

## **REPORTS ON GRANTS AWARDED**

### **A selection of recent grant recipients - April 2016**

#### **COGGES HERITAGE TRUST**

**£9,000**



A grant in September 2014 allowed this Trust in Witney to establish a new education programme, Farming for Food, covering a range of curriculum areas including science, maths, history, literacy and design. Each visiting school is divided into groups of 13 and assigned a 'farmer' to guide them through a day of activities, such as market gardening, animal husbandry, sheep farming and wool production, and dairy farming. Children also design and produce a market-ready product to take away at the end of the session.

#### **CITY COLLEGE NORWICH**

**£2,304**

This college has helped create 'Grand Random Challenge' to conquer students' fear of maths. Based on plausible estimation, a series of totally random maths questions are created to focus students on the process of arriving at the answer rather than the usual mathematical, language and ICT skills demanded by the syllabus. A grant in December 2014 allowed the college to roll out the challenge throughout Norfolk schools and colleges. Resources including packs of cards, workbooks and short videos were created and teachers were trained in this unique approach. As a result of the grant, over 1,000 students have experienced Grand Random Challenge questions, and feedback has been particularly positive.

#### **ECHO ECHO DANCE THEATRE**

**£6,690**

This Northern Ireland dance company identified a gap in the provision of dance and movement education. An ECT grant in April 2015 allowed them to deliver two development days, with meetings between artist-teachers and schools to assess educational requirements, and a six-week programme of workshops with four primary schools. Movement workshops led by two artists and two musicians, focused on the physicality of animals. The company received extremely positive feedback, and several children have joined the company's weekly classes. Since this project the company has secured local authority funding to develop this work with eight other schools.



## ECO DRAMA

£9,785



This Glasgow charity uses theatre and drama to educate youngsters about caring for the natural world. The Out to Play project came about as a result of the outdoor education movement within the Scottish education system. An ECT grant in September 2014 allowed a drama artist to work with pupils and teachers. Outdoor sessions for 283 children focused on the role of storytelling and drama in an outdoor setting, while professional development sessions helped another 93

teachers engage their pupils with outdoor creative learning. The drama artist created a resource pack containing outdoor drama stories, games and creative outdoor learning techniques, and children took part in planting their own 'living stage' for a theatre production in the summer.

## PETROC

£4,900

This further education college in north Devon has 45 young people attending the Liberty Centre, a learning centre for students with specific learning difficulties and disabilities. The college has a small allotment where students learn to grow fruit and vegetables for the kitchen. The existing allotment was unsuitable for some students, particularly those using wheelchairs. A grant in September 2014 allowed the college to provide additional raised wooden beds in a paved area, improving access for students with disabilities and to provide tools and equipment for students with disabilities.

## ENDELIENTA

£1,000

This charity in north Cornwall held its third book festival in October 2015. The schools' day was divided into two sections - Book Surfers for secondary schools and Bookworms for primary schools. Seven secondary schools attended the Book Surfers sessions with four authors, and some children attending were less able and reluctant readers. Authors read from their books and discussed the importance of character; they led a workshop on suspense in which children wrote their own scenes and read them out, and talked about writing through history, making a small book and writing with quills. In the Bookworms sessions, children's authors worked with eight primary schools. Pupils attended a talk by a storyteller, then a workshop by an author who talked about the importance of character. Another author showed slides of his characters (teddy bears), and asked the children to come up with stories about them. A third writer talked about monsters and what makes them scary, inviting the children to make up their own monster.



### **GARSINGTON OPERA**

**£5,000**

Throughout 2015 this Oxfordshire festival opera company delivered workshops in ten local secondary schools and six primary schools. Working with an experienced creative team, 500 secondary school students created an opera in a day, in response to Mozart's *Così fan tutte*, composing original songs and discussing the opera's title, meaning and relevance today. The team found their work with Cressex Community School particularly rewarding given its demographic and considering the school's limited arts provision. The primary schools had a day workshop then joined two other schools for a further day's work, and finally all six schools united (163 pupils) for a day of collaboration and performance. A teacher from a school with students with severe learning needs wrote: '...none of our students would ever have had the opportunity to experience live opera, let alone learn with so many other young people. It will always be a challenge for us to do visits but yesterday proved that all of our efforts are more than worth it.'



### **GREAT CHART PRIMARY SCHOOL**

**£2,200**

This school in Ashford has been developing its large outdoor space. A grant in October 2014 allowed the school to buy a weather station, mini-beast activities, objects for classification and musical equipment. The school now has an outdoor classroom, a school garden and a science area, and has started a Forest School programme in a dedicated area in the grounds. Pupils spend significantly more time learning outside - their projects encouraged hedgehog hibernation, and they grow their own vegetables to use in cookery lessons.

### **FRUITMARKET GALLERY**

**£3,500**



This Edinburgh gallery brings some of the best contemporary art to Scotland. An ECT grant in February 2015 supported an inspiring programme of artist-led workshops for primary schools, enabling children from the city's most deprived primary schools to visit their local gallery and learn about art first-hand with practising artists. Five of the eight schools had never visited a gallery before. The programme developed pupils' and teachers' engagement with contemporary art. Teachers attended a special professional development session ahead of the children's workshops, and graduate artists were recruited to deliver workshops, giving them the skills to work with children.

**ST MICHAEL'S INFANTS SCHOOL****£1,290**

A grant in February 2015 allowed this Norfolk school to create a wonderful outdoor space for the children to explore nature and develop an awareness of biodiversity and gardening techniques. The project began with a competition to design the sensory garden - the final plan incorporated ideas from ten of the children, and children joined a lunchtime gardening club, helping to plant flowers, ferns and bushes. The garden is put to good use, with small groups of children going outside for a special time with nature. In the spring term, a new gardening club planted a variety of different vegetables.

**PATINA****£2000**

Each year this charity in Lewes organises art workshops and the Moving On parade and festival, for all local children in their final month at primary school. In 2015 the festival focused on the wildlife of the South Downs. Working with Sussex Wildlife Trust, the charity identified 15 special, unique or precious species, one for each of the participating schools. A member of the Wildlife Trust visited all the schools to give presentations on the unique and precious species of the South Downs. Local artists visited the schools and discussed the children's allocated species, and then worked with them to

design costumes based on the species. The resulting parade represented indigenous local flora and fauna as seen and interpreted by the children.

**CLIO'S COMPANY****£3,000**

This London charity has been working with All Hallows by the Tower on a series of arts-in-education projects for schools, using the rich history of the church. A grant in December 2013 supported the Ludenwic project, involving children from Tower Hamlets and Hackney spending a day in one of the City's most significant buildings, learning through drama and their own imaginations. The children took on characters of Londoners in 675 AD - half were Saxons and the other half wanderers passing through the old town. The groups took part in storytelling and a performance of Saxon poetry, and participants were left with open storylines to continue in workshops, with an invitation to compose their own Anglo Saxon poem. Back at school, the children devised further adult characters, with some groups including Saxon poetry in their performances. A teachers' booklet includes historical background notes, suggestions for preparing pupils for the day, ideas and patterns for simple costumes, and ideas for follow-up work.

**PUPPET PLACE****£1,500**

The grant to this Bristol charity gave 14-16-year-olds the chance to work with an experienced artist to curate the Bristol Festival of Puppetry community carnival. More than 80 children took part, developing puppet-making skills and creating a story for the 2016 carnival. The charity wants to build on the skills and knowledge shared in this project by developing a regional young puppet-makers' and performers' group.

### **YVONNE ARNAUD THEATRE**

**£1,000**

This Guildford theatre offers disadvantaged six to 22-year-olds free or subsidised places in drama classes, productions and workshops. An ECT grant in August 2014 contributed to their education in acting, production work, stagecraft, presentation, art direction, costuming, directing, project management and group work. The assisted places scheme benefited 22 young people with subsidised or free places. The theatre is developing the project's reach by forging links with local schools and special needs groups to identify youngsters who would benefit from engaging in drama.



### **UNIVERSITY OF BRISTOL BOTANIC GARDEN**

**£9,912**

A grant in September 2014 allowed the university to employ a part-time education officer to establish a sustainable schools programme for primary and secondary children. The children have explored plant adaptations in the glasshouses, seeing plants growing in three different climatic zones. Using hand lenses and a microscope, they closely studied flower shapes and forms, looking at their different parts - the workshop opened up a world of unseen evidence on how plants attract pollinators. The children also looked at a bee hive and learnt about different kinds of pollinators, their behaviour, the plants they feed from and how the hive is organised. In the sowing and growing workshop, through stories and hands-on experience, the children examined seeds, colour, shape, texture and size, learning the conditions they need to grow. One teacher wrote: "it fitted in perfectly with our science topic and we felt the children really benefited from the workshops".

### **WILDSIDE ACTIVITY CENTRE**

**£1,135**



An ECT grant enabled this Wolverhampton charity to reclaim and manage a strip of neglected woodland, increasing biodiversity and making the woods accessible for work with children and young people. Wildflower bulbs, plug plants and bare root trees and shrubs were planted, and the project's leader helped children make bird, bee and bat boxes. In July the charity undertook a biodiversity survey to establish a baseline for the population of animal, plant and fungi species, which recorded 306 different sites. The charity can now use the woodland for mini-beast hunts, den building, fungi forays and mammal tracking.

### **SAINT BABARA'S CHURCH**

**£2,000**

Five local churches in Coventry got together to create an arts festival which included concerts, discussions, workshops and a production of Britten's *Noyes Fludde*, overseen by a 19-year-old Gold Arts Award student. The production involved 100 primary school children playing 35 species of animals and birds - it gave children the opportunity to experience a live performance, play alongside professional performers, research Britten and his works and create their own art through mask-making. The grant funded tutors who ran the music, drama and mask-making workshops in the schools, and materials for art and dance workshops.

## MARINE CONSERVATION RESEARCH

**£4,500**



The Thames harbour porpoise project focuses on the Thames Estuary, once severely polluted but now a diverse, thriving ecosystem. A grant in September 2014 contributed to education and outreach work to raise awareness about wildlife in the Thames, and about the presence and distribution of harbour porpoises. The project offered schoolchildren hands-on learning opportunities through educational resources. A Key Stage 3 pack on the physics of sound examines how scientists

study sound, and why sound is so important to harbour porpoises - education packs are being produced for pupils at Key Stages 2 and 3 pupils. A short film was made about the project to show research methods, information on science in action and how the team uses sound from animals to study them. As a result of the success of this project, the team is planning a larger-scale marine wildlife conservation research project in UK coastal waters.

## ABBOTSFORD TRUST

**£7,827**

A grant in September 2014 supported the Heritage and Engagement manager's salary at the Melrose home of Sir Walter Scott. As a result of the appointment, the Trust engaged with 200 pupils on school trips, supported local pupils with complex learning needs to take part in outdoor learning, and gave local FE college students weekly training in land-based industries. Through the college, the education team has made contact with secondary schools. The gardens and estates team also hosts 15 apprentices from the local authority's technical services team, providing valuable practical training. Through the past year's work, the teams developed a keener understanding of the challenges faced by the different groups, and of how to manage such projects for mutual benefit in future.

## DULWICH PICTURE GALLERY

**£8,605**

This south London gallery received a grant in April 2015, enabling 28 half-day Escher Art Skills Workshops for 730 London primary and secondary schools. M C Escher's distorted realities provided the inspiration for the workshops, the gallery's artists and educators bringing to life the mathematical precision behind Escher's graphic illustrations. Children learnt about tessellations, patterns and symmetry, and each student created a work inspired by Escher to take



back to school. Demand for the workshops exceeded all expectations - the gallery could

only accommodate just over a third of workshop enquiries. Traditionally most school visitors come from Southwark and south London, but there was demand for these workshops from north and east London, with enquiries from as far afield as Manchester and Oxford. The gallery saw an increase in requests from secondary schools, and workshops helped train gallery guides in teaching maths skills.

### **ARCHITECTURE CENTRE**

**£6,000**



Through the My City project, a grant in April 2014 helped this Bristol-based charity engage youngsters using the city's built environment as inspiration. The project encouraged local teachers and students to use Bristol's buildings as a learning tool, highlighted the impact of the built environment on climate change, facilitated debates on sustainability issues, and nurtured art and design skills. In 2015, when Bristol was European Green Capital, the project included My Green City - a sustainable design competition open to all secondary schools, and a series

of hands-on careers workshops. Another element, Inside My City, aimed to inspire teachers and students to get out of the classroom and study the city's buildings. The team developed learning-outside-the-classroom workshops, with 90 primary schoolchildren exploring the past, present and future of the Bristol harbourside. One project with a primary school encouraged children to think about the mega-cities of the future and how these cities will feed themselves. Meanwhile, My City, My Family, an arts festival day organised with Bristol Cultural Education Partnership, used creative drawing to encourage families to think about their vision for a child-friendly future city.

### **VISUAL ARTS IN RURAL COMMUNITIES**

**£1,490**

This charity in Northumberland has been working with autistic students at two special needs schools. An ECT grant enabled artist Khosro Adibi to work with students from Thornhill Park school in Sunderland at the charity's base in rural Northumberland, where they explored weaving, big painting and den building. The artist then spent three days at the school working with students to create 'giant bugs' - these will be permanent structures for staff and students to adapt as they wish in future. Students also made and painted smaller bugs from plastic bottles - which were installed around the garden - bug costumes and musical instruments.

### **NATIONAL PORTRAIT GALLERY**

**£10,000**

The gallery received a grant in September 2014 towards Picture the Poet, an education project delivered in partnership with the National Literacy Trust. The project used poetry and portraits to improve literacy among children aged ten to 12. Using a travelling exhibition of photographic portraits of living poets as a catalyst, teachers and gallery education staff delivered a creative writing project in nine primary schools and one secondary school in Preston, Lancashire. A professional development day for teachers, led by a performance poet in the Harris museum and art gallery in Preston, focused on creative literacy planning for Key Stages 2 and 3. The place of living poets in the mix was crucial in offering the immersive experience of poetry for the local schools. As a result of the project, the Harris museum learnt to use literacy as a tool to engage schools, as well as the importance of using an exhibition to animate and enrich the learning experience.

## **COUNTRYSIDE ALLIANCE FOUNDATION**

**£7,000**



As a result of an ECT grant in September 2014, the Fishing 4 Schools programme engaged with eight schools in the South West. At New Fosseway school in Bristol, students have a wide variety of needs associated with severe learning difficulties. Fishing coaches worked with six pupils, focusing on their specific learning goals. At Chilton Trinity school in Bridgwater, they worked with students towards Wider Key Skill and Certificate of Personal Effectiveness qualifications. Knowledge obtained in classroom sessions was reinforced with visits to Summerhayes Fisheries, where students worked one-to-one with coaches.

Two further courses were delivered at Merchants Academy in Bristol - students had a theory and practical session, followed by casting practice and technique. In the third session, pupils examined the anatomy of a trout before an extended session at a trout fishery. A teacher from the Long Sutton Support

Centre wrote: "I have been hugely impressed with the Fishing 4 Schools provision - it's been hugely gratifying to see what a difference it has made to our pupils..."

## **HIDDEN GARDENS TRUST**

**£10,000**

This award-winning public green space is in one of Glasgow's most troubled areas. A grant in September 2014 allowed the Trust to employ a part-time education officer, who in turn trained 11 staff in educational activities about biodiversity and nature. Four local schools visited, bringing a range of classes. The education officer planned all sessions to account for the seasons. Participants were involved in outdoor environmental activities, including sowing, growing, learning about biodiversity, harvesting, plant care, garden arts and crafts. Sessions were also held with secondary school students with additional needs, who learnt how to support wildlife. The education officer developed five wildlife explorer activities to encourage children and families to explore the gardens, and three new activities to help visitors explore biodiversity issues.

## **YORKSHIRE DALES MILLENNIUM TRUST**

**£1,500**

This project aimed to provide nectar and pollen-rich habitats for threatened wild pollinators, by restoring upland and lowland hay meadows in the Yorkshire Dales. A grant allowed 726 children from 31 Yorkshire schools to take part in 'A Buzz in the Meadows' education activities. The project incorporated national curriculum-linked activities in the classroom and in nearby hay meadows and encouraged the development of native pollen and nectar-rich wildflower areas in the school grounds. Activities included identifying different wildflowers,



looking at mini-beasts and micro-habitats in hay meadows, investigating plant species, craft and planting activities in schools and wild art. The Trust also delivered training days for teachers, linking the new primary curriculum with a variety of bumblebee and wildflower resources and activities. Teachers then fed back to other schools in their cluster area.



### **SOUTH WEST LEARNING FOR SUSTAINABILITY COALITION**

**£2,600**

A grant in April 2015 allowed this Gloucestershire community interest company to deliver three environmental education events for pupils and teachers in 30 primary, secondary and special schools. The events at Westonbirt Arboretum, Slimbridge Wetland Centre and the Oakraven Field Centre, involved a day of activities across a range of sustainability themes. Workshops included waste and recycling, energy explorers, shelter building, water, pond life and woodland management and wildlife. The events also provided a valuable training opportunity for teachers in education for sustainability. All activities were curriculum linked and delivered by a range of organisations with expertise in pupil activities.

### **PEBBLED HEATHS CONSERVATION TRUST**

**£10,000**



This conservation charity on the Clinton Devon Estates was awarded a grant towards the cost of the countryside learning officer, enabling Trust to expand its existing education and public outreach work, improving local understanding of the practices and processes driving all aspects of countryside stewardship. The learning officer provided bespoke content for visits by 14 primary schools, and took a key role in supporting staff at a

local primary school, which redesigned its curriculum with locality and community at its heart. The learning officer is in discussion with key staff in four secondary schools to deliver sessions linking with STEM subjects and biology. The Trust facilitated the delivery of Countryside Educational Visits Accreditation Scheme (CEVAS) training for farmers and farm educators, to staff across the estates.

### **COMPTON VERNEY**

**£4,000**

A grant in April 2015 allowed this gallery in an 18th century Adam mansion in Warwickshire to create three interactive learning programmes related to forthcoming exhibitions - the Arts and Crafts House, Then and Now and The Hart Silversmiths. The Arts and Crafts House learning programme ran for four weeks. Young participants were given a shoebox and a wide range of materials - using images from the exhibition, they were encouraged to design and create an Arts and Crafts-style room in miniature. A contemporary artist ran workshops in which participants created variations and interpretations of William Morris-designed wallpaper through different methods, such as cutting out pod shapes and painting on paper using paint and stencils. As part of the Hart Silversmiths exhibition, a sketching trolley with materials and simple drawing activities encouraged visitors of all ages to draw and interpret some of the silverwork pieces or to design their own. A total of 1,375 children and young people took part in these programmes.

## ARKWRIGHT SCHOLARSHIPS

£10,000

Following the Trustees' decision in 2013 to award a grant for five years, in October 2015 Simon Eliot, the ECT Education Trustee, attended the Awards Ceremony. Ernest Cook Arkwright Scholarships were awarded to Jessica Fish from Hertfordshire and Essex High School, Archie Read from Bishop's Stortford High School, Felix Murray and James Randall from Hampton School and Geoffrey Sheir from Tonbridge School. Scholars are selected for their potential as future engineering leaders. The scholarships support Science, Technology, Engineering and Maths students through their sixth form studies, with an annual financial award to each scholar and his/her school and a range of activities such as mentoring and industry visits. The scholarships are highly regarded by universities and industry.



## URDD

£2,000

The Urdd National Eisteddfod, an annual celebration of the Welsh language and culture, established a science and technology pavilion in 2010 which has developed into one of the main attractions. The aim of the pavilion is to encourage children and young people to engage with STEM subjects in an informal atmosphere. The festival partnered with Swansea university and local businesses to provide a range of interactive, hands-on educational exhibitions demonstrating the relevance of STEM subjects. An ECT grant in June 2015 provided learning materials for teachers to help sustain children's interest back in the classroom. Most young visitors to the science exhibition were in Key Stages 2 or 3. The festival is proud of the quality of the exhibitions achieved in 2015.

## BROOK STREET BAND

£8,800



Phase 2 of this Trust's education project twinned an inner-city London school with one from a rural location in a new piece of Handel-inspired music, composed by Matthew King. Taking the city/country theme as a starting point, the work incorporated material created by the children during workshops at both schools. The children experienced one another's environments first-hand, and shared an inspirational musical journey culminating in the premiere of the commission at Snape Maltings in Suffolk. The project enabled the

children to develop new skills in composition, performance and collaboration while expanding their knowledge of Baroque music. Feedback from the children included: "It was really fun and we still got to learn a lot about Handel", and "You have really inspired me and you have taught me so much, It is so cool to go and perform at Snape".