

THE INEOS FORGOTTEN FORTY PROJECT

YEAR ONE
NEWSLETTER ISSUE ONE





The children of today will make the world of tomorrow

CHILDREN are our greatest natural resource. One day, they will lead the way. They will shape the future. For all of us.

We believe society owes it to them to do what it can to give them the very best start in life so they feel empowered to make sound judgments about their own futures.

And that's all children - including the many here in the UK touched by child poverty.

INEOS' Forgotten Forty initiative isn't about encouraging poorer children to excel in maths or perfect their punctuation.

Preparation for life is not simply about school attainment - our schools deliver so much more.

With you, our incredible network of headteachers, we want to help build children's confidence, develop their resilience, excite their curiosity about the world around them and inspire them to do well.

As former teachers ourselves, we know that schools are often best placed to know what needs to be done in their own communities to help children from poorer homes.

Headteachers understand how important it is for every child to feel valued, understood and heard.

Our Forgotten Forty journey starts here. And it starts with 100 schools who care for some of the most deprived children in the UK.

Sadly, it's a cold fact of life that children learn what they live. But by changing that narrative, we hope to show them a different future. A future where dreams really can come true. A future that belongs to them.

The Forgotten Forty team

A gentle reminder

AT present, INEOS does not want any publicity about its gifts to schools please.

Guidance about publicity is in the handbook. But if you have any questions, please email your contact at INEOS

'It has already had a huge impact on the community and will allow these children to build aspirations for the future'

WHY THIS PROJECT MATTERS

by **NICK ANDERSON, Headteacher
BEDE PRIMARY SCHOOL, Gateshead**



MAKE A DIFFERENCE

THE INEOS Forgotten Forty project is not about sending a child on a once-in-a-lifetime trip to Africa.

It's about opening a child's eyes to the world around them and showing them what's on their own doorstep.

"It could be taking them to a local museum or an art gallery that they have never visited before," said Brian Padgett. "By taking them, though, we show them that these places are not just for wealthy children."

Many of Britain's most deprived schools can be found in former industrial heartlands with a rich and proud heritage. "If these children understand that, we can help to build pride in their own communities," he said. "Each project may be small but they all add up."

OUR school, like many, is the hub of the community.

Our families rely on us for support.

Fortunately, we have a superb family support worker, who could work all the hours in the day.

Over time, we have created contacts with charities and other agencies, which allow us to act swiftly in a crisis and support with food, furniture, and a friendly face.

The strong community spirit runs deep in the local area.

In general, parents are very happy and supportive of Bede – and they trust us. Our ethos is based around nurture and care. Behaviour around school is typically very good.

In the past 11 years we have not come close to a fixed-term exclusion, never mind a permanent one.

Staff rarely raise their voice and we constantly 'talk' to the children. It all makes for a good

learning environment where everyone is trying to do their best for our kids.

Home life, though, can sometimes be chaotic and challenging.

A few years ago, we found that five of the six children working in an intervention group had no regular bed to sleep in. Unfortunately, stories like this are very typical.

Just like the other schools in the Forgotten 40 project, many of our families do not receive state benefits and are simply struggling to make ends meet.

More than 70% of our whole school cohort live in ADACI band 1 – the bottom 10% of the most deprived postcodes in Britain.

The context of our school has changed in several ways over the past few years.

When I started as headteacher 11 years ago, the vast majority of pupils were white British.

Now 40% of our population are children with English as an additional language. Our



children speak 21 different first languages and were born in a variety of places across the globe.

Many are refugees or arrive through the local authority's family assistance programme. Some of these children have witnessed atrocities, had family members killed or have never attended a school. Amazingly, they join us and fit in remarkably well.

We used some of the gift money from Forgotten 40 on school uniforms, equipment and Christmas hampers.

All of these gifts were gratefully received, but, as a leader, I felt this was not always a good use of the money.

I believed we could get the 'basic needs' met by our own hard work and the generosity of other groups we know and use.

Instead, providing children with opportunities to experience life-skills, and develop aspirations for their future, is pivotal to help them 'get out' of the poverty cycle.

We spent a lot of money on an inspiration station where pupils can take part in art, construction, DT and music during the day and, even more importantly, before and after school.

Our kids are picking up and using proper saws, hammers and vices.

We talk to them about how using these skills can help them in later life and you can even have a career constructing wood and metal.

Last year's money was also spent on music lessons and a class set of musical instruments.

In Years 3, 4 and 6, our children learn to read music and play ukuleles and trumpets for nothing.

Without the money from Forgotten 40, this wouldn't have happened.

The Forgotten Forty project is so flexible and is the best initiative I have ever been involved in. It has already had a huge impact on the community and will allow these children to build aspirations for the future.

AN HOLISTIC APPROACH

INEOS may be funding the Forgotten Forty initiative.

But it has put its trust and faith in a team who really understand the challenges facing today's primary school headteachers.

Elaine and John Wyllie, Brian Padgett, Sheila Loughlin and Elaine Crotty know from experience that a child's home life can seriously hamper his or her ability to do well in school.

"Child poverty is nothing new," said Brian. "It has been a priority for successive governments for about 70 years."

Attempts to tackle the problem, though, have focused on raising standards in schools.

"No one has tackled the root cause, which is what goes on beyond the school," he said. "The home underpins everything. If a parent is, for example, ill or worried about food or money, their child will be too, so they won't be in the right place to learn."

The Forgotten Forty team's approach has never been tried before.

"By helping families to cope and live better, the children will benefit," said John.

'We don't expect every initiative to work' - Elaine Crotty

Following a successful pilot scheme in 2021, 100 of the most deprived schools in the UK are now part of the Forgotten Forty network.

Each headteacher has been given £20,000 for the academic year and trusted to spend it wisely.

"Normally, headteachers have to jump through hoops and over hurdles to get this kind of money," said John.

Headteachers are not short of ideas. At the last count, they had come up with more than 600 initiatives.

They know that not all learning takes place in the classroom, and that valuable lessons can be learned on school trips, after school and at weekends.

But they also know that children from poorer backgrounds are less likely to go on school trips, enjoy days out at the seaside, learn to play a musical instrument or join a sports club because their families simply cannot afford it.

The Forgotten Forty project's goal is to help headteachers help their most deprived pupils enjoy a well-rounded education that children from wealthier homes take for granted.

"INEOS trusts us and we trust our teachers," said John.

Elaine Crotty said it didn't matter if one of the teachers' initiatives didn't work.

"We are not expecting them all to work," she said. "What we want to do is encourage teachers to take a risk and try something new."

CALL OF THE WILD

Pupils discover new horizons in the Lake District

CHILDREN from a primary school in Leeds slipped and slid their way down one of the Lake District's most beautiful ghylls – and had the time of their lives.

Not one of them moaned about the cold and wet as they navigated natural rock chutes and waterfalls before diving into the crystal clear mountain pools.

“They were fearless because they had never experienced anything like this before, and they just wanted to give everything a go,” said headteacher Chris Dyson.

It was, though, just one of the many activities laid on for the children during a three-day residential funded by the Forgotten Forty project.

For those three days, the children felt what it was like to be free.

“They also experienced for the first time ever what silence sounded like because there were no cars, no buses, no lorries and no screaming neighbours,” said Chris.

Leeds is just 88 miles from Windermere but not one of the 60 year 4 pupils from Parklands Primary School had ever been to the Lake District.

When they glimpsed their first mountain, they were in awe of its beauty.

“When the children were told they were to climb one, they were so excited,” said Chris.

In the end, the children climbed two small peaks – Gummings How and later Scout Scar,

PARKLANDS PRIMARY SCHOOL, Leeds

near Kendal, where they watched the sun set. They also enjoyed a 40-minute ferry crossing, learned how to canoe, climbed trees and made fires in the wild so they could boil water for a hot chocolate.

And there was even time for games, films and a meal in a restaurant.

When the time came to board the coach for home, the children's earlier tears of joy turned to tears of sadness.

“Their parents also cried when they thanked us for organising the trip,” said Chris.

The memories of that trip, though, will stay with those children forever.

“For three days, they experienced another world,” said Chris. “And it's a world which will help them when they are writing. Just being submerged under water, albeit for a few seconds, will help them to describe fear.”

Parklands normally waits until the children are in year 6 – their final year of primary school – before they are taken on a residential.

INEOS' money gave the children an additional, earlier formative experience, which will hopefully fire up their imaginations and fuel their learning for the years to come.

‘The children were fearless because they had never experienced anything like this before’
- headteacher Chris Dyson



School's warm gesture



BRIDGE HALL PRIMARY SCHOOL, Stockport



LOOKING SMART: Some of the children pose in their new coats

Headteacher buys a winter coat for every pupil



HEADTEACHER Alexandra Jamieson had a surprise up her sleeve for every single pupil at her school late last year – a fleece-lined winter coat for one and all.

She had ordered the coats, using money from the Forgotten Forty initiative, to ensure all 185 pupils were well wrapped up for winter.

"In previous years some of our teachers have bought children coats because they were worried that they didn't have one,"

she said.

Alexandra said some children at Bridge Hall Primary School in Stockport owned a waterproof coat, but most either wore a jacket that wasn't waterproof or did not have a coat or jacket at all.

"We know that coats can cost quite a lot of money and that not all of our parents can afford to buy their children a coat, especially in larger families," she said.

The children were delighted to each receive a coat, bearing their school's name and logo.

"I like how we all match and you know

what school we are from," said one child in year 6. Parents were equally grateful, posting pictures of their happy children online.

Many praised the staff for going 'above and beyond' once again for their children. "It has saved me having to buy a winter coat for school," said one.

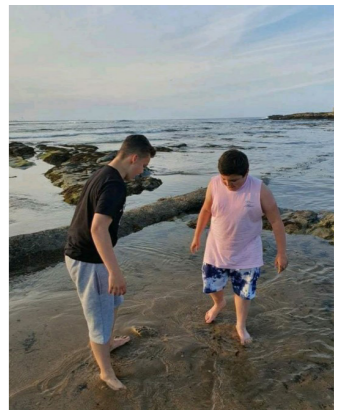
"It is a great help financially, especially for those parents with multiple children."

Another said: "These are a great gift and my children want to wear their coats all the time - even at the weekend. They keep the children warm and dry."



TIME FOR A HOLIDAY: Families have been enjoying mini-breaks at the seaside

ST JOHN'S PRIMARY SCHOOL, Newcastle-upon-Tyne



A SCHOOL has bought a static caravan in Whitley Bay so that families can go on holiday.

So far more than 30 families, whose children attend St John's Primary School in Benwell, have enjoyed a short break in the six-berth caravan – and bookings for 2022 are filling up fast.

"For some, it's their first-ever family break," said headteacher Tracey Caffrey.

'It is best thing we have ever done'

The school is just a 25-minute drive from the coast, but many children in the school only ever visit the seaside on a school trip.

"A holiday has always been a luxury that is out of reach for many of our families," she said.

The decision to award the school a grant through the Forgotten Forty initiative allowed the school to think creatively.

"We weren't allowed to spend the grant on capital purchases so we decided to spend it on things traditionally funded through the budget (like counselling

Break with tradition

School lays on holidays by the sea for families

services)," said Tracey. "That enabled us to release funds to buy the caravan."

She said it was one of the best things the school had ever done.

"Managing a holiday home is not without its challenges," she said. "But the joy on the children's faces as they recount seeing the seals at the lighthouse, building sandcastles on the beach and eating chips from a carton is priceless."

Families, booking a short break through the school, find a welcome food parcel of milk, cereal, tea, coffee and biscuits in the caravan to keep costs down during the holiday.

Money from the Forgotten 40 scheme also provides an activity pack to encourage families to explore the beach, a fishing net for rock pooling, a bucket and spade and some indoor activities if it's raining.



MILL LANE PRIMARY SCHOOL, Stockton-on-Tees



SUPER COOL

Pupils enjoy first day at the beach

What the Heads say ...

'I have been teaching for more than 30 years and this is the best project I have ever been involved in. Nothing has excited me more than this' - **Bede Community Primary School, Gateshead**

'Thank you for the opportunity to lift some of the barriers that disadvantage our children' - **Priory Parish Primary School, Birkenhead**

'I have taught in this school for 28 years and cannot remember a time where the teachers have been trusted to decide what's best for the pupils' - **Black Mountain Primary School, Belfast**

'No one gives headteachers this kind of money to do what they believe to be needed' - **Tylorstown Primary School, Rhondda Valley**

EVERY year about two million visitors flock to Saltburn-by-the-Sea to see the oldest operating water-balanced cliff lift in the world – and eat fish and chips on the beach.

But many of the children who attend Mill Lane Primary School just 15 miles inland, have never been.

"They just cannot afford to go," said Sue Skillcorn, headteacher at the Yorkshire school in Stockton-on-Tees.

Recently some of her pupils were finally given the opportunity to see for themselves why it is such a magnet for tourists.

They built sandcastles, waded into the sea fully-clothed, discovered crabs and shells on the beach and enjoyed a picnic before heading off to the park.

"When they got back to school, they kept telling us about what it was like to walk barefoot on the sand," she said. "They had

also learned new words, such as horizon, pier, cliffs, coastline, and they were giddy with excitement."

One of the year 2 children had also had an ice cream for the first time in his life.

Sue is a great believer that children learn valuable lessons about themselves and life outside the classroom - on trips to the theatre, visits to museums and through experiences.

"When we have the money, we take them out as much as possible," she said.

Like many headteachers working in deprived communities, she and her staff often go above and beyond what is expected of schools, providing shoes, clothing and food for the children as well as Christmas presents, cleaning materials, and occasionally beds and furniture. "We are all so grateful for the trust that has been placed in us to know what our community needs and spend the money well," she said.



LESSONS IN THE GREAT OUTDOORS

ORMSGILL PRIMARY SCHOOL, Barrow-in-Furness

Change of scene does
pupils a world of good

PUPILS from Cumbria are now being regularly taught in a woodland to help them appreciate nature in all its beauty.

Every three weeks, children in years 1, 2 and 3 at Ormsgill Nursery & Primary School, in Barrow-in-Furness, are given the opportunity to build dens, play on the rope swing and splash in the stream.

“They may get very muddy, but they are making memories that will last a lifetime,” said headteacher Mick Cull.

The school, which is one of the 100 chosen by the Forgotten Forty team, decided to invest in training all its staff in the art of running a successful forest school. Since then, the staff have been putting those skills into practice – and the children love them for it.

“It has been fantastic,” said Mick. “The children have become more resilient, they are better at taking risks and are working as a team.”

The young pupils have also been able to witness the changing seasons on their doorstep.



Magical moments

THE FORGOTTEN FORTY TEAM



Former headteacher Elaine Wyllie founded The Daily Mile for which she won a Pride of Britain award in 2016.



John Wyllie spent 32 years working in Scottish secondary schools. He is now a trustee of The Daily Mile.



Brian Padgett worked as a teacher and headteacher in Salford and Cumbria from 1974-1995 and was then an HMI with Ofsted for 15 years.



Former headteacher Sheila Loughlin spent 10 years working as a schools' inspector with Ofsted.



Elaine Crotty spent 27 years in teaching, and later specialised in early years education.



Hobbit house opens up whole new world

TO outsiders, it may just seem to be a wooden hut.

To the children at Penrhys Primary School in the Rhondda Valley, it's a magical place.

The stuff of fairytales. The place where heart-warming tales are told around a warm and cosy campfire.

"It's enormously popular with the children," said headteacher Geraint Leach.

The 'hobbit' house was built in the school playground using money from the Forgotten Forty initiative.

"The children have only ever seen places like this in films," he said.

The lodge also encourages the children to talk about their feelings with staff and friends.

One year one pupil said: "I like coming here because it is a special time for just me."

About 80% of pupils at the school are eligible for free school meals.

"It is much higher than the average for Wales," said Geraint. "But our community is

PENRHYS PRIMARY SCHOOL Rhondda Valley

strong and we have good links with the local church."

During lockdown, many pupils stayed indoors and exercised very little amid fears of catching COVID-19.

Post-lockdown, the school wanted to encourage the children to become more active and play outside so it invested in sports equipment, including a basketball net.

"The pupils were so pleased and use the resources every day, come rain or shine," said Geraint.

Looking to the future, the school hopes to fund a residential trip for the older pupils, and arrange visits to the theatre, museums and parks - places that very few children have ever been.

"Having this money at our fingertips has enabled us to make a direct difference in the lives of our pupils and their families," he said.



FORGOTTEN FORTY: KEY PRINCIPLES

THE INEOS Forgotten Forty project is founded on the belief that headteachers in our primary schools are the best placed to understand their pupils, families and local communities and the challenges they face.

However, we want to be sure that schools in the project have a full knowledge of the lives of their children, not just at school, but in the home and in and around the community.

For this reason, we ask our project schools to conduct in-depth interviews with three pupils from disadvantaged backgrounds, to establish their 'lived experience'.

The outcomes of these interviews will form a key driver in shaping the direction of the project as it evolves.

YOUR school is one of the 100 chosen to benefit from INEOS' Forgotten Forty initiative. It follows a successful pilot of 20 schools in 2021.

MORE than 1,500 schools in the UK serve deprived communities.

But only 100 were chosen.

Strict criteria were used to select them.

"It was a time-consuming process but it was so worth the effort," said Elaine Wyllie.

THE Forgotten Forty project has been set up to allow headteachers to adapt to changing circumstances.

That flexibility means teachers can change their spending plans if there are families in immediate need.

For instance, with the recent rise in energy costs, families might need help with fuel vouchers.

If you would like to share a successful, completed Forgotten Forty initiative from your school and see it in the magazine, please get in touch with your contact.

**This magazine
celebrates the
commitment and
the work of
teachers and
schools to make
life better for the
children and
communities they
serve**

- INEOS and the Forgotten Forty team