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# **Case Study for Christ Church Secondary Academy (CCSA)**

## **Academic Year 2022 - 2023**

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## Christ Church Secondary Academy

Total No of Year 8 Pupils	183
Pupil Premium	91
SEND Pupils	17

### Key Expected Outcomes

- Pupils self-identify as efficacious and powerful changemakers, attached to and embedded in local, national, and global communities.
- Success indicators include pupil reflection, reduction in behaviour incidents, and improved Friday attendance.
- Pupils become more skilful in working together as teams, exhibiting greater communication skills, patience, listening, care and distributed leadership.

### Success indicators

- Higher numbers of pupils taking on leadership roles in schools; greater diversity of pupil leaders.
- Teachers from a wide range of subject areas grow in confidence to lead YSA and enrichment in schools, building their skills in Learning Outside the Classroom (LOtC) to find joy and pride in their work. Support staff retention and staff reflection and increase LOtC provision year on year.

Inspire	<p>To inspire the staff, the #WeWill was launched with staff on their training day in August, with other school priorities, and they were enthusiastic about the programme. Using the implementation guide, a timeline was created.</p> <p>The implementation guide created a timeline and trained staff in the Youth Social Action process.</p> <p>Young people were introduced to YSA during form-time worship and the Enrichment launch assembly. Pupils were enthused that their ideas from the end-of-year Enrichment survey had been included in planning the implementation of #WeWill.</p>
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Explore	<p>Young people were allowed to express their preference for a particular project theme. There were 9 themes in total based on staff capacity. They were placed in the top 5 choices, spending 5 hours over 5 weeks learning the key skills needed to create their projects. With their staff project leaders, they used the Pupil Passports to learn about and improve their communication, problem-solving, teamwork and reflection skills. Pupils worked through each skill on 1 hour a weekly basis, with communication skills taking up 2 sessions. They then put these skills into practice within their chosen project theme.</p>
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Plan	<ol style="list-style-type: none"> <li>1. In #WeWillCode, Students practised their coding skills and supported one another when getting stuck or when they needed to debug a program.</li> <li>2. In #WeWillGrow, Students identified what they would like to have in their garden and helped us with the planning and ideas for the project. They created funding proposals which were used in the Ormiston Trust funding application.</li> <li>3. In #WeWillRecycle, students have taken the lead in deciding which products to make during scrapheap challenges and designing and creating public service announcements to promote recycling at CCSA.</li> <li>4. In #WeWillCare, students led the design and packing of Operation Christmas Child boxes and a series of charity events, including a Bake Sale, raising £200 for Birmingham Dog's Trust.</li> <li>5. In #WeWillCook, students led the designing and cooking of recipes to be included in the cookbook; they then planned the design of the cookbook and created a proposal for publishing the book.</li> <li>6. In #WeWillSew, students led the designing of repurposed garments.</li> <li>7. In #WeWillPerform, students led their musical composition groups and the live stream of their performances. They then arranged for this to be watched by the rest of the school via video link.</li> </ol> <p>At the end of this stage, pupils were given the opportunity to move projects, and the #WeWillGrow, #WeWillExplore, and #WeWillCook groups applied to continue as Ormiston projects into the Act and Reflect stages.</p>
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Act	<p>During this stage, pupils from #WeWillCook, #WeWillExplore and #WeWillGrow began to deliver their social action plan and took pride in delivering their project.</p> <p>They set targets and SMART goals for themselves and their project, supported their team members and worked together to solve problems that occurred.</p> <p>#WeWillCook produced the resources for their cookbook, working together to design each page and write an introduction for the book. #WeWillExplore created the maps of their walks and finalised the 'write-ups' of each walk, which are ready for publication.</p> <p>#WeWillGrow broke ground on CCSA's garden and began using its new tools to plant trees and bulbs around the school grounds. This is an ongoing project that will be continued into the 2023-24 school year.</p>
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Reflect	<p>Pupils completed the final survey for the Ormiston Trust, where they reflected on the success of their projects and their YSA journey so far.</p> <p>They also completed an intermediary reflection when some pupils changed projects in March. A panel of 6 pupils were interviewed on their YSA journey and the projects they took part in.</p>
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### Impact of Youth Social Action

- The opportunity to work with other students who usually are not in their class and positive collaborative work. Pupils have particularly enjoyed learning about their projects and implementing them. For example, #WeWillGrow pupils have enjoyed planning the garden, thinking of new ideas and going outside to make a difference in the school by planting bulbs. With the help of staff members, they have planted a range of vegetables and summer flowers, creating plant labels to identify the plants and a map of the garden to keep track of where everything is. They have also put together the greenhouse, which is ready to be moved into the garden and house some of the plants.
- Pupils have thoroughly enjoyed having the opportunity to spend time outside during Enrichment time and to experience new things. Several pupils mentioned that this was their first experience planting seeds. Pupils are now seeing their work come to fruition as the garden takes shape, which will be a powerful experience. The SEND team has also used the garden and gardening materials as a tool to support pupils with sensory and emotional needs.
- The pupils involved in the #WeWillExplore project benefitted from seeing new surroundings and learning about nature. By exploring the local area and mapping out their walks, they could see their local environment from a new angle and promote it in school by creating a local walk mapping resource.
- The #WeWillCook project was especially popular, and pupils relished learning how to cook for their families. They led from the start, determining that the cookbook they created should contain recipes that anyone in Yardley Wood could afford to make and were straightforward and quick to prepare. They were proud to be able to photograph their food and present it ready for publication.
- The #WeWillExplore group brought together the school with the local community by exploring the area. Their book of maps will be available to anyone who comes to the school as a resource to browse or for school groups to use on their excursions.
- The garden and the trees planted by the gardening Enrichment group will provide more spaces for nature to flourish in school. In the long term, the garden will be an after-school club in which pupils with future ambitions relating to biology, gardening and nature will be able to explore these ambitions and gain useful experience. The SEND team recognise the value of the school garden space and plans to continue using it as a place for pupils with sensory and emotional needs to benefit from the calming elements of nature.

- The books that the children have created in #WeWillExplore and #WeWillCook will be available in the school reception to be accessed by the local community and have provided a foundation for creating further links for similar projects with local community leaders.
- The wider school community will be able to come and visit the garden, and in time, links can be built with local community garden projects.
- 85% of the project leads and teachers said that YSA can help improve relationships between young people and people in their community.

### **What the Young People Enjoyed the Most**

- Pupils enjoyed the Plan and Act elements most of all. They enjoyed the opportunity to work with friends that they didn't normally work with in lessons. They also enjoyed the opportunity to use their creativity and practical skills.
- During the Act element, the #WeWillGrow pupils most enjoyed spending time outside, doing creative aspects such as planning the garden and creating signs for seeds, and physical aspects such as digging, planting trees, and building a polytunnel. This enthusiasm for the 'Act' step of the project was seen in the #WeWillCook and #WeWillExplore groups also, where they enthusiastically engaged with the practical elements of the project – cooking their recipes, photographing their products, going on the walks they had planned, exploring the nature around the school.
- From observations, while many pupils struggled with the concept of youth social action – many were still unable to explain it at the end of their project – they could demonstrate it in their actions and projects.
- Their ability to make a difference to others has been demonstrated in their improved interpersonal and teamwork skills. Their ability to work together and take a project from start to finish, especially with the #WeWillExplore and #WeWillCook projects
- Within the #WeWillGrow project, Pupils gained the opportunity to take time in nature and to experience the long-term fulfilment of watching something they have planted grow into an edible fruit or vegetable.
- They identified the benefits of gardening, such as the possibility of donating produce to food banks. As stated above, several of our pupils had not been able to plant seeds and trees before, so this was a valuable experience for them. Several pupils engaged well with the physical aspect of gardening and may have found a vocation for themselves in the future.

## **Partnerships**

A key partnership has been between school facilitators and pupils' families, who have been generous with their time and resources. They have supported the projects by donating to the charities of their children's choice, dropping off recycling and unwanted clothes for the #WeWillRecycle and #WeWillSew projects or supporting pupils in completing their projects by encouraging them and building up their resilience during times of challenge.

The school plans to explore this while we are not currently partnered with community groups or businesses. Members of the school's wider community have supported. For example, a member of the staff's church group contributed pots and various other gardening materials, and another staff member's husband helped to build raised beds for the garden (#WeWillGrow project).

## **Next Steps**

As a school we have reviewed the role of student leadership looks at opportunities for it to be values-based and student-led. This work has already begun with a student Enrichment leadership programme, using students' voices to effect change in pastoral and curriculum matters and consultation with student panels on various school issues.

The student leadership program will have a "courageous advocacy" strand, which leans well into consciousness-raising and community-influencing work of youth social action. Some students are well set up for this following their work within this program.

Furthermore, this year, we have built elements of our work into our eco committee, peer mentors and anti-bullying ambassadors who will actively transform their community.

## **Feedback on the Ormiston Trust Resources**

- The curriculum guides were well set out and useful for setting up facilitators and their groups. Powerpoints provided a useful beginning template for sessions
- This was mostly useful for those embedding YSA into timetabled lessons. We completed this as a stand-alone session during our enrichment time. The planning templates, milestones and Word doc planning provided clear steps for completion, useful for conducting whole-year planning alongside how-to guides.
- The training guides and teaching resources were well set out; training guides were useful for setting up facilitators and their groups. Powerpoints provided a useful template for sessions.
- We found the Youth Participation Guide useful for planning pupil engagement with the programme. However, it was not accessible to pupils in this format – it would be more useful as a presentation to deliver as an assembly/form time slides during the Inspire stage.

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