

Report on the second Peak 11 Summer School held at the University of Derby, Devonshire Campus on 24-26 July 2006

The second Peak 11 Gifted and Talented Summer School was held at the University of Derby and largely followed the successful format of the previous year's event. The concept (see appendix one) remains one of the most ambitious collaborative projects instigated by Peak 11. It involved the staff of all member schools collaborating in the planning and delivery of a residential programme to over 100 (5%) of Peak 11 's Y9 students. In addition, the Summer School relied on the financial and practical support of a number of key partners including University of Derby, High Peak Arts, and Aim Higher.

The Planning process

This year's School followed the model which had delivered such a successful event in 2005. Thankfully the 'teething' problems which made progress so painfully slow the previous year were notable only in their absence and planning became dangerously close to a smooth and slick operation at times. The planning group of Bernie Hunter, David Bell, Katie Roberts, Will Woodward and Nicola Humpheries were skillfully guided by the administrative skills of Sue Loveridge and supported by a number of University of Derby staff including Elizabeth Rowe, Christine Sweetmore (admin), Sara Henry (catering) and Steve Plant (whose technical support remains invaluable) contacts to ensure the continued success of the event. .

The event was again hosted by The University of Derby who allowed us the use of the impressive Devonshire Campus. The venue provides an inspirational backdrop and the immediate accessibility of the Halls of Residence removed the logistical issues surrounding coach transport which had been necessary the previous year. Special thanks must be made to Professor Davies for supporting the idea and his staffs, notably John Nutt, in ensuring our requirements were met efficiently and in good grace. John Fox, a prolific artist, printmaker, poet and essayist (www.welfare-state.org), formally opened the event, as well as entertaining us musically (see the DVD).

Financial Issues

The concept of a universally affordable Summer School remains ambitious and it is reliant upon financial support beyond Peak 11. The draft budget summary is included (Appendix 2). Significant funds were again attracted in with a foundation grant of £11,000 based upon a £1,000 per school contribution providing stability within the budget which had been absent the previous year. Budgetary planning for an event of this magnitude places a high degree of responsibility on lead staff as any overspend cannot simply be met from contingency funds or switches from pots elsewhere in the school budget. The difficult financial circumstances some schools are facing would make the prospect of appealing for additional funds a difficult one to comprehend. The Peak 11 Executive needs to bear this issue in mind when

monitoring and delegating collaborative planning tasks. Accessing Awards for All grants are still not possible as Peak 11 is not a bank account holding organization.

Student selection

Schools are required to select students in accordance with their agreed Gifted and Talented policy. The principle of a 40:60 block:roll allocation which has served Peak 11 well in the past was applied to the allocation of places between schools. Any places not take up were re-offered to schools where demand/interest exceeded supply.

School	Places allocated	Attendance
AGS	8	14
BCS	12	5
CHS	10	11
GS	15	8
HS	12	13
HVC	8	12
LMS	12	12
NMS	9	9
QUEGS	11	4
ST. T-M	7	6
St P-H	7	9

It was pleasing to note all schools were represented amongst the 103 delegates. Chapel school's delegates were not residential. All schools provided supervisory staff who were known to their own students. This was a significant improvement on the previous year.

The Programme

The programme, (appendix 3), featured a core module into which students opted in advance, options or taster modules opted into on a daily basis along with generic enrichment activities. The theme of the Summer School 'Spark Plug' was planned to promote the theme of creativity. In order to deliver the quality of programme aspired to it was agreed that teaching staff needed the support of creative partners and David Bell of High Peak Arts was contracted to co-ordinate the planning of school based module planners with creative partners who would assist in the module delivery. Nine schools were involved directly in the planning and delivery of modules, a welcome increase of two on the previous year.

Evaluation of general issues	Avg Evaluation
Enjoyment	4.0
Educational Value	3.8
Venue	4.3
Food	3.4
Accommodation	3.9
Entertainment (Treasure Hunt/Quiz)	3.1
Entertainment (Bands)	3.9

Main modules

Core Module	School	Lead staff & Creative Partners
Dance	Anthony Gell	Debbie Hedderwick Anabelle Hewitt
Turning Japanese	Lady Manners	Will Woodward Chika Woodward
ENG: Electronic News-gathering	Glossopdale	Jim Lampard and Sally Brunt
Sport Technique	Buxton Community School	Lynn Pope and Specialist Sport Staff
Music Technology	New Mills	Tamandra Ford and Dave Milner
Brave New Words	Lady Manners & Hope Valley	Fiona Manvell and Nicola Wilson
Alternative Print	QUEGS	Chris Tkacz and John Fox
Earth Focus	St Thomas More	Karen Eades and Peter Oates
Cocktails and Canapés	Anthony Gell	Katy Roberts and Derby University Catering Dept
VJ for Real	Glossopdale	Chris O'Hara and Adrian Ball
Earth Science Catwalk	Highfields School	Emma Davies and Bernice Castle

Each module worked towards a 'showing' of its work and the quality of the final products was inspiring. The DVD has been circulated and will hopefully provide an appropriate record of the outcomes and an aid to future recruitment.

Evaluations

Students were asked to complete an evaluation of a variety of aspects of the Summer School some feedback is generic other module specific. The scale was 1-5 with a value of 5 representing the highest level of satisfaction.

Evaluation of main/core modules (opted for in advance)

Module Title (School offering)	Avg Evaluation
Dance	3.75
Turning Japanese	4.7
ENG: Electronic News-gathering	No data
Sport Technique	4.3
Music Technology	3.8
Brave New Words	4.7
Alternative Print	5.0
Earth Focus	4.7
Cocktails and Canapés	4.7
VJ for Real	5.0
Earth Science Catwalk	4.6

Evaluation of option modules

Module Title	Module 1 Avg Evaluation	Module 2 Avg Evaluation
Drumming (John Fox)	4.6	3.7
Alternative Print (QUEGS)	3.4	3.7
Dance (AGS)	4	3.4
Earth Science Catwalk (HS)	4.75	3.4
Football (BCS)	4.8	
Japanese (LMS)	3.8	4.7
Music Technology (NMS)	3.4	3.6
Stilt Walking (AGS)	4.7	
Tag Rugby	5.0	
VJ for Real	3.75	4
Brave New World		4
Lacrosse		4

The allocation of students to core modules was secured in advance and any last minute adjustments were absorbed. The disaster of core modules collapsing on the day evaded us this year. Option modules were allocated on a 'first come first served basis'.

The general pattern is a high degree of satisfaction with the general issues of the previous year relating to accommodation not as prevalent. The criticisms of a 400m walk to halls is difficult to comprehend and does not bode well for those who plan towards universal physical activity to avoid health issues!

Initial thoughts

These initial outcomes reflect upon what by any standards was a very successful venture. Certainly visitors which included a number of Peak 11 Heads and LEA Advisory teachers appeared to be favorably impressed with

the organization and quality of the work on show. The backdrop of the Dome and a large audience made up by the public ensured the showcase was a considerable success.

The University of Derby is highly supportive of the principle of the event. Teaching staff who delivered the modules with the support of their creative partners did a fabulous job and received high quality INSET in the process. I cannot emphasise too heavily the additional added value these people added, we did not simply want to replicate more school. The students highly valued meeting peers from across the federation and I am sure friendships which will endure have been established.

A transferable model has been established and embedded from a standing start. The model has the potential to continue to deliver future successful events but a number of issues require attention.

Reflections on the Summer School

The work of the G and T coordinators and the Planning Group was critical to the success of the Summer School. The work was far more evenly shared this year with nine schools offering main modules. Supervision was first class with all attending schools providing staff, teaching and non-teaching.

The location of the Halls is helpful but careful planning will need to go into next year in order to address the unhelpful manner of the Hall supervisor. The leader of the event will need to be 'on call' at all times to address issues as they arise.

The risk assessments need to be shared with the University in advance to ensure issues like first aid ratios, are appropriately planned for.

The graduation ceremony which follows the event allows parents and colleagues to share our students successes and is an important follow up. Publicity still falls short of what the event deserves, this needs developing to do the event justice.

I hope that there now exists an opportunity for the co-ordination of this event to pass to a middle manager as a significant developmental opportunity

Appendix 1

The Vision for Peak 11 Summer Schools

To create a Summer School Project that engenders a sense of community partnership belonging that provides developmental opportunities

- To set suitable learning challenges
- Which responds to students diverse learning needs

Builds through the Summer School the foundation for the highest achievement for all students within a secure, accepting, collaborating and stimulating community where everyone is valued.

Working together in partnership to provide appropriate curriculum opportunities and quality education provision, which promotes opportunities for developing relationships. Partners train, work and learn together.

- Investigate progression routes - vocational as well as academic progression
- Enable students to recognise personal opportunities within disciplines offered which impact on economic/social regeneration
- Creativity - how will this inform future developments in terms of teaching and learning and professional development?
- Staff opportunities - to work with larger groups
- Collaborate with staff in other schools and local FE/HE institutions and other educational partners
- Collaborate with specialist practitioners
- Develop an understanding of action research as a means to explore new approaches to teaching and learning aspirations and share practice
- To develop a 'Peak 11' identity, networking and future legacy for developments. Celebrate the talent of young people in Peak and Derbyshire Dales
- To provide opportunities for an identified group of vulnerable young people to ensure they achieve their creative potential and holistic well-being
 - Through social opportunities
 - Encouraged to work outside of the normal range of the discipline

- To develop creative principles which can be used across all aspects of their life
- To have an impact on developments of provision within the High Peak District Derbyshire Dales and wider region
- To influence the outcomes of the action research within and beyond Peak 11
- Partnership processes of planning - aims and objectives, analysis of partners involved in the project/evaluation
- Brokerage of mutual challenge in partnership working
- Identify ways forward to build on the project

Who is the group?

Schools, the staff within, young people of the geographical area from mainstream and alternative education.

Partners - Derby University, High Peak Arts, Individual Specialists, LEA H.E, Aim Higher, Industry, Practitioners from the disciplines.

Health - mental and educational well-being. Arts. Sports Development Groups

Overcomes potential barriers to learning beyond the life of the Summer Schools

- Addresses the holistic well-being of young people through creativity, collaboration and partnership working
- Builds processes that lead to on-going partnerships fostering mutually sustaining relationships between schools and communities

Appendix 3

Main modules

Dances with...

Try dancing in new directions: develop themes and ideas from genetics and evolution, ecology, agriculture or even chaos theory! Develop and perform a new dance, including video / projection. *Choose this if you like dance, expressing yourself physically, fitness, sport or communicating and working with others.*

Turning Japanese

Introducing Japanese language and culture. Choose this if you are interested in Japan, like foreign languages, or mathematics... many people who enjoy maths like the precision of Japanese!

Earth Science Catwalk

Create costumes or designer accessories using paper, fabric and thread and inspiration from earth, rocks, volcanoes... *Choose this if you like fashion, textiles, theatre design*

ENG: Electronic Newsgathering

Join a team of roving news hounds to capture the feel of the summer school in words and pictures. Put it all together in a multi-media presentation to create a definitive record of what happened. *Choose this if you like photography, journalism, media studies, computers*

Sport: Can Technology Make Me a Champion?

Compare fitness requirements for different sports. Use the fitness suite to test your own fitness, and sport video analysis to assess your technique. Plus diet and event preparation. *Choose this if you like sport, science, fitness training*

Brave New Words

Imagine you're a visitor to Earth from space sending information home about the strange things you have found. Using objects and images and words reconstruct your impressions into amazing artworks. Accompany your piece with a song, poem or monologue. *Choose this if you like creative writing, photography, drawing, painting collage and science fiction.*

Music Technology

Create new music from raw, collected and electronically generated sounds – for musicians, composers, and sound catchers. *Choose this if you like music, computers, sound design*

Alternative Print

Different ways to make your mark, including using 'colographic' print technology
Choose this if you like print-based art, design, expressing ideas

Earth Focus

Look at the origin, structure, and physical phenomena of the earth - with support from the University of Manchester Earth Science Department. Use digital technology to explore their creative potential. *Choose this if you like science, geology, photography, digital art*

Cocktails and Canapés

Discover the art of hospitality with a look at all the aspects of putting on a special event, with support from the University of Derby's state of the art Catering Department at the Dome. *Choose this if you like catering, hospitality, celebratory art, style*

VJ For Real

Use VJ techniques to create visual backdrops for all types of music and theatrical performances - by means of video synthesis using computers, camera, vision mixers and projectors. Go live for the bands performance on day 2 (see over). *Choose this if you like music, computers, film, animation, live performance*

Appendix 4

Spark Plug

Timetable Final Draft

Spark Plug

Timetable for participants

Please note: this is a draft timetable only. Times, events and places are likely to change.

Workshop modules will take place at the Devonshire Royal Campus in Buxton, Buxton Community School, and Thomas More School. You will be staying in residential student accommodation in Buxton.

As well as the workshop module you've already chosen, you can try out a different 'options' module each afternoon. Sign up for these during your lunch break.

Before you arrive, you'll be assigned to a group for checking in at your accommodation – where to sleep, leave gear, chill out etc

Monday

- | | |
|----------|---|
| 9.00 am | <i>Group A: Check in at residential accommodation</i> |
| 9.30 am | Arrival & registration at the Devonshire Royal Campus – 'The Dome' |
| | <i>Meet in school groups. Luggage store. Welcome packs. Orientation and Coffee</i> |
| 10.00 am | Introduction to the Summer School |
| | <i>with special guest: John Fox</i> |
| 10.30 am | Introduction to Workshop Modules |
| | <i>Getting to know you... First Impressions... Getting started...</i> |
| 1.00pm | <i>Group B: Check in at residential accommodation</i> |
| 1.00 pm | Packed Lunch |
| | <i>Time to sign up for your options module at Spark Plug reception ... first come, first served... choose from ten different options... why not try something completely different?</i> |
| 1.30pm | <i>Group C: Check in at residential accommodation</i> |

- 2.00 pm Workshop Modules... continued
- 3.30 pm Break
- 4.00 pm Options Modules
- If your options module is away from the Devonshire Royal campus, check the assembly point and time for the walk or minibus trip across.*
- 5.30 pm Walk to residential accommodation (*about 5 minutes*)
- Followed by... School groups session
- sharing experiences and concerns*
- 6.45 pm Walk back to The Dome
- 7.00 pm Supper at The Dome
- 8.00 pm Evening's entertainment
- University of Derby present 'Ready, Steady, Cook!'
+ quiz and games*
- 10.00 pm Return to residential accommodation
- 11.00 pm Lights out

Tuesday

- 7.30 Good morning!
- 8.15am Walk to The Dome
- 8.30 Breakfast
- 9.00am Workshop modules
- A break some time between 12.30 –2.00pm to suit your group
Packed Lunch
- and sign up for today's option modules*
- 3.30 pm Break
- 4.00 pm Option Modules

- 5.30 pm Break / Personal time in accommodation / Set up for Bands Night
- 7.00 pm Barbecue supper at Devonshire Royal
with a little help from the 'cocktails and canapes' group
- 8.00 pm **Spark Plug Bands Night**
With local bands + VJ effects
- 10.00 pm Return to residential accommodation
- 11.00pm Lights out
- Wednesday**
- 7.30 Good morning
- 8.15am Walk to The Dome
Bring all your kit with you!
- 8.30 Breakfast
- 9.00am Workshop modules
- 8.45am Walk to The Dome
- 9.00am Workshop modules – Last Session
Last impressions... conclusion, evaluation and ...
- 11.00 approx **Spark Plug 2006**
presentation of work by each workshop module
- 12.00 approx Final lunch
supported by 'cocktails and canapés' group
- 1.00 pm Final Gathering
'Spark Plug 2006' showing of work by newsgathering group
Thanks and goodbye
- 1.30 pm Finish *Please note: this is a working document we expect times, events and places to change as circumstances require..*

Planning Group

Bernie Hunter (Chair)
David Bell (HPCA)
Will Woodward (LMS)
Katy Roberts (AGS)
Nicola Humphries (GS)

G and T co-ordinators closely involved in developing the Summer School

Will Woodward (LMS)
Katy Roberts (AGS)
Lynn Pope (BCS)
Martin Barnes (HVC)
Nicola Humphries (GS)
Karen Eades (STM)
Lynn Davies (HS)
Maureen_Ferdani (CS)
Tamandra Ford (NMS)