools have very small numbers of pupils from these backgrounds. Nevertheless there has been a concern for some time that these pupils are among the most under-achieving overall. In partnership with local community groups a strategy to address these issues was devised in September 2003. One aspect of this strategy was the proposal to link a mixed group of pupils from Year 5/6 at St Joseph's Catholic Primary School and Year 9 at Yorkshire Martyrs Catholic College. The main aims of the project were as follows:

- To help children develop a positive self image, develop a better understanding of themselves and those around them and to maintain engagement through the transition phase
- To improve the communication skills of the pupils
- To provide working materials to enhance the cultural base of the wider curriculum.

The project ran from September 2003 to July 2004 with regular joint sessions for both sets of pupils and planning times for teachers involved. In the first term the focus was primarily on dance. The joint sessions took place at St Joseph's Catholic Primary School and were led by dance specialist teacher Debbie Hudson from YMCC. The main inspiration for these sessions was taken from the film Pulse by Stomp and the Mighty Zulu Nation who came and performed for the pupils as well as running workshops. This term's work culminated in a performance that became part of the primary school's Christmas show.

The following two terms were focused on costume and jewellery making led by Carolyn Dyson from YMCC, with the idea that the pupils would create costumes to support the dances they had created. During the project pupils were given access to and benefited from a range of outside stimuli and curriculum specialists that they would not have had access to under normal circumstances.

Throughout the project one of the main aims was to develop the role of the older pupils as mentors for the younger pupils. This developed well in the first term. In addition, valuable lessons were learned about the kind of specific input and support for older pupils which is needed for them to be successful as mentors and the levels of communication needed for continued impact.

In terms of the aims of the project there have been individual successes regarding raised self esteem and inclusion of specific pupils. Within both the core linking schools and the other schools that benefited from the resources provided by the project, a significant number of children and establishments have gained from experiences and resources supporting the cultural diversity of the pupils which were targeted. The attached table gives information regarding these schools and the activities carried out. The impact is set to continue with the developing role and support of the peripatetic teacher involved.

It is hard to measure gains in self esteem; however comments (see page 24) from staff involved regarding specific pupils at both primary and secondary level have been positive in terms of the children's involvement in activities and at secondary level in relation to their feeling of inclusion.

Critical areas for all to consider for the future are the development of clear lines of communication between all staff involved, timing and frequency of joint sessions and the nature of secondary pupils' involvement and support for the mentoring role. Due to teachers' time commitments there was also some discussion about how to facilitate regular planning time.

Thank you to all the teachers, non teaching staff, senior management, children and central peripatetic staff involved in this project.

We would like to acknowledge the contribution of Brenda Castle, EMA Advisor on whose work this is based.

Schools and pupils involved:

Yorkshire Martyrs Catholic College
St Joseph's Catholic Primary School
St Cuthberts and the First Martyr's Catholic Primary School
St Oswald's CE Primary School
Crossley Hall Primary School

What the children thought

Yorkshire Martyrs Catholic College and St Joseph's Catholic Primary School Linking Project Pupil evaluations

Some views from the pupils are included here

Evaluation of "African Dance" Module

The most part I've enjoyed about the dance is performing the Zulu War Dance. There was also a little bit of a break dancing with professional break dancers.

I've learnt to communicate with small children and teaching them how to dance.

We watched Zulu Nation and did activities for a day. Then we put together our dance and we all took part. It has been fun dancing with Miss Hudson and the children. It has been a challenge but very fun. We also went to see a movie called "Stomp", it was very interesting. It showed how people around the world use music. Then we took parts out of it and performed our dance.

The best part was working with the kids, it was fun and I learnt to keep my temper. As I say it was a challenge. I noticed that the children took to us really easily and seemed to like working with us. They may have problems but they are still like normal kids.

Being with Leanne and Bernadette has taught me that not everyone is the same and we all have different needs, and how to be more patient with younger children. The thing I enjoyed the most was the final performance and seeing their faces light up when we clapped for them.

I have enjoyed the whole experience, I have enjoyed being able to get quite shy children to be confident and quick at learning fun dances. I have enjoyed watching everything else

they have come up with, they have completed their show with acting and some rapping which was quite impressive.

We have learnt that the children needed a different type of learning. Their communication skills are very high compared to other children.

How did you feel meeting and working with the pupils from the other school?

It was fun because Jade looked after me and she made me laugh.

It was good because we meet new friends and they were very nice to me.

It was fun and brilliant.

I felt a bit scared and shy.

Sometimes I felt shy or pleased.

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Case Study Six Edenham School, Croydon

A commitment to 'inclusion' is at the core of the race equality practice developed at Edenham School, and this is reflected in the School Improvement Plan whose theme is 'Support, challenge and inclusion.' The themes in the GTC research of the month are illustrated here in particular the use of pupil attainment data, the celebration of different cultures and the use of a rigorous mentoring scheme.



Edenham School is a large 11-16 comprehensive in Croydon, an outer London Borough. There are 1100 pupils on roll and 25% of those are from ethnic minority backgrounds. John Nunn took up his post as Deputy Head teacher in June 2004. Before joining Edenham School he had completed his NPQH, and had chosen to focus on 'Race, equality and racism in school' as his school study. He continued this aspect of his work at Edenham. Relations between staff and students and students and students in the school are generally good, but the school was aware that more needed to be done to analyse pupil performance by ethnicity, and that more explicit actions needed to be taken to celebrate the racial diversity in the school. John Nunn's own research at his previous school had shown that even 'happy' students from ethnic minorities felt that their cultural identity was not celebrated. The key to the success of all of the strategies was ensuring that they were part of the School Improvement