

#WeWill BOA Super Saturday School



**Birmingham Ormiston
Academy
2023/24**

BOA Super Saturday School

This project was sponsored by the Ormiston Trust to promote performing arts within Birmingham, enabling them to access specialist teaching and resources utilising the facilities at Birmingham Ormiston Academy.

Context

Birmingham Ormiston Academy (BOA) is a high-performing state-funded academy for 14–19-year-olds specialising in Creative, Digital, and Performing Arts. The academy opened in September 2011 in a brand-new landmark building and offers superb facilities for academic, vocational, and extracurricular activities.

Year 2 Journey of a BOA Super Saturday School

The BOA Super Saturday School is now in its second year. In 2022/23 the school ran for six weeks, and BOA aimed to improve the programme to be eight weeks in 2023/24. The outreach scheme caters for school children from ages 4 to 16. The children who attend the weekend provision journey from all areas of Birmingham and represent over 40 schools from various backgrounds and cultures.

For most children, this is their first time attending anything like this and engaging with performing arts. The children participate in workshops covering pathways such as Dance, Musical Theatre, Acting, and Music production. At the end of the eight weeks of work, they come together for a “Festival of Sharing” performed for the children’s parents and carers.



Project target audience

| | Academic Year | No of Young People |
|------------------|---------------|--------------------|
| Primary School | 2023/24 | 64 |
| Secondary School | 2023/24 | 14 |

Schools involved in the project:

- Nechelles E-Act Primary Academy
- Nechelles, St Johns Church of England Primary School
- Sparkbrook, Ark Victoria Primary School
- Small Heath, Blakesley Primary School
- Stetchford, Manor Park Primary Academy
- Aston, Springfield Primary Academy
- Moseley, St Matthews C of E Primary School – Smethwick.

Key project aims

- To build confidence
- Enable marginalised children/communities to come together and have a voice
- Learn and develop the skills that performing arts can develop, such as:
 - Problem-solving
 - Ability to Adapt
 - Responsibility
 - Public Speaking
 - Self-awareness
 - Social Skills
 - Innovation and Creativity
- To contribute to Arts provision - 100% Arts funding cuts in Birmingham in Arts funding
- Nurture young creatives
- Build connectivity in communities in Birmingham
- Disseminate the value of Arts Education for life courses and early intervention.

Description of the project

The Birmingham Ormiston Academy (BOA) Super Saturday School lasted eight weeks during the Spring Term. Key skills, such as public speaking, self-awareness, resilience, social skills, innovation and creativity, and motivation, were identified, and these workshops will cover them. Our team of committed Social Ambassadors develops and leads all classes.

Our project was supported by the following student ambassadors:

| | | |
|---|--|--|
| Head of Acting – Oscar B Team - Maryam J, Evana A, Taylor B | Head of Dance - Tori M, Assistant - Georgia H | Head of Singing – Lilia J Assistant - Heidi Lee |
|---|--|--|

Key Outcomes

- All young people participated in the performance, improving their confidence, public speaking, self-awareness, creativity and social skills.
- The young people worked with adults and people they had not worked with previously, as well as in a different environment.
- The student ambassadors acted responsibly, adapting to situations and their needs—young people in their groups.
- The project enabled BOA to connect to other schools and their parental communities

The project followed the 5 step Youth Social Action process

| | |
|--------------------------------|---|
| <p>Step 1 - Inspire</p> | <p>The young people were inspired by the young people from BOA, who led the workshops. The young people acted as mentors and positive role models throughout the project. The project was also a way to inspire young people to the careers/vocation of Arts.</p> <p>Meetings and presentations were also held to inspire the student ambassadors, during which Student Ambassadors from the previous year shared their experiences and challenges to prepare this year’s cohort.</p> |
| <p>Step 2- Explore</p> | <p>To encourage the young people to investigate and investigate the issues, the Student Ambassadors ensured that the young people were able to discuss these issues in an open space. The time provided was for growth and creativity, not goal-seeking. It was inclusive and nurturing.</p> |
| <p>Step 3 - Plan</p> | <p>All BOA Student Ambassadors (SAs) planned, created, communicated, managed, produced and shared the work. Adults had very little intervention.</p> <p>To deliver the project, the SAs researched best practices and performing arts subjects suitable for use as resources. They carefully considered music, scripts, and props and chose certain children for certain parts. They had a couple of weeks to get to know the children.</p> <p>This developed trust, safety, and connection so student ambassadors could optimise the best roles to suit the child’s needs and support creative expression.</p> <p>The young people spent 27 hours leading projects, attending meetings, visiting primary schools and delivering the workshops. This was an opportunity for the young people to put into practice their training either by leading or assisting in a project.</p> |

| | |
|--------------------------------|---|
| <p>Step 4 - Act</p> | <p>The young people performed their acts in front of parents/carers and families supported by the student ambassadors.</p> |
| <p>Step 5 - Reflect</p> | <p>The young people held meetings every week to discuss the progress of the primary school children. They took notes and shared them with the subject leads and their teams if needed changes were made for example because of their various needs and behaviours, working in an open, collaborative way with the younger age group (4-6) was challenging, so the approach was switched to a more fixed-set approach. It was decided on a text that would become the basis for the work and creation of the acting piece.</p> <p>In dance, it was the opposite; a freer approach worked best.</p> <p>Young people also wrote a reflective introduction to presenting each piece in the Festival of Sharing.</p> |

"Attending Saturday School this year for the first time has been a great experience. Much has been learned on this journey; as a student ambassador, teaching the kids also taught me. It taught me that growth is important and can be found everywhere in all areas, but only if you allow yourself time and space to nurture abilities. This is significant because, at first, many kids saw themselves like that, who lacked that confidence and were only there because their guardian had made them; however, by the end, they were the loudest of the group or enjoyed the part they played in the show, and if they weren't you could still see their progression from the beginning and their metamorphosis into who they were at the end of the program. I saw that in myself, too, and it made me realise how much giving has allowed me to receive. Developing new friendships with my peers older and younger, such as Georgia and Tori, and nurturing those I already had. I will miss getting up early on a Saturday to walk into a room filled with happy faces and smiles."

Evana A - #WeWill Ambassador & Saturday School Facilitator – Acting Pathway – Year 12



“My confidence and leadership skills have definitely improved since being a part of the #WeWill project. I have learned to be in control of situations, be respectful of my team and those around me, and be more approachable and adapt to new environments.”

Lynne S - #WeWill Core leader & Workshop Creator – Musical Theatre Pathway – Year 13



"My confidence has developed massively since doing #WeWill, as I've realised that I need to be a big and welcoming character for the children to feel comfortable and trust me. I've made friendships across year groups and other pathways when planning workshops or routines for Saturday school, which is wonderfully insightful, as we don't normally have the chance to interact throughout the school day."

Tori M - #WeWill Social Ambassador - Musical Theatre Pathway - Year 12

"The #WeWill Project has been one of the most rewarding endeavours I have pursued. It has improved my confidence and communication skills, and I have watched and nurtured young people along similar paths. I have seen first-hand the difference an hour workshop can make in students' enthusiasm and education."

Eleanor B - #WeWill Social Ambassador - Acting Pathway – Year 12



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Success Stories

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Blakesley Hall Primary Academy

Blakesley Hall is a mixed-community primary school with 560 pupils aged 4 -11. It has high levels of deprivation, EAL, and mobility. The school works hard to reduce barriers to learning, raise aspirations, and ensure that its pupils have access to the things 'that we want for our children'.

BOA #WEWILL Social Action Student Ambassadors visited the school, and 200 (Year 6) children participated. They worked with the literature curriculum as part of Blakesley Halls Book Month. At the time of the workshop, the children already had a well-prepared idea of the piece's structure, storyline, imagery, and meanings. The book the school chose, *The Promise*, is written by Nicola Davies and illustrated by Laura Carlin. The story is inspired by the belief that a relationship with nature is essential to every human being, and now, more than ever, we need to connect with that relationship. The BOA Students created a workshop to develop the soft skills our WEWILL programme is supporting and developing.

Below is a statement from Miss E Gray – Assistant Head Teacher (English)

“Our Year 4 children completed a workshop with three BOA students today. The three students were exceptionally confident, professional and positive with our children. They delivered an excellent drama workshop, teaching the children various skills, from performance warm-up games to script performances. They taught the children specific vocabulary such as ‘freeze frame,’ ‘stage direction’ and ‘unison.’ In particular, Izzy (BOA #WEWILL Student Ambassador) was sensational, showing exemplary teaching skills with our children. The children all enjoyed the sessions; we would recommend to other schools and would love to have them back again.” - Miss E Gray – Assistant Head Teacher (English)

Ms. Hack
Blakesley Hall Primary School

in a minute

PROMISE
Warming up our bodies

freeze frame promises...

Hello BHPS

Earlier this week, Year 4 had the opportunity to work with staff and pupils from BOA Creative, Digital & Performing Arts Academy. The children had a fantastic time acting out their class book, 'The Promise'.

BOA run FREE Saturday sessions for Acting, Dance, DJ Skills, Music Production and Musical theatre (ending in a performance to family and friends). Best of all, it's free of charge!

See the leaflet attached for more information or click on the link <https://forms.office.com/Pages/ResponsePage.aspx?id=kcx9S0MEBUbro8Xh5wB-aK8m3...Ko2Hm1t8JXnkGRUMVYVEJTUVoWSUNX5JkTkdCUdJMRINMvWdu>

Messages sent to families
153
200 Last week

Photos and videos shared
112
68 Last week

Positive feedback %
91%
89% Last week

Get teachers on board
78 teachers connected

Only connected teachers and school leaders can share on School Story. Invite more to join!

Invite teachers

BOA will be returning to Blakesley Hall School for our 2024/25 programme as we have identified it as a key school that meets our social action goals.

The day and images were posted on ClassDojo (Blakesley Hall school platform) which goes to all parents.

The Inclusivity and Support that the BOA Super Saturday School Provides.

The BOA Super Saturday School is an arts enrichment programme for the marginalised in the Birmingham area. It is a funded program that provides performing arts training for children who need access to arts enrichment due to funding cuts and challenges that have hit the arts in recent years. This will doubtless have a trickle-down effect and impinge on the grass-roots level, and the Arts in themselves.

Indiana S is 9 years old. Indiana attended the BOA Super Saturday School from February – to 2024. Below is a statement from Kate S - Indiana's Mum

“Our son has Developmental Language Disorder (DLD) & an EHCP. We wanted him to have the opportunity to experience the performing arts at the school but that is very focused on a knowledge-based curriculum with a big emphasis on literacy, which is hard for him. So, we wanted him to have the chance to explore expressing his imagination and creativity, which are his strengths. This was a valuable experience for him although he didn't want to participate in the on-stage performance at the end, he got so much out of the Super Saturday School. Being able to try out DJing, acting sessions on Saturdays and supporting backstage tasks were positive for him. Although he's not wild about singing and dancing we feel it is brilliant that he's been able to experience these things and gently give things a go that are out of his comfort zone.”



The performing arts environment can be overwhelming for a neuro diverse child. Our fully trained staff were able to focus on the creative skills for instance DJ-ing and Music production which proved to be a very successful in finding “a way in” for these children.

Next year we will follow these same children and track their progress as we give them the time and care to support their neuro diverse needs and arts education. We will be working with Luke Johnson from Stage and Screen (Theatre Technology) to deliver workshops in the technical skills of light and sound.

Ormiston Trust Case Study 2 – Educating the Children of Birmingham in Arts has educated me – Voice of a #WEWILL Student Ambassador

Evana Arthur is a Year 12 student at Birmingham Ormiston Academy on the Acting Pathway. Evana is part of the 2024 #WEWILL Social Action Ambassador and has been for 3 years. Evana has a calm nature and a pragmatic outlook on her work. Evana was part of the Acting Team for the BOA Super Saturday School and her role was to support the Lead Oscar Barrett. Every week Evana would take over as lead for the final 15 minutes of the workshops. Her role included creating script development, leading warm ups with all age groups from age 4-16, managing the children and pastoral support directing. Evana found that:

“Attending Saturday School this year for the first time was a great experience. Much has been learned on this journey, as a student ambassador teaching the kids also taught myself. It taught me that growth is so important and found everywhere in all areas only if you allow yourself some time and space to nurture abilities. This is significant because at first there were many kids who saw themselves like that, who lacked that confidence and were only there because their guardian had made them however by the end, they were the loudest of the group, or really enjoyed the part they played in the show and if they weren't you could still see their progression from the beginning and their metamorphosis into who they were at the end of the program. I saw that in myself too and it made me realize how much giving has allowed me to receive. Developing new friendships with my peers older and younger such as Georgia Hall and Tori and nurturing those I already had. I will miss getting up early on a Saturday to walk into a room filled with happy faces and smiles.”

Evana w



L Social action at

#WEWILL 2024- BOA BOYS MENTOR

Part of BOA #WEWILL's Social Action mission is to inspire and mentor boys and adolescent males in the Arts and Education. Male teachers at primary schools make up only 14% and BOA would like to encourage and give agency to our male #WEWILL student ambassadors to enter into teaching, leading and educating. Our #WEWILL Lead Boys Mentor Charlie L is committed to sharing his passion and knowledge of the arts.. Charlie volunteers weekly at our partnership with Entrust Inclusive Dance. Entrust Care Partnership is our #WEWILL partner meeting the needs of disabled children, young families and carers.



First Social Action Trip for Year 10 Social Ambassadors

At BOA we are constantly spreading the message of Social Action. We have over 90 #WEWILL Social Ambassadors. Here we have some Year 10's on their first Social Action Trip to St Matthews School in Smethwick delivering Street Dance Workshops to Year 5 and 6. What an experience of peer-on-peer learning.

New Partnership School #WEWILL - Heath Hayes Academy overwhelmed by BOA Students delivery

On March 14th BOA #WEWILL Social Ambassadors made their way to one of our new partnerships Schools for 2024, Heath Hayes Academy in Cannock. BOA have been working with Reach2 Academy Trust Schools and Heath Hayes now joins MoorGreen Academy, Manor Park Academy and Springfield Academy in the Midlands to be part of #WEWILL Social Action. Our Student Ambassadors from BOA delivered a Benjamin Zephaniah poetry workshop to 200 children aged 4 - 11. We have been invited back for more Social Action in the Summer to deliver Dance.

