



**Woodlands School, Cumbernauld**

**Quality Indicators Demonstrated**

**1.1**

**Curriculum**

**1.2**

- Structure of Curriculum
- Courses and Programmes

**3.1**

**Learning and Teaching**

**3.2**

- Teacher's planning
- The teaching process

**4.2**

**Support for Pupils**

**4.8**

- Personal & Social Development
- Links with Education Authority

**5.1**

**Ethos**

**5.3**

- Climate and relationships
- Equality and fairness

**5.4**

- Partnership with parents

**7.4**

**Management, Leadership and Quality Assurance**

- Leadership

**Woodlands School** is a non denominational, semi-open plan school opened in 2000 as the result of the amalgamation of two schools. There are 317 Primary pupils and the nursery has roll of 60 pupils. Within the catchment area are flats owned by Strathclyde University resulting in the attendance of a number of ethnic minority pupils, most of whom belong to the Moslem faith community. Cumbernauld is an area associated with allegiance to either Celtic or Rangers football team, and pupils are used to hearing of incidents occurring after matches involving sectarian attitudes and behaviour.

### Quality Indicators

#### 1.1 Structure of Curriculum

In Woodlands School, the anti-sectarianism work is incorporated into the Primary 7 curriculum in English Language, Personal & Social Development and Expressive Arts. It also forms part of the “*Variety in Christian Churches*” aspect of the 5-14 Religious and Moral Education curriculum.

Aims of the project included encouraging the pupils to become independent thinkers. It is believed that giving them the information to enable them to make their own choices about sectarianism will enable them to develop the ability to recognise issues of discrimination and the right to equal opportunities for all.

#### 1.2 Courses and Programmes

David Gray’s *Football and Sectarianism* materials formed the chief focus of the work followed by materials from the *Nil by Mouth* campaign and *Potatoes-Same but Different* from the Primary 6 section of the website. The pupils used the Moebius Strips and designed leaflets and posters; all the information used is to be found on the anti-sectarianism resource.

#### 3.1 Teachers’ planning

Class teachers from two neighbouring schools, one denominational, the other non-denominational, planned co-operatively for the joint anti-sectarianism activities. As a result of the successful outcomes of the project, the schools aim to build on the success of these planned activities by developing them rather than devising new plans.

### **3.2 The teaching process**

Anti-sectarianism activities were differentiated in an attempt to ensure that the needs of all pupils were accommodated. One Primary 7 class from each school was divided in two, with one half of each combining to work with a drama worker provided by the anti-sectarianism resource. The remaining pupils worked along with the Primary 7 teacher from their partner school to allow the pupils to interact with pupils and a teacher from the other school. They worked between both buildings, again to provide opportunities for integration.

### **4.2 Personal & Social Development**

Woodlands School serves a catchment area in which sectarianism has a high profile. The anti-sectarianism activities were planned as an integral part of the Personal and Social Education of the pupils in this and its partner denominational school. Pupils worked co-operatively with their peers from the denominational school, and teachers, head teachers and parents reported that the pupils had derived great benefit from the interaction. Joint out-of-school activities during and after the project ensured that this would be an enduring positive outcome.

Pupils reported that they had befriended neighbouring children with whom they had never had contact previously.

Some pupils commented that their fears about progression to secondary education were alleviated, in part due to the confidence-building benefit they had derived from the project.

### **4.8 Links with Education Authority**

The anti-sectarianism work was undertaken as one strategy in the Education Authority's *Co-operative Learning Initiative*, and as part of its *Raising Achievement for All* project. Anti-sectarianism complements antiracist work in the Education Authority area and forms part of the inclusion policies.

There was strong backing given by the Education Authority advisor to both schools taking part. Views of both School Boards were sought at the outset, and the School Boards were kept informed of plans, activities and outcomes during and after the project. In both cases, parents were extremely supportive of the joint initiative.

### **5.1 Climate and relationships**

Pupils from a diversity of backgrounds, faiths and beliefs, including the minority Muslim group, were included in all anti-sectarianism activities, and reported having learned about the issues. The anti-sectarianism project helped all pupils appreciate that they are part of a diverse, multi-faith community.

### **5.3 Equality and fairness**

Work on the anti-sectarianism project is part of the school's equality and fairness and inclusion policies. Woodlands School has a developmental approach and commitment to these issues, and the plan to repeat the work piloted this session will further reinforce that commitment.

### **5.4 Partnership with parents**

There is strong evidence of the high quality partnership with parents provided by the level of support given to the anti-sectarianism work from both School Boards. Both expressed their appreciation of the outcomes for their children. See also 3.2

The project was discussed with individual parents at parent-teacher interviews and parents reported positive outcomes.

Teachers reported the positive outcomes to parents in terms of the pupils' personal development, and pupils interviewed their parents at the end of the project to learn what the parents had learned about the project, and whether they had altered their perception of the issues.

### **7.4 Leadership**

The Head Teacher's commitment to the anti-sectarianism initiative was demonstrated when, soon after accepting the Education Authority invitation to participate in the pilot project, she invited the Head Teacher of her partner school to work co-operatively with her. She provided opportunities for teachers to plan and develop a timetable which would facilitate the complexities of such an undertaking. She ensured that the drama worker provided by the anti-sectarianism project would have appropriate time slots in which to carry out the work and empower the class teachers to further develop it when his time with the school came to an end. The Head Teacher's enthusiasm and commitment to supporting the initiative played a large part in the successful outcomes of the project.

### **Contact for Woodlands Primary, Cumbernauld:**

Mrs Annette Carmichael Headteacher

Tel 01236 720546

e-mail: [ht@woodlands.n-lanark.sch.uk](mailto:ht@woodlands.n-lanark.sch.uk)