

STILL

01 May 2020



Connected

The magazine of Creative Education Trust schools during lockdown



Online launch issue!

Our NHS

The nation's treasure
yesterday, today and tomorrow

Lockdown: The First Fourteen Days

Reflections from the
school frontline

Creative Isolation

New ways to keep Creative
Education Trust creative

OPEN for you

Heartfelt thanks to the core of staff ensuring that every school is a safe, pleasant and fun place for those in need of it – including the volunteers over the Easter holidays who wildly exceeded expectations in their numbers. Since many schools are operating rotas, these lovely group portraits are not definitive, but you are all included in our thanks.

Front cover, Lynn Grove staff from left to right:

Paul Tidman, Senior Caretaker
Ricky Slater, Caretaker
Michael Wright, Catering Manager Aspens
Diane Banyard, Housekeeper
Tom Pease, Teacher of Spanish
Claire Small, Science Technician
Lee Haywood, Teacher of Geography
Rachel Cramer, School Business Manager
Gavin Green, Assistant Principal
Harry German, Teacher of History
Ariane Nicholls, Head of Humanities
Chrissie Harper, Higher Level Teaching Assistant
Liam Lonergan, Behaviour Support Worker



Ellis Guilford



Wroughton

At Ellis Guilford, left to right

Lucy Bough, Pastoral Support worker
Abbe Watson, Pastoral Support worker
Amanda Ludlow, Site Manager
Martin Wheatcroft, Site Team
Tom Smith, Site Team
Kate Hazeldine, Area Manager Ethical Cleaning
Charlotte Munroe, Cleaning Supervisor
Lisa Walker, Catering Manager
Joanne Bacon, Cleaning Staff
Mark Devos, Cleaning Staff
Linda England, Cleaning Staff
Saif Benelbey, Cleaning Staff
Kelly Hargreaves, Cleaning Staff
Casie Robertson, Cleaning Staff
Lynn Lloyd, Cleaning Staff
Daniel Austin, Cleaning Staff
Helen Howard, Cleaning Staff

At Harpfield, left to right:

Tracy Wynne, Early Years Team
Jackie Brocklehurst, Early Years Team
Diane Lightfoot, Office Team
Sue, Cook Team
Tim Casey, Site Team
Clare Scragg, KS2 Team
Carol Steele, KS2 Team
Jemma Adlington, Acting Principal
Rebecca Latham, KS1 Team



Harpfield



Thistley Hough



Three Peaks

Bulwell



At Bulwell, left to right:

Rob Derry, Senior Vice Principal
Zoltan Korpa, Learning Assistant
Pippa Bullock, Teacher of PE
Mel Bowden, Teacher of PE
Michelle Strong, Headteacher
Katie Broomfield, Associate Principal
Nic Beresford, Academy Improvement Leader for English
M Orridge, Year Manager for Year 7
Paul Smith, Chef
Joshua Stevenson, Assistant Chef
Dave from Commando Joes

At Wroughton, left to right:

Nikki Hedges, Teaching Assistant
Carrie Nichols, Midday Supervisor
Louann Bircham, Admin Assistant
Kelly Bernard, Midday Supervisor
Connor Wigg, IT Technician
Amber Brooks, Teacher
Ken Smith, Site Manager
Jamie Wicks, Lead Practitioner
Zoe Beaney, Higher Level Teaching Assistant
Steve Woods, Caretaker

At Thistley Hough, left to right:

Katie Jackson, Assistant Head of Teaching & Learning
Elliot Payne, Head of Year
Julie Emery, Catering Staff
Dan Shillito, Regional ICT manager
Mark Jones, Site Manager
Pete Gibson, Senior ICT technician

Photo by **Alex Laney**,
Vice Principal

Three Peaks, left to right:

Nina Houghton, Role to come
Rob Elscey, Role to come
Linda Barrett, Role to come

Bulwell DIARY

The Principal reflects on the first days of lockdown in the community of Bulwell, where year 10 students, at Mr Elland's invitation, created message boards inspired by Matt Kelley's poem *Our Heroes* and made a video so that students could see each other while separated.

The last two weeks have seen me start to really question what we mean by education and what is important. Is how much work the students produce the most important thing at this unprecedented moment, or is it their wellbeing? The teacher in me wants them to do their work and not fall even further behind their peers, although deep down I know that's going to happen anyway. However, as a human being I know that in the grand scheme of things their physical and mental health is more important. Should parents really be stressing about how much work their child is or isn't doing at the same time as worrying about a deadly virus and where they can buy toilet roll, flour and eggs? My heart says they should be learning how to be a family again and doing things that maybe they don't normally have the time or opportunity to do together and that our role is now to help them achieve this.

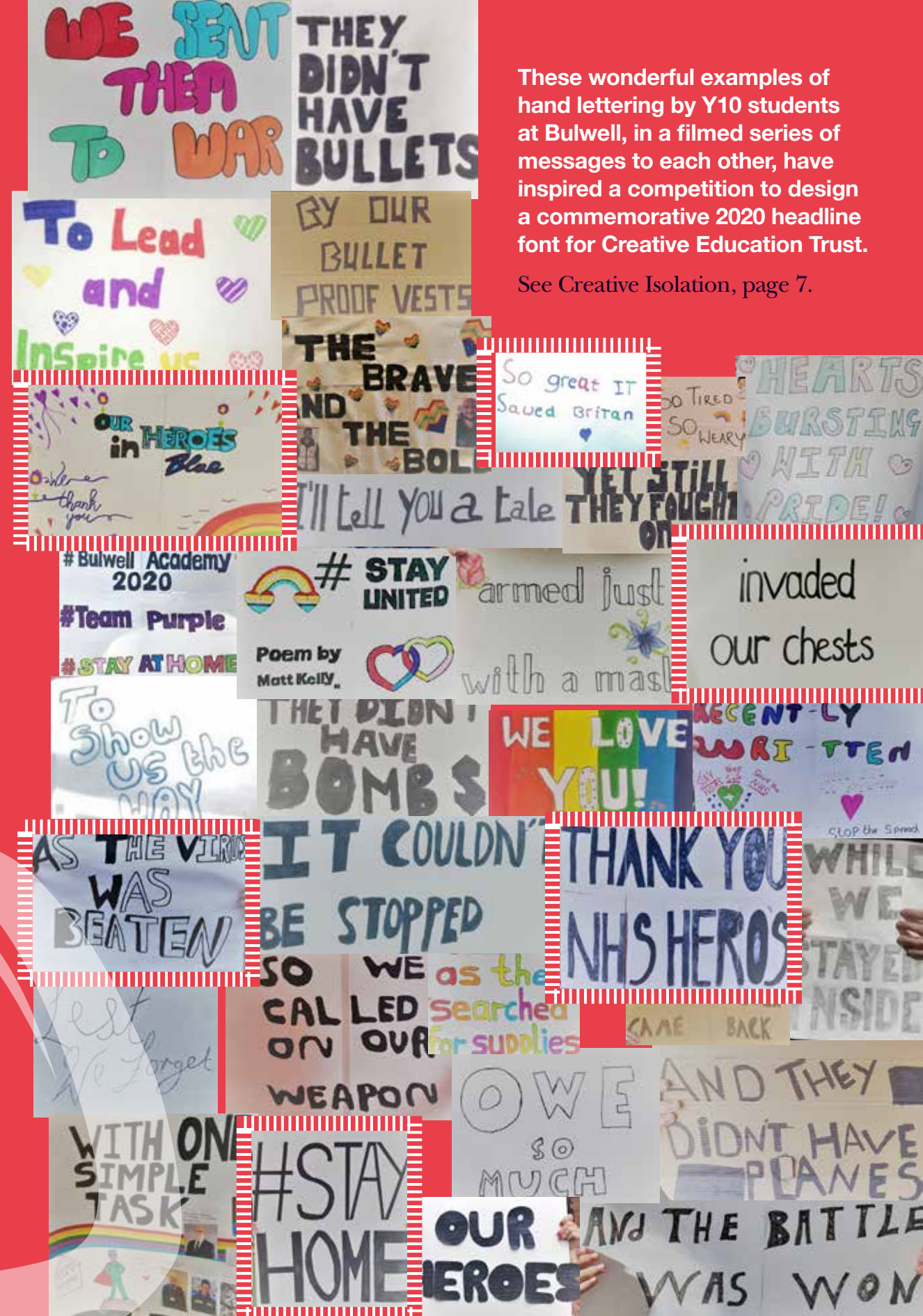


The first week of closure was certainly all a flurry of setting up online learning, making sure students and staff could access it all and producing work pack after work pack for those with no online access. And I'm extremely proud of what we have achieved. Yet this week, after a conversation with a parent and a weekend of reflection, we've concentrated far more on helping families, talking to them about the importance of routines and of talking to their children and being open with feelings. It's been about building relationships between us and them but also between parent and child. About encouraging them to do what they feel is the right thing for their family and reminding them that this is likely to be a marathon, not a sprint. We don't have to do everything all at once.

As a result of daily phone calls and lots of school-home communications, we have made real progress with some difficult-to-reach parents and received some lovely messages of support and encouragement from others. We have had work from students who never usually do work and have seen many reach out to staff in ways never seen before. Staff are going above and beyond to support the families and the local community. Keeping up the good communication is going to be the key going forward.

There will, of course, come a time when we'll need to address the learning side and yes, we will need to work even harder than before to plug the inevitable gaps. But for now, I'm content to concentrate on being a stabilising and reassuring influence on families. When this is all over, we hope to have much stronger relationships with families and communities, and can take the school from strength to strength together.

Michelle Strong, Principal 9 April 2020



These wonderful examples of hand lettering by Y10 students at Bulwell, in a filmed series of messages to each other, have inspired a competition to design a commemorative 2020 headline font for Creative Education Trust.

See Creative Isolation, page 7.

The First Fourteen Days

Reflections from Stoke-on-Trent and Tamworth on sudden and universal lockdown

FACE-TO-FACE WITH VIRTUAL SCHOOL

No amount of experience or leadership development has prepared me for the first two weeks of lockdown. I thought in my first year of headship I had overcome many challenges and turned my hand to many tasks, from a school bereavement through to picking up litter in the community, but who would have thought I'd be adding pandemic to the ever-growing list?

Friday 20th March 2020 is a date I will never forget. When my staff and I walked out of school knowing we were closed for the vast majority of our school community, I was relieved, indeed, I cried with relief when I arrived home – I'd spent a frantic week organising, with my team rotas, contracts, home learning, safeguarding, food vouchers, the return of a ski trip to France, saying good-bye early to Year 11 and worrying about the safety of my staff, students and all our families.

I returned to school the following Monday, to put the continuity plan in place, into a different world of lonely roads, empty echoing buildings, hand sanitiser, vulnerable registers, social distancing, bewildered children. It felt eerie and I felt increasingly uneasy about this new world. I'm not ashamed to say that I now recognise this feeling as stress, a sentence I never thought I would say.

I found social distancing during those first few days difficult. I was inundated with volunteers for the in-school rota and one of the hardest challenges was ensuring that the staff stayed at home. Home working, remote working, whatever you want to label it, isn't in the DNA of people who work in an educational setting: we thrive on human interaction in a fast pace, vibrant, constantly changing environment. This is Thistley Hough to a tee.

Two weeks has felt like a never-ending problem solving test, but it's one that everyone at Thistley Hough has risen to. We've embraced virtual learning and are grappling with everything this throws at us in our endeavour to deliver to students not only learning opportunities, but the support, care and guidance that they deserve. I am hopeful that we'll all emerge from this time with an improved understanding of what is important, not just in the educational context but in life in general. March 2020 should mark a time in history when many aspects of life changed for the better. School certainly is not closed at Thistley Hough, it's just operating under a different guise.

Jayne Schofield
Principal, Thistley Hough Academy



How social distancing
became social connecting

The announcement that schools would close as part of the Government's social distancing policy was somewhat inevitable. We'd taken actions to prepare for it. Packs of work had been collated for all year groups and staff had arranged for children to have home reading books. It seemed to be good planning at the time, but the naivety quickly became apparent. Bigger decisions needed to be taken quickly to harness the staff's nervous energy and provide the best educational provision that we could.

The priority was to organise the staff and to get everyone behind the plan. There were some enormous hurdles: how could we engage all families when events and news was becoming increasingly worrying? How could we ensure the safety of all our children? How would we run an effective system while dealing with our own health and that of those close to us? As headteacher of a school of 400+, how would I manage to keep everyone positive and focussed while dealing with my own concerns about my own children and elderly relatives who lived apart from me?

The first step was to establish a system that allowed children to feel safe, maintained the progress made in the first half of the year and kept us accessible in spite of the site closure. We also had to provide a safe haven for the children whose parents are key workers and those who would be most at risk in a lockdown situation. Roles were assigned, and in this process natural leaders – both experienced and inexperienced – came to the fore. In advance of Lockdown,

we had established the website as our primary method of communication supplemented by various social media platforms. We had identified our most vulnerable pupils and compiled a register of key worker children. We had created a staffing rota that enabled meaningful childcare, quality home learning and a system for contacting each Three Peaks child at least weekly.

As the first two weeks progressed, I discovered a new, deeper level of unity across the team and an even stronger desire to make the school the beating heart of support in the community we serve. Striving for ever higher expectations with ever greater compassion has not only showed many parents our ability to advance their children's academic and non-academic learning, but also how effectively they can contribute to it. In this respect the social distancing has actually brought people closer together. The challenge – both in the short and longer term – is to foster this togetherness to elicit a real change in the nature of home-school working. Lockdown has brought the value of schools and the teaching profession into the foreground as a social force, and we need to stay there.

Richard Penn-Bourton
Head Teacher, Three Peaks Primary Academy



Keyworkers **support** Keyworkers

Creative Education Trust schools have made stupendous contributions to the national effort to supply the NHS with PPE and supplies.



Rachael Sandham, Assistant Principal at the **Hart School**, put the school's engineering facilities and equipment to outstandingly good use in providing supplies of PPE to local surgeries, care homes, district nursing teams and hospitals in the West Midlands and has been flooded with messages of gratitude.



Ashleigh Wise at **Caister**, tipped off by an ex-pupil working on the COVID 19 ward at the James Paget hospital about diminishing supplies, worked with pupils in school over the holidays to manufacture head bands and reusable laundry bags for uniforms and gowns. We are especially grateful to the Conran Foundation whose grant last year made possible the supply of sewing machines. Meanwhile pupil **Eva-Mai** (Y9) fabricated 300 re-usable face masks as a creative project in graphics.

The **Milton Keynes** Academy has opened up to relieve GP surgeries and the hospital to ensure that baby immunisations can continue. **Mr Hutchison** supervised the manufacture of multiple adjustable face shield closures.

Abbeyfield's Head of D&T, **Miss Biddis** and a team of students are producing visors for local care home workers, while **Mrs Dallas, Miss McMahon** and **Mrs Magee** have also been running up scrubs for the local hospitals.

MK

PROTECTING US SINCE 1948

Coronavirus
has forced us to

take greater care of our own, our families' and our wider communities' health.

Jessica Douthwaite unfolds the social history of the National Health Service

This sudden change in our appreciation of healthcare is resulting in a national outpouring of support and respect for the frontline staff in the National Health Service who are saving lives and protecting us from the disease. In its 72-year lifespan, the NHS has garnered consistent criticism and provoked ongoing disagreement about its efficacy and utility. And, yet, this current crisis highlights the emotional attachment born by all of us to an institution that represents fairness, equality and a right to health. How did the NHS come to take such a **firm place in our hearts**, even if it has not always been as easy to rationalise in practical terms? To answer that question, we have to understand the context in which the NHS was established.



Health Minister, Aneurin Bevan, meeting the first patient of the NHS, 13-year old Sylvia Diggory.

The National Health Service Act was passed in 1946 and launched in 1948, the only national system in the world offering free healthcare to every citizen regardless of income and wealth. The Labour government's introduction of this system represented a **radical shift** away from previous practices and attracted much disapproval; exacerbated by the relationship between the NHS and a series of other far-reaching welfare reforms, all representing greater state intervention and spending on ordinary people's lives.

To an extent, the NHS was established in compensation to the British public for undergoing significant hardship during the Second World War (1939–45). It was also an acknowledgement by the British ruling classes that existing poor laws and social insurance policies were insufficient in preventing poverty from destroying the lives of the most disadvantaged in society. Before the war, the **economic depression** of the 1930s resulted in increasing unemployment; homelessness and the spread of disease wrecked millions of lives. To win the Second World War the British government relied on a rallying cry of unity and togetherness, yet many viewed such sentiments with cynicism, knowing that only recently circumstances had been far from equal.

Indeed, several wartime initiatives exposed the flaws in arguments against social reform because the 'war machine' required unprecedented intervention in individual lives. For example, while rationing

policy might be remembered largely for its privations, the government discovered that **many families' nutritional intake improved** due to varied and guaranteed wartime rations. One **report on the urban working-class diet** noted that 'the general effect of rationing and rising incomes... must have narrowed the range of variation between rich and poor and brought consumption into closer conformity with needs.' The war highlighted that the state could have a positive impact on every day health.

Another largely unrecognised feat of wartime health improvement occurred in the industrial sector, where, using the Emergency Powers (Defence) Act, Minister of Labour, Ernest Bevin co-opted Trade Unions, trade associations and business leadership committees to co-ordinate measures that improved wartime productivity through better conditions for workers. Prior to the war, individual companies decided their own safety procedures with little central oversight. Yet, factories, shipyards and mines were at the heart of war production, with male and female machine operatives compared to soldiers using weapons.

Government intervention centralised, regulated and normalised safety measures and good working practices. Thus, Bevin instigated a wholesale overhaul of working life on the shop floor, from improved canteen food and regulated working hours, to free medical health checks and agreed sick pay. Bevin's legacy is with us today in the form of post-war transformations to occupational health policies in factories and beyond.

These are just two examples of how the wartime coalition government came to take an invested interest in the health and wellbeing of all British citizens. These experiences were also crucial to what working-class people expected of government and society in future. The biggest initiative that stoked public interest in the opportunity for large-scale welfare reform

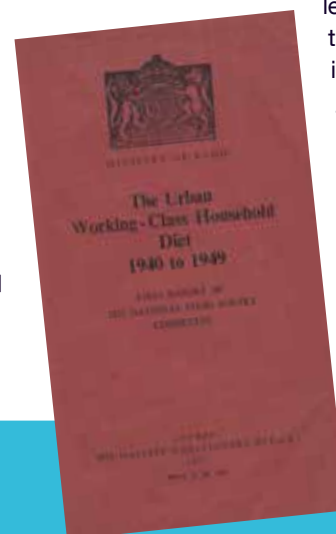
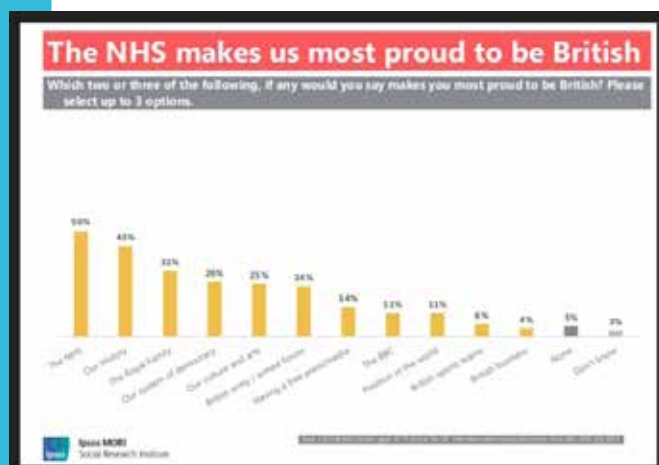
arrived with the Beveridge Report. **William Beveridge, a rebellious civil servant** and social economist, was commissioned to write a report that envisaged how society could be restructured in peacetime Britain.

Released in 1942, his publication, originally titled '**Social Insurance and Allied Services**', was hugely popular – unlike most government reports people queued to buy it at the government publishers and

it sold 50,000 copies in the first two weeks. Undoubtedly, its popularity stemmed from his ground-breaking recommendations based on the five 'Giant Evils' of society: 'Want, Disease, Ignorance, Squalor and Idleness'. Beveridge believed that social care should be distributed regardless of individual income and tax brackets. Free healthcare at the point of access for every individual, regardless of wages and wealth was his recommendation to counter the effects of Disease.

Not all politicians or medical experts agreed with the recommendations in Beveridge's report, but his blueprint for a fairer democracy planted the seeds for a total reimagining of post-war Britain. By the time the Labour Party won a landslide victory in the 1946 general election a sea change had occurred in ordinary people's expectations of modern government.

Now, as we celebrate the NHS and we consciously curtail our own freedoms for the sake of other people's lives and the system that cares for them, it seems wise to remember the values on which this democratic healthcare system was founded on. In Bevan's own words: 'Society becomes more wholesome, more serene, and spiritually healthier, if it knows that its citizens have at the back of their consciousness the knowledge that not only themselves, but all their fellows, have access, when ill, to the best that medical skill can provide.'



For Wroughton's first 'lockdown' community project, Head Teacher Craig Avieson invited pupils, parents, staff and neighbours to share rainbows made to thank staff of the NHS Foundation Trusts of James Paget and Norfolk and Norwich University Hospitals. As well as strong graphics and lettering, the portfolio contains an impressive and resourceful number of structural solutions.



Over the Rainbow



CREATIVE ISOLATION

113 activities to stretch your imagination, loaded with inspiration, are available from Creative Education Trust's 'creative isolation' bank occasioned by the Covid-19 Lockdown.

Distance Writing

Has this break from normality given you a new perspective on the world; has it made you think differently about yourself; are you imagining life after distance?

Compliments to **Ezekiel Young** and **Bradley (Bulwell)** for these submissions

The TV announcement

As I sat in the assembly, very close to the person next to me,
I never realised that it would get so serious.
Everywhere I go I am alone,
no-one to see or talk to.
I sit in my room, wishing to be close to friends;
talking, laughing and learning in large groups.

Bradley George
Year 9, The **Bulwell** Academy

Social distancing diary

One Day, it wasn't this bad.
But now I'm just sad.
I want to go to School,
But now I'm running out of fuel.
I miss my friends,
But now it depends.
I won't be able to see them,
So, what's the point?
I'll rate them a 10!
I can't see them so I'm on breakpoint.
But let's move on.
We're in a global pandemic,
Thanks to a worldwide epidemic.
It's boring,
But I get through it.
Half of the time the rain is pouring,
But being honest, I just want to quit.
Going shopping has changed,
It's way more arranged.
There are only several people in at a time,
The shelves are so empty it should be a crime.
And people have to queue outside,
They must be 2 metres away,
The only way you can get in early is by hitching a ride.
That's the only way you can stay.
You aren't allowed out,
Because of right now's layout.
Only for shopping and exercise,
It's ok but not very wise.
The hospitals are filling up,
And the deaths are piling up.
Day by Day,
The nicest people are prey.
This is awful,
In fact, Brutal!
The people trying to help-the NHS and the government,
Helping with amazing judgement!
And sooner than later,
There will be better times and happier days
So, I must go to bed now,
I pray that this will finish sooner and we can progress
Happier in the rest of our lives.

Ezekiel Young
Year 7, The **Bulwell** Academy

They don't know -

The birds don't know,
That the world is amiss,
As we stay in our homes,
They live in bliss,

The squirrels don't know,
That the world is changing,
That people are dying,
As their bodies are failing,

The world will keep going,
Even if we're gone,
The birds will still fly,
The squirrels will live on

Jess Hackett,
Abbeyfield School

Thank You

We clap the keyworkers from our doorsteps in the company of the whole country. But could you create another kind of thank you; a more thoughtful description of who you want to thank and why?

Who Knew?

We're all learning so much from this unprecedented, sad, strange experience. Write a blog post or magazine article about something you have discovered, realised, understood or been surprised by, living through the crisis.

Social Distance

For the sociable, it's frustrating. But what pleasures, knowledge or perspective might it give us to stay apart for a while? Write about social distancing in any form you like.

Our Type

Design a hand-lettering font for Creative Education Trust schools to use in commemoration of 2020.

Throwback

Scientists all over the world are working on ways to treat coronavirus. Our ways to cope are based on events in the past. Use a historical source to investigate how humans have coped with illness and write a short explanation why their solution still matters.

Virtual Games

Now more than ever, we appreciate the digital world for connecting us with friends, family and the world. Design a game that only uses materials available at home, to be played over the phone or on a video conference call.

Extra Time

Not travelling to and from school gives us all a little time on our hands. What could you make in that time, out of stuff that's around at home? Is there a new skill you could learn from online tutorials?

Museum From Home

Museums have opened their doors to us online – for the first time, we have digital access to incredible collections. Choose something from a museum collection to present from home. Why did it catch your attention? How can you help us understand it?

My Home Is My Museum

How would you organise the things around you in an interesting, engaging, revealing way? Collect objects at home and use them to represent a theme. Take a picture of your group of objects and write a caption for it.

PLUS

51 short writing tasks and 52 short problem-solving design challenges.

CREATIVE ISOLATION

Isolation Photography

Make an image that documents the details of life at home during lockdown. Photograph everyday routines and daily rituals like eating lunch; construct a portrait of someone you live with, or frame objects in new and interesting ways.

Here are some lovely, thoughtful shots submitted so far. Clockwise from top left: Keira Ansell, Caitlin Harris, Tamara Mazumder, William Hedges, Rhys Perkins.



SHARE!

We're looking for work to publish to all the Creative Education Trust schools and encourage you to submit your creative project by email (instructions from your teacher).

We'll review the submissions every Thursday and make a selection for publication in the next issue of Connected online.



STAY
CONNECTED