

# THE INEOS FORGOTTEN FORTY PROJECT

YEAR ONE  
NEWSLETTER ISSUE TWO







# Headteachers lead from the front with lessons for all of us

**INITIATIVES designed to lift the spirits of some of Britain's poorest children in Britain appear to be working.**

Feedback from headteachers involved in the Forgotten Forty project so far shows that children from poorer backgrounds are able to think differently when they are given new, supportive opportunities and experiences.

The project aims to improve and expand education and life chances, far beyond attainment, to provide richer childhoods to those living in challenging circumstances. Our hope is that the UK government starts to see this too – and realises that funding the inequality gap is the solution to closing the attainment gap in schools.

“Targeting the attainment gap alone is like lighting a fire under a radiator instead of firing up the boiler,” said Elaine Wyllie, a former headteacher who worked in primary schools for 35 years.

“It fails to address the root cause of the gap which invariably is poverty and deprivation.”

That's what the Forgotten Forty project aims to do - to tackle, in some small but meaningful way, that root cause. Headteachers are using the money we have given them to implement initiatives that they believe will help to alleviate the adverse effects of child poverty in their own schools.

The initiatives we hear about are inspiring us, and making a real difference to children and their families.

Teachers know – and we know – that happy children are easier to teach.

That children who feel good about themselves, their home lives and their future, want to learn.

In September and November, we will be hosting two, two-day conferences in London.

All Forgotten Forty headteachers are invited to attend either of these sessions.

We look forward to seeing you there and hearing more about the wonderful work you are doing.

*The Forgotten Forty team*



## Join the conference

INEOS will be hosting two, two-day conferences in London later this year to allow the 100 headteachers involved in the Forgotten Forty initiative to share their stories and ideas. Headteachers can either attend the conference in September or the two-day event in November.





ST GEORGE'S PRIMARY SCHOOL  
Gainsborough



# Pupils find a friend in Buddy



**'Buddy calms them down, reassures them and gets them in through the gates in the morning'**  
- headteacher  
**KATIE BARRY**

**A DOG with a playful heart of gold is changing children's lives at St George's Primary School in Gainsborough.**

Buddy has not only become a friend to the 225 pupils, but he's also the one they turn to when they are upset, angry or simply don't want to be there.

The children also like to find a quiet corner where they can read him a story. "He really helps because the pressure is off," said headteacher Katie Barry, who made the decision to invest in a therapy dog.

"Buddy just sits or lies still while they concentrate on their reading."

Katie, who used INEOS' Forgotten Forty funds to help buy him, broke the good news to the children during a special school assembly.

"They were tears and squeals when Buddy came out from behind the stage," she said. Although the Golden Retriever still has a lot

to learn, he's already attending school three days a week – and making a huge difference. "He calms them down, reassures them and gets them in through the gates in the morning," said Katie.

"As soon as he enters the room, they forget about being angry."

Once Buddy is fully grown, he will be at school every day.

Staff are able to come and get him whenever they want – or need – him.

Other times, Buddy is free to do as he pleases.

Every breaktime and lunchtime, he goes outside to play with the older children.

"He is also helping to make them so much fitter because they run around so much with him outside," she said.

When it's time to go home, Buddy leaves with Katie.

"He lives at my house mainly," she said.

"But occasionally he goes for sleepovers at two other teachers' homes." The school has



appointed a dog squad of 30 children, who were formally interviewed after applying to help train, walk and care for Buddy while he is in school.

Initially staff had to work hard to ensure he wasn't too much of a distraction in class if children were trying to concentrate on their lessons.

"We had to push through that phase so that the children didn't get too excited every time he was in their classroom," said Katie.

Buddy is in good company at St George's because there is at least one other pet in every classroom.

But what makes Buddy special is that he has free rein of the school, unlike the bearded dragon, the chickens, the fish and the guinea pigs.

"He loves assembly when the whole school gathers in the hall," said Katie.

"During the Easter production he got up on stage and ate the bread from the Last Supper."



**Share your story**

**If you would like to share a successful, completed Forgotten Forty initiative from your school and see it in the next edition of the magazine, please email Sue Briggs-Harris at [briggsharris@live.co.uk](mailto:briggsharris@live.co.uk) or email your INEOS contact.**



**'It is an approach that we hope prepares pupils for the opportunities, responsibilities and experiences of later life'**

**- headteacher  
DAVID TURNER**



**RIFT HOUSE PRIMARY SCHOOL  
Hartlepool**

## **SCHOOL GIVES CHILDREN THE FREEDOM TO CHOOSE A DIFFERENT PATH**

**STAFF at a primary school in Hartlepool believe children should be seen, heard and, most importantly, encouraged to make their own choices.**

It is a philosophy that runs deep at Rift House Primary and is used to show pupils that all choices have consequences. Some good; some not so good.

"We like to stress that there are many things we can do ourselves, that we are in control of, and that help us to feel good," said headteacher David Turner.

"If we are able to do the things that help us – and actually those around us – to feel good, we are then most definitely making the right choices."

At Rift House, children are encouraged to make a positive contribution to school life, manage their time, be creative, take risks and understand how their actions can affect others. "It is an approach that we hope prepares pupils for the opportunities, responsibilities and experiences of later life," he said.

Recently the school invested money – provided through INEOS' Forgotten Forty

initiative – to provide every child with a 'Choices' diary so they can reflect on their decisions throughout and at the end of the school day.

It can be everything from what they chose for lunch – and whether it was a healthy, balanced meal – to how respectful they have been, to how much exercise they have done.

"We try to provide as many opportunities as possible that can allow them to score their mental and physical well-being in their diaries," he said.

The Forgotten Forty team also provided money to install an all-weather running track around the perimeter of the school field, with additional money being used to buy every child a school bag, a PE kit, a stationery pack and digital watches for those in years 2, 3, 4, 5 and 6 so they could measure their steps.

Liz Bateman, a member of the school's support staff, said the diaries had helped to build on the positive ethos in the school.

"The children feel good about themselves and behaviour is excellent," she said. "The children are also fitter and look healthier which was a real issue, especially after lockdown."



# STROKE OF GENIUS

## THE PRIORY PARISH PRIMARY SCHOOL Birkenhead

**PARENTS** thought headteacher Greg Edwards was joking when he told them he intended to hire a heated, outdoor pool so that pupils could be taught to swim in school – rather than at a public swimming baths.

But when those parents returned to school with their children after their Easter break, there it was.

“I don’t think they could quite believe it,” he said.

Within hours, the 32ft by 16ft pool was in use – and children, some of whom had never been in a pool before, were learning to swim and gaining confidence in the water.

“I am a huge believer in children learning essential life skills,” said Greg. “And swimming is a big one.”

Children are expected to be able to swim at least 25 metres when they leave primary school.

But in poorer areas, many pupils cannot.

Over the past two years, school swimming lessons have been widely disrupted by COVID-19.

Swim England said more than five million swimming sessions had effectively been lost because pools were closed.

Greg said the pandemic hadn’t helped, but there had always been difficulties.

“We have been battling with a swimming system that doesn’t really work for many years,” he said.

“Getting time in our local pools was always the first challenge. We tried a few different models to try and make best use of the time, but none really made much of a difference.”

He said the number of swimmers did improve when children could swim for free in the school holidays, but free sessions stopped.

“For many in our community the cost of taking the family swimming is just too much and not a priority,” he said. “Essentially, for over 90% of our children, the only time they get to swim is with the school.”

But Greg said he viewed learning to swim as a priority, not least because Priory Parish Primary School is in Birkenhead on The Wirral peninsula.

“Water safety here is really, really important,” he said.

To ensure every child benefited from the outdoor pool and the two swimming coaches, the school’s ‘amazing’ PE lead drew up a military-style timetable.

“It meant that children across the school had more time in the pool in three weeks than they would have had in four years,” he said.

The pool was funded through INEOS’ Forgotten Forty initiative.

Brian Padgett, who is a member of the Forgotten Forty team, had called at the school during a swimming lesson.

“This is just the sort of innovative approach to problem solving we had hoped to encourage,” he said. “The kids were having a great time.”





ST JOHN THE BAPTIST PRIMARY SCHOOL  
Stockton-on-Tees

# Pupils take a walk on the wild side - and get fired up to learn

**MASTER storyteller Hans Christian Anderson loved nature.**

Not least because it helped to inspire the Danish author's writing.

"Just living is not enough," he once said. "You must have sunshine, freedom and a little flower."

For some at St John the Baptist Primary School in Stockton-on-Tees, though, that was the stuff of fairytales.

"Other children did that," said headteacher Kerry Coe. "Not them."

As one of INEOS' Forgotten Forty schools, she decided to change the narrative – and set up a Wilderness School for pupils in year 5.

"Experiences are vital for children in order for them to develop their vocabulary and have 'something to talk about,'" she said.

One day a week – for six weeks – Clara Warden, a former High School English teacher, took them outside the classroom on a journey of discovery.

"Children blossom in the outdoors," she said. "It helps to develop their self-belief, self-esteem and understanding."

Over those six weeks, they made dens and camp fires, wrote poetry, and built two beautiful bug hotels with leaf roofs and moss doors.

As they built shapes on the ground out of sticks



and copied them into their school books, they were learning about areas and perimeters. As they identified trees in the woodland and measured their circumferences with a piece of string, they were being taught how to determine the age of a tree.

And the beauty is that the benefits didn't end when the course did.

"It was absolutely money well spent," said Kerry. "The children still talk about it now."

Making dens had taught them about the



importance of team work. Building fires had showed them that nature could provide the resources.

Kerry had chosen her year 5s because of divisions within the class, not helped by almost two years of disruption due to Covid restrictions, lockdown and illness.

"They were not good at getting on with each other and in Y4 had a lot of falling outs and trouble on the playground," she said. "We felt they would benefit from something out of the

ordinary in terms of their learning."

And they did.

"They are brimming with confidence now," she said. "And they are much better at co-operating with each other."

To ensure that lessons learned during those six weeks are not lost, a member of staff, who worked alongside Clara, is continuing to work with groups of children from year 5.

"We want to make sure those skills are not forgotten," said Kerry.

**'Children blossom in the outdoors. It helps to develop their self-belief, self-esteem and understanding'**  
- CLARA WARDEN  
Wilderness School

**'They are brimming with confidence now and they are so much better at co-operating with each other'**  
- headteacher  
KERRY COE





**BEEVER PRIMARY SCHOOL**  
Oldham

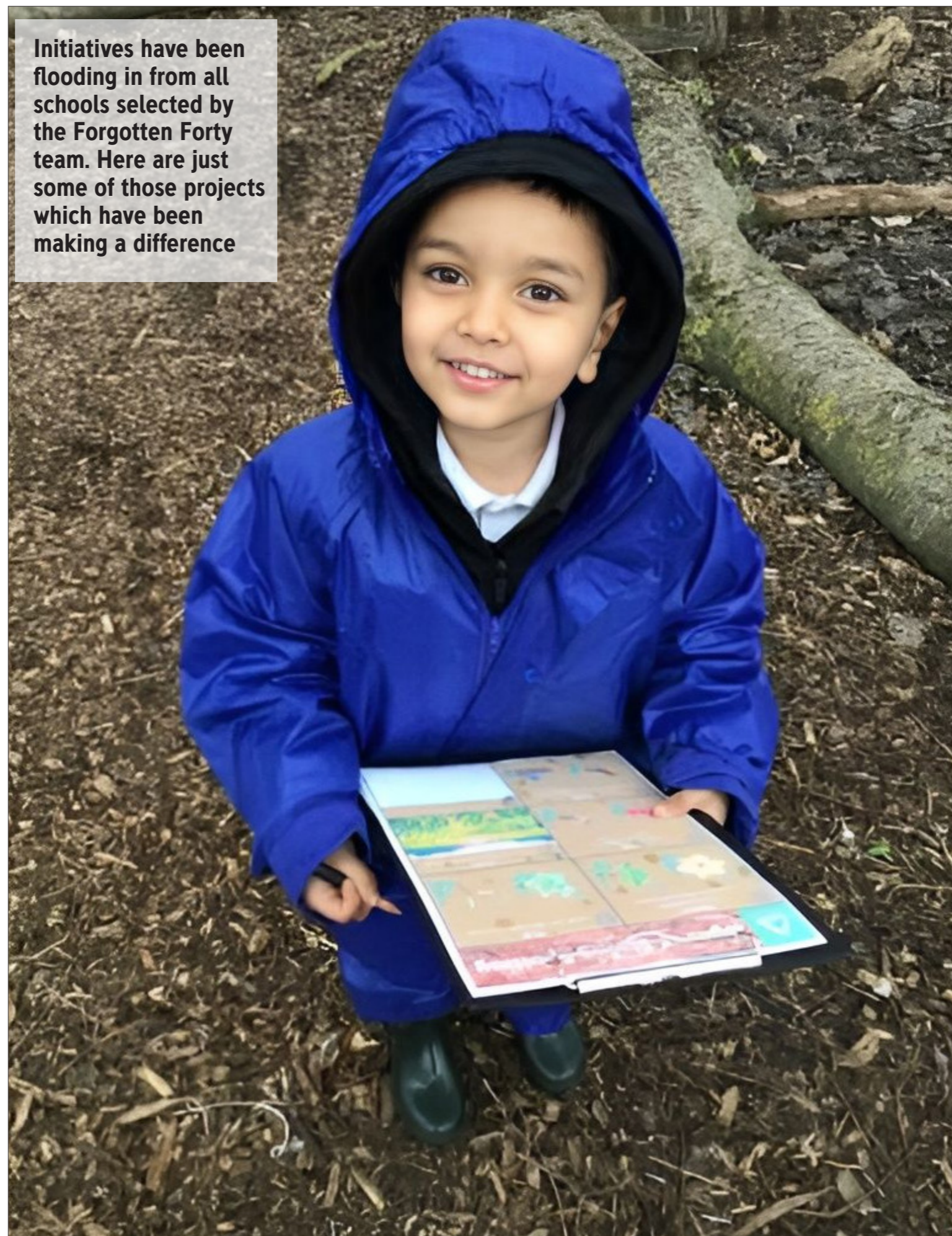
**FUNDING** has been used to install an all-weather track around the school playing field so the children can run The Daily Mile each day – and improve their fitness. ‘The present school field is a fabulous space, but due to poor drainage, is not usable for large parts of the year,’ said Greg Oates, headteacher at Beever Primary School in Oldham.



**SAVIOUR PRIMARY SCHOOL**  
Collyhurst, Manchester

A **SCHOOL** in Collyhurst, Manchester, now has 16 portable stoves, which means it can run a weekly cookery club for families for 20 weeks a year. Headteacher Eileen Anderson said families were learning how to cook seasonal dishes for low cost. ‘They are also learning to cook a range of cultural dishes and the choices are decided as a group as they explore new foods,’ she said.

Initiatives have been flooding in from all schools selected by the Forgotten Forty team. Here are just some of those projects which have been making a difference



**CUBITT TOWN PRIMARY SCHOOL**  
London

**YEAR 6** children from Cubitt Town Primary School in London have been studying Windrush - a time when about 500,000 people made their way to England between 1948 and 1971 from Caribbean countries. The school used money from the Forgotten Forty initiative to bring the story to life. Children were entertained by a Calypso band and then six groups of 15 children completed steel band workshops over two days.



**LANDER ROAD PRIMARY SCHOOL**  
Bootle, Liverpool

**AN INITIATIVE**, funded by Forgotten Forty, has allowed a number of year 5 children, with an aptitude for learning a musical instrument, to attend weekly, after school music lessons. ‘All the children have remained fully committed to learning an instrument,’ said Jeff Taylor, headteacher at Lander Road Primary School in Bootle, Liverpool.





**ROBY PARK PRIMARY SCHOOL**  
Huyton, Liverpool

**HEADTEACHER** Kathryn Allen has invested some Forgiven Forty funding in improving the environment at Roby Park Primary School in Huyton, Liverpool, so the younger children can learn while they are playing outside.

**‘To my knowledge, no-one has ever trusted headteachers to know what needs doing to help their most disadvantaged pupils’**

**BRIAN PADGETT**  
Member of INEOS’ Forgiven Forty team



**LAYGATE COMMUNITY SCHOOL**  
South Shields

**THE** great outdoors has become a great source of inspiration for reception children at Laygate Community School, thanks to its decision to invest in Forest School sessions off site. “Many of our children don’t have gardens,” said headteacher Michelle Lauder. “They live in flats and during lockdown rarely went out, so this experience has been amazing for them.” The school is also training up its own Forest School leader so that sessions can be held within the school grounds in the future and extended to other children.



**MILL LANE PRIMARY SCHOOL**  
Stockton-on-Tees

**A PRIMARY** school arranged private lessons for a group of year 5 and 6 pupils to teach them to ride a bike. Headteacher Sue Skillcorn said it was the only way to ensure they too could take part in the government’s Bikeability national cycle training programme when it visited their school. “In the past those children would have missed out simply because they couldn’t ride a bike,” she said. “But this year that wasn’t the case.” Money from the Forgiven Forty initiative meant Mill Lane Primary in Stockton-on-Tees could wheel in Jamie Poole to teach them to ride a bike before the Bikeability lessons.

**LEMINGTON RIVERSIDE PRIMARY SCHOOL**  
Newcastle upon Tyne



# Life becomes a learning experience

**NEWCASTLE** is one of the most iconic cities in Britain.

It is famous for its industrial heritage, its bridges and its football team.

More than 800,000 people live there; thousands more visit it every year.

But headteacher Craig Heeley knows that many of the pupils at Lemington Riverside remain unaware of what’s on their doorstep.

“We may be situated in a thriving north-east city, but the cultural experiences of many of our children is limited,” he said.

That is now changing, thanks to funding from INEOS’ Forgiven Forty initiative.

The school has developed the ‘Lemington Riverside Experience’ – a set of cultural visits, experiences and in-school visitors that are offered to every child as part of the school curriculum. The reason?

Craig firmly believes that experience

and travel are an education in themselves.

“Children should not only leave primary school with the knowledge to help them thrive at secondary school, but the cultural capital experience that means that they are not at any disadvantage to their peers,” he said.

So far this year pupils have taken part in a residential at the coast, and enjoyed visits to the theatre, museums and galleries.

They have also been flag bearers at Newcastle Thunder Rugby and enjoyed a guided tour of Newcastle United’s St. James’ Park stadium.

And there is more to come.

“If a child is with us from nursery to Year 6, they will experience the awe and wonder of the North East cities, coasts and countryside, as well as visiting and experiencing many of the cultural gems our region has to offer,” said Craig.



**‘Our children should not be at a disadvantage to their peers at secondary school’**  
- headteacher  
**CRAIG HEELEY**





## FORGOTTEN FORTY: WHY IT MATTERS

INEOS may be funding the Forgotten Forty initiative but it has put its trust and faith in a team who understand the challenge facing today's primary school teachers.

Here team member **BRIAN PADGETT**, who grew up in a mining village near Barnsley, explains why this initiative matters to him.

THROUGHOUT my teaching career, I worked in schools serving disadvantaged communities.

I did a short stint as a deputy head in an advantaged school, but I wasn't happy there, and I continued to take a special interest in social disadvantage throughout my 15 years as an HMI with Ofsted.

From the late 1970s I saw how successive governments of all shades blamed teachers and schools for the underachievement of children and young people from poor backgrounds, wilfully ignoring all the challenges stacked up against the children, their parents and local communities.

Out of the blue, INEOS came along, wanting to play its part in eradicating poverty and its pernicious effects.

Without precedent, it was willing to give money directly to schools, to trust the headteachers serving some of the poorest communities in the UK to deploy the money to best effect.

To my knowledge, no one had ever trusted headteachers to know what needs doing, and to give them the wherewithal to do something about it.

And 100 headteachers are busy proving it right to do so.

INEOS' intervention represents a radical, new approach.

If it works, we hope that the evidence from its success may influence policymakers at a national level to re-invest in the 'local', with headteachers given powers to direct resources according to local need.

When something isn't working, it is time to give another approach a chance.

As a team, we hope that the project will help disadvantaged children get the most out of their time in school by removing some of the barriers they and their families face that prevent them learning well.

These barriers are often about a lack of opportunities and many are barriers within families – a lack of money, food, space and the stress and anxiety caused by not being able to make ends meet.

Secondly, we hope the project gives school staff hope.

Practical help is always welcome, but hope is priceless.



**'Many of our children have not experienced opportunities that other children in different settings have'**

- headteacher  
**CLARE HIGGINS**

# School offers pupils a passport to a brighter future

## A SCHOOL has come up with its own bucket list for pupils.

Each class has been issued with a 'passport' so they can tick off the '18 things to experience' before they leave Holy Cross Catholic Primary School for good.

Floating in the Dead Sea and scuba diving in the Great Barrier Reef may not be among them.

But Clare Higgins, headteacher of the school in Birkenhead, believes the children's list will leave a lasting impression.

"Many of our children have not experienced opportunities that other children in different settings and locations have," she said.

The list, which includes a picnic in a park, was compiled by staff to also help children better understand what was being taught in the classroom.

"When we were learning about the seaside, it became apparent that a significant number of the children had never been, so they couldn't identify with experiences that were being discussed," she said. The school also asked

## HOLY CROSS CATHOLIC PRIMARY SCHOOL Birkenhead

children what they would like to experience. "Some of them were curious about how you would get a job at the Apple store, so we arranged to go there and spoke to a program designer about his role," she said.

Many of the activities also involve the children's families, be it a trip to the theatre or a cookery workshop.

"Our role in supporting the community is very important to us," said Clare. "We want the children and their families to experience these opportunities together."

Children especially enjoyed visiting Chester Zoo where they became zookeepers for the day and learned about its conservation work to save species from becoming extinct.

A visit to the Boat Museum in Ellesmere Port opened the children's eyes to the importance of engineering and how it has shaped people's

lives over hundreds of years.

"Visits like these may actually help to shape their choices in life," said Clare.

Other experiences include building and flying a kite, a farm visit, building a den, a proms in the playground picnic concert and a taste of Forest School.

Giving the children the chance to learn outdoors, through Forest School, is Clare's personal favourite.

"When I was training to become a teacher, my lecturer said that the best classroom has the sky as its ceiling, and that has always stayed with me," she said.

Holy Cross has, in the past, heavily subsidised school trips due to parents' financial difficulties.

"Unfortunately, that limits what we can do and where we can go because there is only so much money in the school budget," she said.

"INEOS' donation, however, has enabled us to provide the most amazing opportunities and experiences for our children and their families."







WEST END PRIMARY SCHOOL  
Morecambe

# Headteacher wastes no time in making a difference

## ACCOUNTANTS don't like wasting money.

Sharon Cliff says it simply goes against the grain.

So when her school in Lancashire was given £20,000 by the Forgotten Forty team, the former accountant was determined to ensure every penny was well spent.

And judging by the school's achievements, it has been.

As headteacher, Sharon decided to invest £17,200 of it in activities designed to challenge, nurture, enrich and excite her pupils at West End Primary School in Morecambe.

And judging by the feedback, it did.

"I want to be a scientist," one child said after returning from a day trip to Imagine That! science and discovery centre in Liverpool.

And he wasn't alone.

"All of them were so excited when they got back to school," said Sharon. "Many of them told us they were going to be the scientist of the future."

She and her staff had organised a packed programme of activities for all ages.

The school's year 5/6 football team witnessed the importance of teamwork when the eight players watched Morecambe Football Club in action at their purpose-built Mazuma Stadium. "They not only acquired new skills, but

it showed them that if you work hard enough at something that you love then you can achieve your dreams," said Sharon.

Sixty children from years 3 and 4 took part in a team building day in the Lake District where they went boating on Lake Windermere.

"For some children just getting in a boat on the water was their biggest challenge," she said.

And as part of the school's 'reach for the stars' theme, 50 infants were taken to a climbing wall in the hope of showing them the importance of positive thinking.

"We wanted to show them that they can achieve anything if they put their mind to it," said Sharon.

The pep talk worked with one particular child, who fears trying anything new, feeling on top of the world after scaling a climbing wall.

"I was really scared," he told teachers afterwards. "But I did it."

Sharon said all the activities had been a success and had gone as expected.

"The only thing I didn't expect was the staff reaction to the children's experiences," she said. "The children were so overwhelmed that the staff often became emotional."

"Although we realised the limited lives that some of our children lead, we didn't always know to what extent."



'We knew that some of our children's lives were limited, but we didn't realise to what extent'

- headteacher  
SHARON CLIFF





The INEOS Forgotten Forty project has a new logo. We are very grateful to all the Forgotten Forty schools who sent in such fantastic ideas. The new design was inspired by the submission from Naira Eshal Miah, aged 11, from Cubitt Town Primary School. It was a very tough choice, but we loved the colours and the simplicity of this jigsaw and how it symbolises what a complex puzzle deprivation is - one which we are all trying to solve.