

THE INEOS FORGOTTEN 40 PROJECT

YEAR TWO
NEWSLETTER ISSUE FIVE



Your efforts provide hope

WELCOME to the fifth edition of INEOS' Forgotten 40 magazine. You have shown us that there is no shortage of ideas when it comes to tackling the inequality in some of Britain's schools – whether it's taking children on a trip to a university or providing families with the ingredients to prepare healthy meals at home.

We have always believed that you, as headteachers, know your communities better than anyone – and, more importantly, what can be done to establish and build solid foundations to help raise expectations.

Earlier this year, it was wonderful to welcome so many of you to our Forgotten 40 conference in London.

For some of you, it was the first time you had met like-minded headteachers from similarly deprived villages, towns and cities within the UK. Craig Heeley said it was wonderful to know he was not alone in the challenges facing his school, Lemington Riverside Primary in Newcastle.

"Mixing with heads from similar schools was so easy," said Katie Barry, headteacher at St George's Primary in Gainsborough. "There was no necessity to set out your school's context as everybody else's was very similar."

Headteachers returned from the two-day conference buoyed with ideas.

"I left feeling truly inspired and ready for the rest of the term," said Iain Parks, headteacher at St Mary & St Paul's Primary in Prescot, Merseyside.

"The reality is that this concept just shows what doing the right thing, through the right group, can genuinely achieve."

Your efforts fill us with hope and immense pride, and we genuinely look forward to seeing how the new initiatives start to take effect and make a real impact on the children in each of your schools.

Finally, please don't forget to share your stories and learnings with us. They all help to build a picture of what we can do, and what needs to be done, to really help these children overcome adversity.

The Forgotten 40 team



20



10



18



8



20



12

CONTENTS

- 4 **RAISING EXPECTATIONS**
- 6 St George's CE Primary School, Gainsborough
- 8 St Malachy's CE Primary School, Manchester
- 10 Riverside CE Primary School, Merseyside
- 12 St John's CE Primary School, Newcastle
- 14 Montreal CE Primary School, Cumbria
- 16 Seascape CE Primary School, County Durham
- 18 Netherthorpe CE Primary School, Sheffield
- 20 St Edmund's RC Primary School, Manchester / Grimes Dyke CE Primary School, Leeds
- 22 Tilery CE Primary School, Stockton-on-Tees
- 24 **YOUNG VOICE CONCERNS**
- 26 **PARENTS' VITAL ROLE**
- 28 **GENUINE COMMUNITIES**

For more details and ideas to help your school, please visit the Forgotten 40 website www.ineosforgotten40.com



Raising expectations

GREAT accomplishments often start with great aspirations.

That's why teachers, involved in INEOS' Forgotten 40 initiative, are keen to inspire all children to dream big.

"We need to show children what's out there, and what the world has to offer, but also the effort that is needed to get there," said Iain Parks, headteacher at St Mary and St Paul's Primary School in Prescot, near Liverpool.

He said that means working hard at school – and understanding the positive benefits of getting a job.

"Some of the children are under the impression that work gets in the way of what you want to do, but if we can show them that getting a job improves your mental wellbeing and gives you a sense of purpose, we are halfway there," he said.

"They need to be exposed to this other world so they can see it is not out of their reach."

What can make it more challenging for teachers is that, although the children live in

'Many of our families don't know what their children's lives could be like if they broke away from this cycle of deprivation'

- headteacher
KATIE BARRY

loving homes, there is little ambition there. But Katie Barry, headteacher of St George's CE Primary School in Gainsborough, believes that can be changed too.

"Many of our families face significant daily challenges linked to deprivation," she said. "Poverty, stress, poor health, crime to name but a few. All of these factors affect aspiration. What is there to look forward to? What is there to aim for?"

Changing mindsets, though, is not something that can happen overnight.

"Many of our families do not know what their lives or their children's lives could be like if they broke away from this cycle of deprivation," she said.

"They don't know the excitement of boarding a plane and jetting off to

experience the sights, sounds, smells and tastes of a foreign land. If you do not know these things, why would you go out of your way to achieve them?"

The Forgotten 40 project is doing its best, thanks to inspired initiatives from the 100 headteachers, to open those doors and minds to new ways of looking at life.

For the late Oliver Wendell Holmes JR, an American lawyer, believed that a mind stretched by a new experience can never go back to its old dimensions.

And that is certainly what teachers, involved in INEOS' radical approach to tackling childhood poverty, are hoping.

Experience has the power to change someone's outlook because it opens up new ideas and new possibilities. New horizons suddenly come into view.

Iain, now 39, grew up in a modest home in Middlesbrough and attended Linthorpe Primary School.

"As a family, we did not have much, but my friends did," he said. "They went on days out, played for sports teams and had lovely holidays. But because of that, it made me want to have their opportunities more."

But pupils in his school in Merseyside are very often surrounded by children in

similarly deprived homes so they don't know what they are missing.

"My worry is that when children feel hopeless, they learn to not want," he said. "And that's possibly the most dangerous position for anyone to be in."

Clare Higgins is headteacher at Holy Cross Catholic Primary School in Birkenhead in a similarly deprived part of the UK, and has been focusing on overcoming stereotypes and stigma.

"The narrative surrounding children in disadvantaged areas often focuses on their limitations and the challenges they face, but if they are exposed to examples of success from their own amazing community, they will see that it is possible to overcome obstacles and achieve their goals," she said.

"When they predominantly encounter negative narratives about their communities, it can limit their ambitions and lead to a lack of motivation.

"By changing the narrative and showcasing positive role models, success stories, and opportunities, we can ignite their motivation and inspire them to aim higher."

Nick Anderson, headteacher at Bede Community Primary School in Gateshead, has been doing his best to raise expectations

among his young pupils.

"School visits and links with local universities are essential," he said. "We try to make sure as many of our pupils fulfil their potential and show them jobs that they could do."

Being born into poverty does, he said, impact on a child's life chances. "I have met many disadvantaged children who are so clever," he said.

"But unless they get the support and education they need, they will never fulfil their potential. Education is the only way out for these children."

Steve Herbert, headteacher at St George's Primary School in Cumbria, believes fairness lies at the heart of what INEOS is trying to achieve.

"If we can show children – and parents – from poorer homes that opportunities are open to them too, then the children will expect not only more from others, but also themselves," he said. "And that has the potential to be transformative."



'If children are exposed to success from their own communities, they will see that it is possible to overcome obstacles and achieve their goals'

- headteacher
CLARE HIGGINS



ST GEORGE'S PRIMARY SCHOOL
Gainsborough

Year 6s shown a
whole, new world

University challenges pupils to think differently

IT is an institution which had been educating young people in the heart of Lincoln's history city for more than 150 years.

But many of the children, who lived closest to Bishop Grosseteste University, had never heard of it.

What went on there was of no interest to them. Or so they thought.

But Katie Barry, headteacher of St George's CE Primary School in Gainsborough, wanted to change that.

Using INEOS' Forgotten 40 funding, she decided it was time to educate them about what they could do with their lives – if they worked hard at primary and secondary school.

And it worked.

"When we got back on the bus to go back to school, all they could talk about was what jobs they wanted to do and what course they would need to do at university," she said.

The seeds were sown.

Since then, she has taken more year 6 children to meet the under graduates and tour the university campus and lecture halls, where Paralympian Jade Etherington studied education and geography.

"Before these visits, many of the children



'All they talked about was what job they wanted to do when they left school'
- headteacher
KATIE BARRY



didn't even know what the word 'university' meant," she said. "None knew of a friend or family member who had ever been."

So far 60 year 6s have made the 34-mile round trip to Lincoln, each time returning to school ready to inspire the year 5s.

"We give them a chance to talk to the year 5 children about what they saw, what they have learned and what their hopes for the future are," said Katie.

"And next year, I plan to invite parents to watch this presentation, too."

The school's motto is 'reach for the stars' and it's a philosophy which is woven into the curriculum.

"Considering future employment options is a conversation we regularly have with the children," she said.

What Katie likes most about this initiative, though, is that it costs very little so it will be sustainable if INEOS decides to stop funding its 100 schools.

"All we have to do is pay for the bus so we can go every year," she said. "It is very cost effective but has an immediate impact."

She said the university was also sensitive to the fact that university life would not suit everyone.

"College is discussed as an alternative option, as are apprenticeships," she said.

School makes a case for the importance of learning to debate

Young ones discover their voices of reason

CP Scott, the long-time editor of *The Manchester Guardian*, believed that opinion was free, facts were sacred.

Pupils from St Malachy's Primary discovered the importance of both at a debating club, which had been set up in their school with funding from INEOS' Forgotten 40 initiative.

Over the weeks that followed, the children debated a whole host of potentially explosive issues. Should zoos be banned? Should all families be forced to house a homeless person? Should people be paid to recycle?

Sometimes the children argued for, sometimes against. Often, though, against their own beliefs.

In fact, they got so good at it that headteacher Janine Parker decided to pit them against children from other schools. "They had grown so much in confidence," she said. "They had learned how to share their opinions respectfully, how to speak persuasively, think quickly, and listen carefully in order to make points of rebuttal."

The 20 children from years 5 and 6 took on the great and good from 10 other schools in a local league and won.

ST MALACHY'S PRIMARY SCHOOL Manchester

That victory earned six of them a place in the national Primary Urban Debate League finals at the Houses of Parliament, where debates about government policy, proposed new laws and topical issues of the day are regularly discussed.

Although the children from St Malachy's didn't triumph in the fiercely-contested final – that honour went to Elmhurst Primary in London – the experience has opened their eyes to what lies beyond school.

'It gave them a depth of understanding for people unlike themselves'

"They came home from London with raised aspirations," said Janine. "They now know that anything is possible and that they can be politicians and lawyers, if they work hard."

One child went even further, mapping out her entire future, which would start by securing a place at Cambridge, one of the best universities in the world.

In a world where social media very often reinforces one's own opinions, debate

forces people to listen to the opposing viewpoints.

It is that ability to analyse and criticise one's own beliefs which is at the heart of critical thinking, a skill widely believed to help people make better, more informed decisions.

The Paris-based Reboot Foundation said research had shown that individuals with greater critical thinking skills led happier and more productive lives.

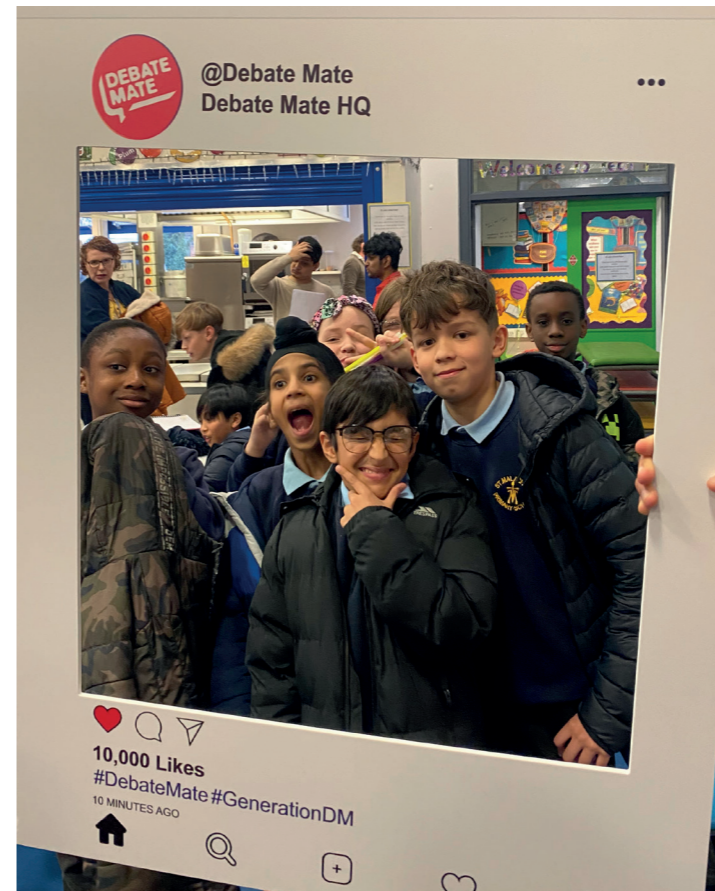
"Their ability to reason through various life situations reduces their chances of making bad or costly decisions, like racking up credit card debt," said foundation founder Helen Lee Bouygues.

Janine, who also used INEOS' funding to set up other extra curricular activities, said her pupils had enjoyed hearing different points of view.

"It gave them a depth of understanding for people unlike themselves," she said.

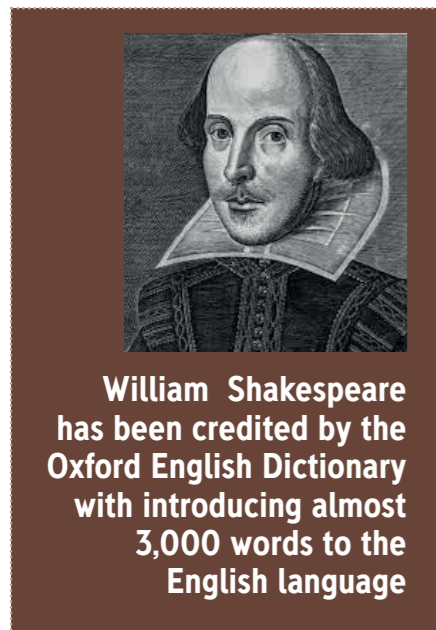
Sheila Loughlin, one of the Forgotten 40 team, described the trip to London as a brilliant opportunity for the children.

"It is just the sort of thing we hoped would be the outcome of the INEOS gift," she said.



'They came home from London with raised aspirations. They now know that anything is possible if they work hard'
- headteacher JANINE PARKER

A midsummer night's dream



William Shakespeare has been credited by the Oxford English Dictionary with introducing almost 3,000 words to the English language

**RIVERSIDE PRIMARY SCHOOL
Merseyside**

IT was the stuff of dreams for pupils from Riverside Primary School – and a world away from their lives in Merseyside.

Having beaten scores of schools in the run-up to the final showdown, they were invited to perform their original Shakespeare Medley at The Globe theatre in London – alongside pupils from some of Britain's most prestigious schools.

And they didn't disappoint. "Their performance brought the audience to its feet," said Julie Blake, co-founder of The Poetry by Heart competition.

For headteacher Christina Lahive, it was a proud moment.

"Watching our children perform Shakespeare on stage at The Globe with such zest, spirit and heart filled me with immense pride and joy," she said.

It was also deeply personal for a woman who attended a secondary school in a catchment area similar to Riverside.

"I remember our English teacher announcing at the start of term that we would not be studying the Shakespeare play as planned because he wasn't for children like



us," she said. "I have never wanted a child in my school to feel like I felt that day." In fact, she believes it would have been a tragedy not to expose her pupils to the wonderfully witty world of Shakespeare. "They have relished embracing the language he used, especially when they were given free rein to insult me," she said.

"I was greeted with a barrage of insults such as 'thou art a giddy, wasp-stung flibbertigibbet'."

The year 6s, who were chosen to open the Poetry by Heart grand finale at The Globe, have been studying Shakespeare's classic comedy, *The Taming of the Shrew*, in their final year at primary school.

In the run-up to the final, screenwriter and novelist Frank Cottrell-Boyce visited the school and delighted all with an impromptu rendition of *Brush up Your Shakespeare*.

Afterwards, he tweeted how he had been blown away by the children's unforgettable



performance of 'You're Welcome' from Disney's *Moana*. "It's not solely about resources," he said. "I visited two schools on the same estate on the same day. One was a shining beacon of light. The other – five minutes walk away – was a bin fire. Leadership makes a difference."

He later sent each child a book token as a thank you for 'a wonderful and inspiring day'.

Riverside has always been passionate about the performing arts and has won countless awards.

As part of its latest art project, pupils were tasked with learning a poem by heart.

"Poems are like sustenance, like good food," said Joseph Coelho, a British poet and children's author. "When you learn a poem, you take it into yourself. It becomes part of you."

Although other year groups didn't qualify for the Poetry by Heart's grand finale, they will still have the opportunity to perform

their poems on stage in a whole school community performance at The Floral Pavillion Theatre.

In all, 13 year 6 children, four parents and nine members of staff travelled to London for the final. Only two of the children had ever been to London before.

"They had a wonderful time," said Christina. "And they even got to see a performance of *A Comedy of Errors* at The Globe."

The ability to recite a poem by heart also tied in neatly with the school's Passports of Possibilities, an initiative funded by INEOS.

"These passports are our way of ensuring that every child at Riverside has a record of all their enchanting childhood experiences," said Christina.

"We care so much about the creative arts, but with the huge financial constraints placed on our budget, we just would not have been able to achieve all we have without this funding."



INEOS funds initiative to tackle low self-esteem

Pupils conquer their fears as they scale new heights

ST JOHN'S PRIMARY SCHOOL
Benwell, Newcastle

CHILDREN at a primary school in Newcastle have discovered a love of climbing without ever setting foot in the mountains.

Instead they have been honing their skills – and learning to conquer their fears – at an indoor climbing centre in the city.

“The confidence it has given them to tackle other things has been amazing,” said Tracey Caffrey, headteacher at St John’s Primary in Benwell.

Initially, 20 children were handpicked by the school to attend six, one-hour sessions – funded by INEOS – at the Newburn Leisure Centre.

Those with low self-esteem, poor mental health and lacking resilience were offered the chance to learn how to scale the walls alongside a qualified instructor.

Week one, not everyone was keen to learn the ropes.

“For some, it was very daunting,” said Tracey. “Some of them didn’t even lift a foot off the ground and just getting them into a harness was a challenge.” But the children were set

goals for the following week.

“We stressed that it was their personal journey, not a race to the top of the trickiest wall,” she said.

That said, by the end of the sixth session, some were regularly racing to the top.

“The sessions taught them so many valuable life skills,” said Tracey. “They realised the importance of setting goals, stepping out of their comfort zone, and it also showed them that they’re braver than they think.”

Thanks to INEOS’ Forgotten 40 funding, more children – in need of a helping hand – will be given the opportunity to scale new heights.

‘The confidence it has given them to tackle other things has been amazing’
- headteacher
TRACEY CAFFREY



VR headsets expose children to the wonders of the world

Outside world comes into view

MONTREAL PRIMARY SCHOOL
Cleator Moor, Cumbria

A SCHOOL in a once-thriving mining town has been broadening the horizons of its pupils using virtual reality.

Montreal Primary decided to invest in VR headsets to expose their children to the wonders of the world around them. And they love what they have seen so far. "We believe all children deserve the same



experiences, regardless of where they live or how much money their families have," said headteacher Laura Freestone. "And these headsets are helping us to do that."

She said the children had come face-to-face with lions on safari, explored New York's towering skyscrapers and hung out with monkeys in a jungle.

"And they have done it all without leaving the classroom," she said.

The VR headsets have also provided unique experiences that are impossible in the real world such as travelling back in time.

Using the technology, the children have visited ancient Greece and experienced the 1666 Great Fire of London, which destroyed 13,200 houses, 87 parish churches, The Royal Exchange, Guildhall and St Paul's Cathedral.

And aside from the thrill of landing a spacecraft on the Moon, the children have also gained an insight into what lies beyond the school gates.

"It's really excited their imagination, which has helped enormously with their writing," said Laura. "But they also now want to do these things and visit these places in real life."



The school, which lies on the edge of The Lake District, does what it can locally to expand their horizons, by taking the children canoeing, rock climbing and hiking.

But it wants to do more – and virtual reality is helping.

"School is so much more for our children than just education," said Laura.

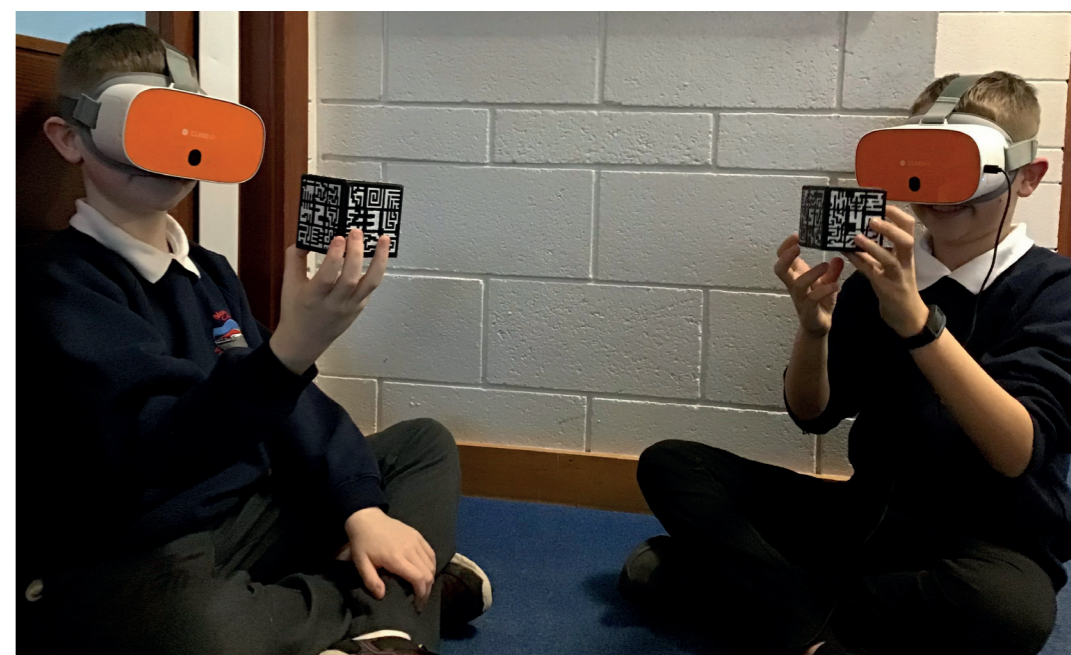
"We want them to have the same experiences and opportunities as other children across the country. These VR experiences are realistic and provide a wealth of knowledge and understanding."

The school bought the eight VR headsets with money donated to the school through INEOS' Forgotten 40 initiative.

Since then, teachers have been using them to bring geography, history, literature and science to life.

"I felt like a doctor when we got to see human body parts like the brain and the kidneys," said one boy.

'All children deserve the same experiences, regardless of where they live or how much money their families have'
- headteacher
LAURA FREESTONE



New adventures give pupils
a real confidence boost

Lessons learned in the great outdoors

SEASCAPE PRIMARY SCHOOL
County Durham

THE great outdoors unwittingly taught pupils from a primary school in County Durham a great lesson this year – the importance of self-belief.

And one who learned that lesson really well was Alisha.

The 11-year-old, who is in year 6 at Seascape Primary School, had been dreading the 11-metre high ropes course at Moor House Adventure Centre in Durham.

The thought of being just 6ft off the ground terrified her.

“Her legs were literally shaking and she wanted to stop and come down,” said pastoral manager Tara Duncombe.

But words of encouragement from her school pals kept her going, and by the end of the trip, she had not only conquered The Cube, but had taken the leap of faith – jumping from a great height into the unknown.

“She was so proud of herself,” said Tara. “She jumped without even hesitating.”

Alisha was one of the 60 pupils who spent two days at the adventure centre.

In the past, only those children, whose parents could afford the £180 bill, had been able to go.

Often that meant only a handful benefited from the array of activities. This year, thanks

to INEOS' Forgotten 40 funding, 24 from year 6 and 36 year 5 children spent two days cooking over a campfire and learning to use a rifle.

They also climbed trees, built shelters and squeezed through the narrowest of tunnels in a 'cave bus'.

“These were all experiences that I took for granted as a child,” said Tara. “But they gave the children a real sense of adventure.”

“They also really enjoyed pushing themselves to complete activities that were challenging and a little scary initially.”

Anxious patients were able to watch events unfold at home thanks to a WhatsApp group set up by the teachers.

“We sent them regular updates about their children and a recording of them singing around a bonfire before they went to bed,” said Tara.

When the trip ended, the children returned to school, excited to be sharing tales of their adventures but exhausted.

“They had all pushed themselves out of their comfort zone to achieve something they didn't think they could,” said Tara.

“And they had all grown in confidence.”

They also wanted to go back – and experience more of what the centre could offer.

“One boy discovered he loved climbing and wanted to know how he could do this as a job,” said Tara. “We left Moorhouse with him having a sense of where he wanted to go when he's older.”



‘They all pushed themselves out of their comfort zone to achieve something they didn't think they could’

- pastoral manager
TARA DUNCOMBE



Sheffield's musical youth hit right note

School is invited to perform at Birmingham's Symphony Hall



A HEADTEACHER from Sheffield has been singing the praises of her pupils – and justly so.

For a group of her talented children from Netherthorpe Primary School won through to the finals of the Music for Youth's National Festival competition.

"There were around 8,000 entries but only 24 schools reached the finals, and we were one of them," said Liz Gray.

The children from years 3, 4 and 5 had teamed up with Rainbow Forge Academy because they share the same music teacher. Together, under Emma Ede's watch, they recorded two songs at Red Tape Central recording studio in Sheffield – Jim Papoulis' When I Close My Eyes and Something Just Like This by Coldplay and The Chainsmokers.

"We sent the recordings off to the competition organisers, but never heard

PICTURES: Splat Photo



NETHERTHORPE PRIMARY SCHOOL Sheffield

anything," said Liz. In the meantime, the school booked a trip for the entire key stage 2s to see a concert by The Halle Orchestra in Sheffield.

And then came the good – and the bad – news.

The good news was that the joint choir had made it through to the final and would be performing at Birmingham's prestigious Symphony Hall.

The bad news was that the event clashed with the school's planned Halle trip on July 7.

"Fortunately, the children weren't too disappointed when they realised the reason why they wouldn't be going to see the Halle," said Liz.

First, though, was the small issue of how to get there.

"We couldn't justify spending more than

£4,000 on two coaches," said Liz. "And coaches were in short supply."

Undeterred, she appealed for help via BBC Radio Sheffield but was unsuccessful.

Eventually, though, she found a more reasonably-priced, 72-seater coach operated by Midlands-based Johnsons Coaches.

"It was perfect," she said.

On July 7, the plan was for Netherthorpe pupils to stop off for a practice session at Rainbow Forge before they all boarded the Birmingham-bound coach.

"We hadn't done any practice since we recorded the tracks at Red Tape," said Liz.

The coach pulled up outside the Netherthorpe school gates, and the choir, eight parents, teachers, the accompanist and pianist got on.

"The driver was grumpy when we explained that we needed to stop at Rainbow Forge en route to Birmingham," she said.

But it soon became apparent why he wasn't in a good mood. They were on the wrong coach and the driver wasn't keen on

negotiating the traffic in Birmingham.

When the driver pulled up outside Rainbow Forge Academy about 20 minutes later, everyone got off.

"We had only travelled about eight miles to the other side of Sheffield, but the children's experiences are so limited that they assumed they were in Birmingham," said Liz.

Eventually their Johnsons coach arrived and everyone got on.

When the children finally caught sight of the symphony hall, they were blown away. "They absolutely loved the hall," said Liz. "They had never seen anything like it."

And despite the grand setting, when it came to performing, there were no signs of nerves, their voices blending beautifully as they sang their two original songs plus I Have A Voice by Frank Wildhorn.

"They were really, really proud to be representing their school," said Liz.

The school is now waiting to hear whether they will be invited to perform at the Royal Albert Hall in London. But the signs are

looking good for the choir, which was set up with INEOS' Forgotten 40 funding and practises once a week.

Tom Chapman, one of the music mentors, described their performance in Birmingham as dynamic, varied and well-voiced.

"They presented three enjoyable songs," he said.

'They were really, really proud to be representing their school'

- headteacher
LIZ GRAY

Pupils produce the goods for all to sample

Children reap fruits of their labours

ST EDMUND'S RC PRIMARY SCHOOL
Miles Platting, Manchester

PATIENCE is a virtue worth teaching because it helps young people to understand that some things in life are worth waiting for.

India's greatest leader, Mahatma Gandhi, who endured years of hardship in his struggle for justice and freedom, once said: "To lose patience is to lose the battle."

At St Edmund's RC Primary School in Miles Platting in Manchester children learned their own valuable lesson in patience after planting seeds.

Watered

Every day, they weeded and watered the raised beds as they checked on the progress of their fruit, vegetables and flowers, hoping for some signs of life.

And then finally, one day, it happened – and the potatoes, carrots, runner beans, broad beans, French beans, lettuce, curly kale, cabbage, celery, strawberries, sunflowers, sweet peas, geraniums, daffodils, tulips, tomatoes and pumpkin began to emerge.

"Seeing the results of their planting gave them such a great sense of achievement," said headteacher Anne Clinton.

But patience wasn't the only lesson learned. "A lot of children didn't know potatoes grew

under the ground," said Anne. "And they were surprised to see beans inside the pods."

The beauty of growing their own fruit and vegetables in school also meant they could take home their produce, but there were no takers for the curly kale and cabbage. "They didn't fancy those," said Anne.

The school decided to create its own allotment with money from INEOS' Forgotten 40 initiative to help the children understand where their food came from – and encourage them to be more adventurous with their diet. "They have also loved being outdoors and caring for the plants," she said.

The Royal Horticultural Society has always been a big believer in the benefits of gardening and being in a garden.

Recent research showed that four in five teachers who signed up to the RHS Campaign for School Gardening reported that gardening had had a significant positive impact on pupil health and wellbeing.

'Seeing the results of their planting gave them all such a great sense of achievement'

- headteacher
ANNE CLINTON



STAFF at Grimes Dyke Primary in Leeds have been cooking with produce grown in the school allotment for more than two years.

Pupils created the vegetable patch using INEOS' Forgotten 40 funding.

"The children now understand seasonal eating and where their food comes from," said headteacher Louise Hill. They have also been growing

GRIMES DYKE PRIMARY SCHOOL
Leeds

strawberries, raspberries, blackcurrants and gooseberries which all make for tasty, healthy snacks while they're out playing.

Forgotten 40 money was also used to build a shed in an outdoor corridor to house all the gardening tools. "The shed is my pride and joy," said Louise.



PUPILS from Grimes Dyke Primary in Leeds found themselves in the National Gallery in London after wowing judges with their interpretation of Gentileschi's painting, The Finding of Moses. Gentileschi's painting shows a scene from the Old Testament where Pharaoh's daughter discovers baby Moses, hidden in a basket amongst bulrushes on the River Nile.

Children from Grimes Dyke decided to create their own version of the painting, using a local pond and woods for the background – and the judges loved it.

In all, works of art from 30 different primary schools, including Grimes Dyke, were chosen to feature in the Take One Picture exhibition at the National Gallery.

Headteacher Louise Hill said every year the school devotes five days to the Take One Picture competition.

"We spend the week focussing on one painting chosen by the gallery and see where it takes us," she said. "And we are often surprised by the imagination of the children who take us off in a direction we never expected."

Once the picture had been delivered safely to London, all Louise had to do was book tickets so eight children could view it in situ.

"We couldn't miss that opportunity," she said.

£2 meal bag gives families the ingredients for success

Parents say hello to a fresh way of cooking

TILERY PRIMARY SCHOOL
Stockton-on-Tees

ASCHOOL has taken a leaf out of Hello Fresh's cookery book to make life easier for those struggling to buy healthy meals for their families.

Every three weeks, Tilery Primary in Stockton-on-Tees chooses a class and then invites every family to take home an easy-to-follow recipe – and all the ingredients – to make a delicious meal.

"It's our own version of Hello Fresh," said headteacher Judy Stanyard.

'There is no stigma to walking out of school with a bag full of food'

But while Hello Fresh, the global meal delivery service, charges about £40 for three meals, all the primary school asks for is a voluntary contribution of £2.

But even those who don't pay, still get a bag of food.

"It might seem like a small project, but it is making a big difference," said Judy. "We know that lots of our children are getting to experience meals they would probably never have tried before."

The uncooked, bagged meals are delivered to children at the end of the school day. And, thanks to some clever marketing by the

school, the £2 Meal Bag scheme is viewed as an opportunity for the children to help prepare a meal at home rather than as a handout to poor families.

"There is no stigma attached to walking out with a bag of food," said Judy. "The children see it as exciting, and love it when their class is chosen."

The idea for Judy's meal bags came from fellow headteacher Kerry Coe, who launched a similar scheme at her school in Stockton-on-Tees.

"We were very concerned about food poverty, but we were also aware that some of our parents would rather go without, than admit that they needed help," said Judy. "Many of our families are very proud."

Each child is invited to take part in the £2 Meal Bags scheme by letter. Parents are asked to sign and return the form if they want a meal kit.

"An added bonus is that parents have started reading letters to check that they don't miss out and we get 100% attendance from the class on the day of the bags because no one wants to miss out" said Judy.

The scheme is being funded through INEOS' Forgotten 40 programme.

"It runs at a loss of at least £150 each time so I would not be able to do it without this funding," she said.

If – and when – INEOS' funding ends, Judy said she hoped to source funding from local supermarkets so she could continue to provide regular meal kits. "We have also considered sponsored events and bag packs to keep the money coming in," she said.



'It seems like a small project, but it is making a big difference'

- headteacher
JUDY STANYARD

'I don't like poor people having no food'
– YEAR 2 BOY

'I worry about my mam and dad. I love my mam. My dad has diabetes'
– YEAR 4 BOY

'I have heard about five-a-day, but I don't think I've had it'
– YEAR 3 BOY

'I live with my dad. I have a sister. She lives with her dad and sometimes her brother and sister. They are not my brother and sister. Mummy lives on her own'
– YEAR 3 BOY

Research provides snapshot of children's lives

Young voice their concerns

'I don't want to talk about my house because it's not good for kids. The boiler is broken and there are holes in the ceiling'
– YEAR 3 GIRL

'I love my family very much because they take care of me'
– YEAR 6 GIRL

'I didn't have tea last night and I haven't had any breakfast today. The last time I ate was burger and pasta in school the day before at lunchtime'
– YEAR 6 GIRL

'I would like to go to the beach when I'm 18 or 19 so I can go on my own. I like the beach but we don't go on days out at all'
– YEAR 2 BOY

'It's not good sharing a room with my older sister. She is always on the Xbox and banging it if she loses'
– YEAR 4 GIRL



Research: Brian Padgett

RESEARCH provided INEOS' Forgotten 40 team with a snapshot of life for 270 children living in some of the poorest communities in the UK.

They discovered that many children regularly went to bed at 9pm with a couple still awake at midnight.

The research, which was carried out by headteachers involved in the Forgotten 40 initiative, also showed that families rarely ate together as a family.

"Most often, children ate on the sofa, watching television, or in their bedrooms, while playing on digital devices," said Brian Padgett, a former deputy headteacher who is a member of INEOS' Forgotten 40 team.

Of the 270 children interviewed, almost half of them lived with lone parents. Others lived with their grandparents.

"All the single parents worked," said Brian. "But juggling the demands of work and family was clearly difficult and exhausting. The children often commented on how tired their parents were." Worry was a common thread. Research

showed that the children worried about their parents' health, especially since the COVID crisis, the homeless, money, food, crime and violence in their own neighbourhoods, and wider issues, such as global warming and plastic pollution.

"I am safe at school, but I'm not safe at home," one year five boy told his teachers.

A girl in year three told how someone had been stabbed in her neighbourhood.

"There are horrible people here," she said. "It's not safe."

With little to do at the weekends and in the evenings, many of the children interviewed said they spent hours on digital devices.

"I go online because it keeps me busy," said one girl in year 3.

The eight-year-old said she had two tablets, an Xbox and a TV in her room, allowing her to play Minecraft and watch videos on TikTok, despite the app having an age rating of 13+.

For the poorest, most stretched families, weekends and school holidays rarely offered the promise of adventure or excitement.

"When it's the summer holidays, we go in the paddling pool," said one year 3 girl. "We put

chairs outside." Others said they simply stayed in bed or in their pyjamas all day.

But there were rays of hope. The children unconditionally loved their parents, whether they were living together or apart.

They loved school and learning new things. They loved their teachers and being with their friends.

And they loved playing outside, when they could, with their friends.

"The interviews made difficult reading, but they provided a rich source of soft data to help us appreciate the lived experience of these children," said Brian.

'I have never been on holiday. I'd like a holiday'
– YEAR 2 BOY

'I relax by watching You Tube on my tablet. Probably for about six hours at the weekend but not every day'
– YEAR 3 BOY

Children look to parents to lead way

Schools forging partnerships to ensure everyone gets help

PARENTS have an important role to play in changing the mindset of their children.

Teachers know that they have the power to influence them in a good – or a bad – way, so they believe working in partnership with parents is essential.

“We have worked hard to become a support hub for our community,” said Clare Higgins, headteacher at Holy Cross RC Primary School in Birkenhead.

“It is a place where parents and carers now have access to resources that can assist them in their parenting journey.”

The vitally-important role of parents became evident during interviews with three children from each of the 100 schools involved in INEOS’ initiative to try to tackle childhood poverty.

The children were asked to talk about their families, their routines, their diet, their worries and what made them happy.

“We felt that if we wanted to understand what might be stopping these children from fulfilling their potential in school, we needed to understand what was going on at home,” said Brian Padgett, a former deputy headteacher who is one of the Forgotten 40 team.

In all, 270 children were interviewed with their parents’ blessing.

“What came through, time and time again, was the strength of the bond between children and their parents,” said Brian.

“Family means everything to these children and parents are the focus of each child’s happiness, hopes and anxieties.”

Headteachers have suspected this for years and have done what they can to help with limited funds.

INEOS’ gift of £20,000 to each of the 100 schools has allowed those headteachers to really make a difference.

“We have had real success in building partnerships with our parents in school,” said Vanessa Thomson, headteacher at Oakwood Primary School in Glasgow.

“We plan regular, family events during and after school so parents and children can play together, make art, read or cook because we know that, however challenging the personal circumstances, all of our parents want the very best for their child.”

Vanessa is also pushing to develop more qualification-based skills to help her pupils’ families get jobs.

“If we can support and develop skills-based qualifications, we can give our families choices, which are a key to helping lift families out of poverty,” she said, adding: “If we are serious about asking the big question of how to reduce poverty then the answer lies in quality partnership between the third sector, parents and the school.”

At Holy Cross, the school hosts weekly coffee afternoons and also runs daytime and after-school workshops for parents while teachers care for their children. “These offer guidance on various aspects

‘Family means everything to these children and parents are the focus of each child’s happiness, hopes and anxieties’

**- Forgotten 40 team member
BRIAN PADGETT**

of parenting, such as the importance of developing sleep routines so their children get a good night’s sleep,” said Clare.

The school also works with the charity, Engage and Change, which runs parent workshops to help those struggling with their own mental health or drug addiction.

“Both were seen as barriers to the children attending school and reaching their potential,” said Clare.

Other headteachers have been keen to invite parents into school to show them how to cook healthier meals for their children using a slow cooker.

Iain Parks is headteacher of St Mary & St Paul’s Primary in Prescot, Merseyside, and believes parents should be encouraged to lead the way.

“Parents are the best generator of desire to work,” he said. “If we want children to work in the future we need to start with the parents and instil this work ethic and desire to improve our country.”

He remembered how a year 6 pupil, who had been a ‘complete joy’ to teach, had suddenly switched off at school.

“After years of watching her mum in difficult, violent relationships and constantly offering support, she had decided that school wasn’t for her and she would be better off getting pregnant and a house by 16,” he said.

But that wasn’t the future Iain had envisaged for her.

“It was heart-breaking but we realised she just needed someone who believed in her,” he said. “She’s now at secondary school, doing very well and taking her GCSEs.”

What makes it harder is that little has changed for these families from one generation to the next.

But that doesn’t mean things cannot change.

Iain said that schools could help by helping to improve parents’ social skills and qualifications. But he said the government also needed to adopt a fairer system where basic work was better paid than the benefit system.

For a change in attitude among parents could lead to a change in fortune for their children.

Tara Duncombe, the pastoral manager at Seascope Primary School in Peterlee, said her school was very involved with the parents.

“Breaking cycles of disadvantage means giving hope to families and communities, not just children within schooltime,” she said.



Families are sitting on their greatest asset

Importance of caring for your community

NELSON Mandela believed that we can all change the world and make it a better place.

"It's in our hands to make a difference," he said.

Iain Parks, headteacher of St Mary & St Paul's Primary School in Prescot, Merseyside, believes it's just a question of finding leaders who can influence from within their own communities.

"With the right type of leadership, and push, these communities will come together to try and make their own change because they want lives that are the best, but often they aren't sure how to get it," he said. "The leaders are there. They just need finding."

Many of the schools involved in INEOS' Forgotten 40 initiative also believe they too have a vital role to play in keeping their local communities together – and giving them hope.

Lemington Riverside Primary School serves a traditionally working class neighbourhood in Newcastle upon Tyne.

It is a proud Geordie community on the banks of the River Tyne, with an illustrious industrial history. But, like many other similar communities in the UK, it has

suffered in the post-industrial era.

"Despite having an infectious positive community spirit, Lemington faces huge challenges," said headteacher Craig Heeley.

"Poverty, high crime rates, poor housing stock and under investment in community and health facilities are just some of the barriers faced here."

When he became headteacher about four years ago, his vision was simple: the school should not just be a place where children came to learn and grow, but a place that the community could also count on.

And that's what he has been doing ever since.

For the first time in many years, school numbers are increasing thanks to a passionate and dedicated team with huge ambitions.

"None of that has come easily though, as it is set against a backdrop of school funding cuts, a huge increase in children with identified SEND needs, a significant rise in social, emotional and mental health difficulties and a huge number of families reaching out to us for additional help and support," said Craig.

When rising and maintenance costs forced the school to downsize, it decided to set up, with charity Action for Children, a

community hub in the empty building.

"We won't be charging the charity rent for using the space, as we recognise the huge social value such a hub will bring to the community," he said.

The hub will offer after school, holiday and weekend activities for children, teenagers and families, adult learning, wellbeing groups for women and men and health drop-in services.

"Lemington currently doesn't have a GP and the nearest surgery is almost two miles away," said Craig.

Despite the challenges – and there are many – Craig and his team are determined to continue to support their community.

"First and foremost, our goal is to ensure our children are academically ready for the next stage of their schooling," he said.

"But equally as important to us is that we give our children memories and experiences that stay with them and inspire them for life and the INEOS Forgotten 40 donation has had a monumentally positive impact on helping us to do that."

'First and foremost, our goal is to ensure our children are academically ready for the next stage of their schooling. But equally as important to us is that we give our children memories and experiences that stay with them and inspire them for life and the INEOS Forgotten 40 donation has had a monumentally positive impact on helping us to do that'

- headteacher
CRAIG HEELEY

Schools on a mission

EASTCROFT Park Primary in Knowsley, Merseyside, and St Thomas Moorside Primary in Oldham are also great examples of schools wrapping around and supporting their communities.

Julie Withey, headteacher at Eastcroft, said many of her parents relied on benefits and could quickly reach crisis point and need emergency support. "A parent's inability to provide food and clean clothing has a direct impact on children's attendance and readiness to learn," she said.

Her school used Forgotten 40 funding to equip an existing room in school with resources to enable parents to meet the basic needs of their family.

Parents now have free access to a washing machine, a drier, fridge freezer, kettle, toaster and an oven, with food and toiletries, including personal hygiene products and nappies, in plentiful supply.

"School uniform and other clothing essentials are also available through donations from local stores," she said.

Elaine Wyllie, who is a member of INEOS' Forgotten 40 team, described Eastcroft's initiative as both thoughtful and effective.

"It takes a real understanding of needs to set up and maintain something which tackles poverty and deprivation," she said.

Adam Laskey said there was no sense of community when he became headteacher of St Thomas Moorside Primary 18 years ago.

And that was something that needed to change.

"He has dedicated his professional life to the school and to building the community," said Elaine. "He believes anything is possible with the right attitude."

Why children need a good night's sleep

Headteachers use Forgotten 40 funding to buy beds for children

TEACHERS are now buying beds and bedding for pupils to ensure they get a decent night's sleep.

Many know that sleep is as vital as food and drink to a growing child, but they are becoming increasingly aware that families on low incomes are struggling to afford beds for their children.

Sharon Cliff, headteacher at West End Primary School in Morecambe, has recently bought beds for families in need.

"We actually started going into some of our children's homes to see what help was required so we could provide it," she said.

Andrew Williams, headteacher at Penrhys Primary School in Wales, also recently bought beds and bedding for a family living in a cramped one-bedroomed flat.

The father had been sleeping on the floor, his daughter on the sofa and his two sons on a mattress in the bedroom.

"It was difficult for all of them," said Andrew. "The behaviour in school of one of the boys was deteriorating and the man's daughter

looked consistently sad and tired."

Desperate to help, Andrew used INEOS' Forgotten 40 funding to buy a new fold-up bed for the living room, new bunk beds for the two boys and new bedding for them all.

The father said he couldn't thank the school enough for everything it had done for his family.

"The children are now far more comfortable at night and in better moods in the morning," he said. "The boys are fighting far less as they are now apart instead of sleeping side by side."

Andrea Grace is a child sleep expert and a mother of four.

"It is utterly commendable that these headteachers are choosing to spend their grant from INEOS on beds for their pupils," she

'It was difficult for all the family. The behaviour of the boys was deteriorating and the daughter looked sad and tired'

**- headteacher
ANDREW WILLIAMS**

said. "Making sure that a child gets enough sleep will keep them healthier, happier and give them a head start with their learning in school."

The former nurse and health visitor, whose work is recognised by paediatricians and child psychologists, said children needed sleep for their growing bones and spinal and brain development.

"The symptoms of sleep deprivation and ADHD are virtually identical," she said. "If a child can be helped to get enough sleep, these symptoms often very quickly disappear."

She said those who do get a good night's sleep are able to control their emotions.

"You just don't see funny side of life when you are tired," she said.

Lack of sleep could also lead to a child being more prone to obesity.

So far, Andrea has not worked with primary schools but she would like to.

"I have just never been invited in," she said.

Sharon had planned to use Forgotten 40 funding on other initiatives, but due to the cost of living crisis, new priorities emerged.

"Deprived now has a new meaning," she said.



'The symptoms of sleep deprivation and ADHD are virtually identical. If a child can be helped to get enough sleep, these symptoms often very quickly disappear'
- child sleep expert
ANDREA GRACE



The Daily Mile



What is The Daily Mile?

The Daily Mile was first developed by Elaine Wyllie MBE when she was Headteacher of St Ninian's Primary School in Stirling, in February 2012. Since 2016, The Daily Mile has grown globally helping millions of children to get active every day.

The aim of The Daily Mile is to improve the physical, social, emotional and mental health, and wellbeing of our children - regardless of age, ability or personal circumstances. Children are encouraged to run, jog, wheel or walk outside for 15-minutes every day, at whatever pace suits the child best. It gets children active with their friends and teachers and refreshed for further learning.



18,000+ Schools & Early Years Settings | 4 Million Children | 90 Countries

The initiative is a profoundly simple but effective concept, which any school can implement completely free of charge and without the need for staff training or equipment. Its impact can be transformational - improving not only the children's fitness, but also their attainment, mood, behaviour and general wellbeing. The Daily Mile is not sport or PE, but health and wellbeing through daily physical activity.



Features & Benefits of The Daily Mile



Quick - 15 minutes



Every Child



Free, Fun & Social



Own Pace



No Equipment



Benefits Children



Increases Fitness



Boosts Mental Health



Improves Concentration



Builds Relationships



Find out more at thedailymile.co.uk or scan the QR code



[thedailymile.uk](https://www.facebook.com/thedailymile.uk)



[@thedailymileuk](https://www.instagram.com/thedailymileuk)



[@_thedailymile](https://twitter.com/_thedailymile)

