



CASE STUDY

GOSDEN HOUSE SCHOOL
gosden-house.surrey.sch.uk



Children attending Gosden House School will have either a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). Our school provides a personalised education for children with a range of complex learning difficulties including speech and language and those with an additional diagnosis such as Autistic Spectrum Condition. Gosden House is made up of Primary (Reception to Year 6) and Secondary Departments (Year 7 to 11). The team at Gosden House is a dedicated, highly skilled and valued one. The school places a high priority on the professional development of each individual staff member.

Quote from: gosden-house.surrey.sch.uk

COMMENTS

THIS IS WHAT PEOPLE SAID, WROTE, THOUGHT...



Fantastic dancing!

I liked all the different movements.

Dear SV/MT/LS
Thank you for being
so much
fun
my best friend
when you had to
be born
they grew up
From Stacy

You have completed Arts Award Discover!





FEEDBACK FOLLOWING PHASE ONE

FROM: NINA HOLMES - *Creative Arts Co-ordinator*

Brief description of activities across the workshop:

During the workshops our students worked with the practitioners on warm ups, learning short routines, trust exercises and experimenting with producing movements to words. They then moved on to working on a theme for the piece with the material being produced by the workshop leaders and the students. This was then performed to the rest of the school.

Length of contact time students experienced with dance practitioners:

5 x 3 hour sessions.

Number of students and year group participating:

Six female students from year 10 and 11

The workshops went well because:

The workshop leaders had a good rapport with our students, they pitched the content well that suited all our pupils abilities.

The workshops would have been even better if:

This was a regular on-going project with our key stage 4 students

The outcomes you hoped to achieve at the beginning of the project

That our students would produce a professional dance piece that would be something they would be proud of, also to go towards their Arts Award.

Has this changed since you've had the workshops?

We would like to have the opportunity to join with other schools to perform the piece.

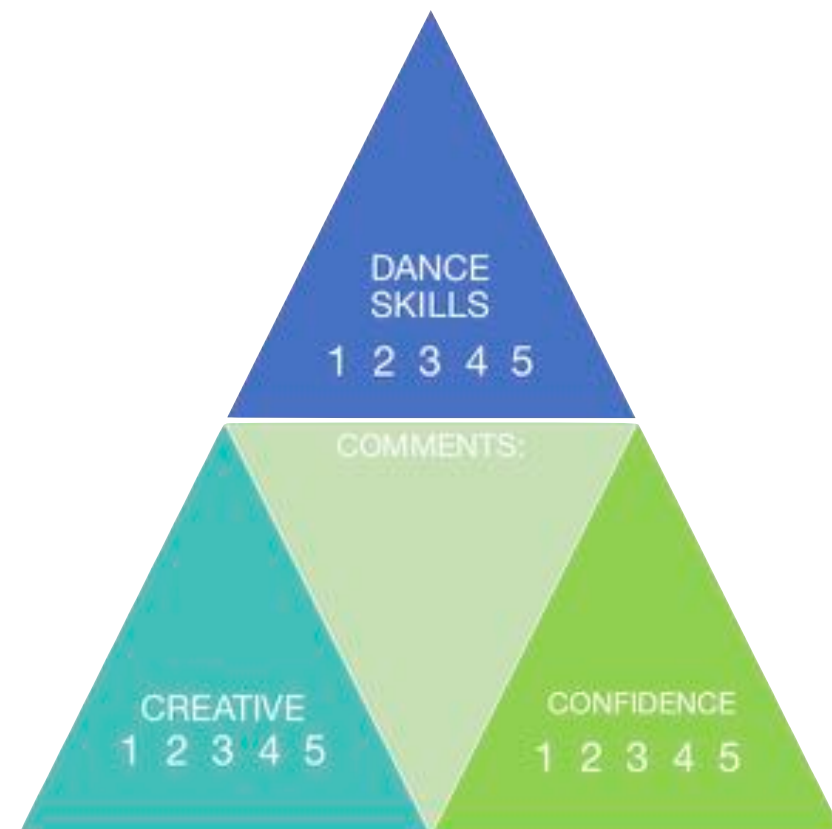
Please detail next steps agreed by school and dance provider:

Possible opportunity's to perform at an event in Farnham, next set of 5 workshops to happen in the Summer term with primary students.

DANCE SKILLS	CREATIVE	CONFIDENCE	COMMENTS
4 - 5	3 - 5	1 - 5	It was good
1 - 1	3 - 1	2 - 1	7
3 - 5	4 - 5	3 - 5	5
3 - 5	1 - 5	3 - 5	😊
3 - 5	1 - 5	3 - 5	
3 - 5	1 - 5	4 - 5	I like it
3 - 5	1 - 5	3 - 5	I like it
3 - 5	5 - 5	5 - 5	5
5 - 5	1 - 5	3 - 5	
3 - 1	4 - 1	2 - 1	I have learnt dance skills. It was amazing
4 - 4	3 - 4	5 - 4	4
1 - 5	3 - 5	1 - 5	I enjoyed it
3 - 4	2 - 4	3 - 5	Very good
3 - 5	3 - 5	5 - 5	I was very happy
3 - 5	5 - 4	4 - 5	I enjoyed dancing through the cave
1 - 5	2 - 5	5 - 5	
5 - 5	3 - 1	4 - 5	I loved my dance
4 - 1	4 - 1	5 - 1	I liked doing the show
3 - 1	3 - 5	3 - 2	"It was good" - also a note from teacher saying that the student 'didn't really understand the concept of the triangle evaluation. She has blossomed during the project and pushed herself to the front when performing.'

FEEDBACK - STUDENTS

Phase 2 - At the beginning of the **FIRST** and at the end of the **FINAL** session during phase two students were asked to complete a triangle evaluation.



Key - Circle the number that you feel applies to you
1= Low 5= High

TEACHER INTERVIEWS POST PHASE TWO

Nina Holmes - Creative Arts Co-ordinator

Julie Clark - Year 5 teacher and Primary Co-ordinator

Who took part in the project?

Nina: Phase one involved secondary Arts Award students who had a series of five sessions with a performance at the end.

Julie: We had two year 5 classes involved in the second phase of the project. Originally we had said that Stopgap would lead the sessions for both classes together but fairly early on they had thought that splitting the classes would be better, which it was. We had 24 children take part in Phase Two, they worked on the same theme and came together to perform the piece. It all worked really well, Stopgap worked really well with a range of learners with different needs, abilities and challenges. Stopgap made personal connections with our learners quickly. We have several young people who have complicated home lives and emotional regulation is a great challenge for them and being able to participate and just feel safe and engaged, to give and take risks.

Had you heard of Stopgap and their work before the beginning of the project?

Nina: Yes, I had worked with them some years ago at a theatre so was very excited to be involved with this project.

Did you have any reservations about having the company come into school?

Nina: I was a little unsure how the secondary students would react to Stopgap because they had never danced before and can be a little wary of new people coming in but within literally five minutes Stopgap had them and they all had a great time together.

Julie: It's really important to have professionals come into the school and gives the children the opportunity to work with people that they don't know, knowing they are safe in the school setting. They have been able to hone their social skills and appropriateness as many of them don't get the opportunity to take part in clubs outside of school. There were lots of benefits to this project in addition to the dance element.

Were you surprised by any of your students engagement levels or behaviour during and/or following the sessions?

Nina: One of the students during phase one had very high anxiety and wasn't coming in to school but during the Stopgap project she came in for every single session and was so inspired by the project that, as part of her Arts Award, she went on to teach a group a dance that was then performed at the Summer festival. That was an amazing journey to watch and she was able to document it through her Arts Award book. Another student who had been a bit 'too cool for school' came in especially to collect her Arts Award book and did really, really, well with the Stopgap project and enjoyed performing at Farnham Matings. Stopgap pitched it perfectly with the girls, enough for them to go to an event outside of school on a Sunday, it was brilliant.

Julie: One young person has enormous challenges in their home life and is continuously let down but adults in their life. It was fantastic that week to see them engage straight away and once they had decided that they could trust the adults in the room they really blossomed. You could see the skill that they had, something that we had not seen in the same way. Before the show they said that they were nervous about performing but in fact went straight to the front, was free and able to express themselves and really loved it.

We didn't have parents at the show but we fed back to them about their child's experience. What was really lovely was that the parent acknowledged this and the idea that it would be beneficial for this child to join a dance club.

This term we had a dance enrichment session for students, led by a member of staff who wasn't involved with the Co-Motion project. It was interesting as she remarked on the group and how engaged they were and picked up on some of the students I've mentioned. They were able to generalise their learning, their feelings and were able to take it to a different setting. The project has really helped with confidence and plays a part in building resilience.

Have there been any challenges?

Nina: Space at the school is difficult to get as we only have one large space that is heavily used for PE and lunch etc. Stopgap were very accommodating in working around our times and the rest of the school community are very supportive of any work like this and value creative arts projects. Also, I think I'm really lucky to have the time to be the one co-ordinator for the school, so I liaised with everyone rather than passing it to several different people within the school. This would have been difficult for class teachers within the working day.

Julie: As a school Gosden House is very supportive of the creative arts and the development of the whole child. This means that I'm able to build my own timetable and put things in and have the confidence that we can take opportunities at primary school level. Although it's more difficult at secondary.

Nina: It worked with secondary to have it just in the Arts Award sessions rather than taking students out of their core timetable.

Overall what have the benefits been to you, your students and other members of staff?

Julie: The whole class staff team were able to get involved and also take a lead on different aspects and went on to use different elements in the classroom. Not being a dance specialist it was wonderful to have CPD and work with an experienced company. All the staff that have been directly involved have really loved it. One of the students who had been at the school is now in Stopgap and it was great to talk to my learners about how he was now teaching others, that there are no barriers about what they might choose to do. That was a really special element of the project.

If Surrey Arts was to secure future funding to deliver another arts project would you like to take part and what elements would you suggest were kept the same and what might you change?

Nina: YES please! It would be nice to do something with Key Stage 3. The project has just been amazing, so much so that my new set of students, who watched Key Stage 4's performance last year, have asked if they are doing a Stopgap project this year.

Julie: It worked very well with years 5 and 6, I'm not sure if our younger learners would engage as well, this age group and higher would probably be best matched.



“ I think I’m really lucky to have the time to be the one co-ordinator for the school, so I liaised with everyone rather than passing it to several different people within the school. This would have been difficult for class teachers within the working day.”

*Nina Holmes
Creative Arts Co-ordinator,
Gosden House School*



Engaging Lives Through Creativity and Culture

Culture Box Surrey is an independent partnership.

The current members of this group are:

John Stephens (Chair), Senior Manager, Surrey Arts - Surrey County Council (SCC)

Richard Beales, Strategic Manager, Artswork

Imogen Kinchen, Executive Director, New Adventures

Kathryn Mills, CEO, Delight

Marie Cahill, Headteacher, New Haw Community Primary School, Addlestone

Sarah Lewis, Headteacher, St Mary's C of E Primary School, Oxted

The management and facilitation of the Culture Box Surrey requires resources and this role is currently provided by SCC/ Surrey Arts

cultureboxsurrey.org.uk

