

The '3A' Strategy

Attend

Attain

Achieve

Leeds Children and Young People's Plan 2018-2023



The priorities that guide our work have been developed through consultation across the city, including the views of children and young people.



Making Leeds a child friendly city



Three obsessions

1. Safely and appropriately reduce the number of children looked after
2. Reduce the number of young people not in education, employment and training
3. Improve achievement, attainment and attendance at school

The 3A Strategy was developed to address obsession 3



The 3As Plan 2024-2026 is based on service delivery. At its core, it is the means by which the local authority will provide services to education settings which support them to improve the outcomes of the children they work with through constant interaction.

Learning Improvement Team



PRIORITY



All children and young people in Leeds are supported to improve their communication, language and literacy so they develop into strong readers taking into account their individual needs.

PRIORITY



Support education providers to ensure children and young people regularly attend.



PRIORITY



Support education settings to meet the needs of children and young people with special educational needs and disabilities (SEND).

PRIORITY



All children and young people and staff in learning settings feel safe and supported with their wellbeing.



3A Plan 2024-26 priorities

PRIORITY



Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.



How has ArtForms supported the 3A strategy?

Here are some examples:

Secondary Nurture Project - a 5 week pilot programme in three High schools aimed at students who are identified as being disengaged in school and who had issues with truancy in all lessons. Sessions were delivered in small groups by our LMEP partners DJ School UK and Cloth Cat.

Integrate Project – a collaboration project involving 4 West Yorkshire Hubs which has gained Youth Music funding; aims to develop and embed sustainable creative music technology and song-writing activity across the region through a range of new face to face and online opportunities. The project is targeted at Children in Challenging Circumstances from a variety of secondary settings with an integrated approach that puts the self-esteem and sense of belonging for every young person at the heart. ‘Integrate’ will draw on the rich musical world of Hip Hop, Grime and EDM, concluding with a musical celebration.

3A Music project – Coming out of covid, we have renewed our commitment to running 3 A’s Music projects - free, bespoke music courses and interventions for primary schools.



Aims of the 3A Music Project

- To support the priorities of LCC Learning Improvement, ArtForms, LMEP regarding disadvantaged learners in Primary Schools
- To work with non / low-engaging schools and provide models of learning in and through music which support attainment
- To build and develop personal relationships with schools offering support to all learners



Spring 2019



The Arooj Awards began in 2010, organised by LCC Inclusion Team which aims to increase attainment in pupils of Pakistani and Bangladeshi heritage. The team works with 15+ primaries in Leeds to help close the gap in attainment.



One of the songs was called Allah Hoo (an example of a qawali, which is a type of Islamic devotional music from Pakistan and North India).

The choir used colourful scarves to wave while they were singing. There was a real buzz around the excitement of performing in such a beautiful building.



H, D and B

These girls are relatively new to the school. They have at times struggled with forming friendships. All have English as an additional language. This is the first time they have come to an English school and they have only been here a couple of months. This has had a huge impact on inclusion and confidence. It has been hugely important for H to feel included and belonging to a group.

C: CLA child. Struggles with social interaction and in social situations. Craves attention. She is learning to not disrupt other pupils and attention to discipline is improving. She has really loved the singing and it has helped with her confidence. She has taken the songs into the playground and has taught them to other children which has helped her with her social skills.

Feedback/impact Hunslet Moor Choir



L and S:

These boys were initially apprehensive and quite shy about singing with girls. It has been lovely to see both their skills and confidence grow, trying something they may not have tried before. Their friends may have laughed at them but they didn't care. S could relate to Allah hoo because his family are of Indian heritage.

A: Confident but quiet. Needed resilience to feel she could fit into the group. Has had serious issues outside school with other choir members but the parents have allowed her to mix with them in this setting. Choir has helped her to grow in confidence and she really shone at the Arooj showcase.

D:

Brought the songs to the playground. Has been great for his social skills and engagement. He has struggled with behaviour issues in school and this has been a good exercise for his social skills and engagement. He has formed new friendships and it has helped with his speech (he volunteered to sing a solo). He has made outstanding contributions and has fully participated in choir. It has really helped him to grow in confidence.



Summer 2021

The school has 14 out of a possible 17 ethnic groups. The proportion of pupils with SEND is higher than average. The proportion of pupils who speak English as an additional language is above average. The proportion of pupils who join or leave the school at times other than the start or end of the school year is above average.



The school asked there was any capacity for some ArtForms teaching for their children who are based in their SEN unit 'The Willows'. They looked for any funds / grants they could apply for. This was followed through, and ArtForms now have a teacher in the school for this.

Children loved the sessions, even an individual who expressed his dislike for Music warmed to the sessions, as they progressed, and began to look forward to them. The children were able to follow quite complex sets of instructions due to the scaffolds: visual, kinaesthetic and auditory. The repetition of each session with extensions each week allowed all children to make good progress. Many children had the confidence to perform individually.

Reception Teacher



Summer 2023

The Sparkle Group (higher SEN) integrated into the Y3 instrumental lessons. Mr Armstrong (class teacher) said the children were able to follow instructions which were very clear. Some could remember the patterns of the music very well. The children have all asked if they can do similar next year.



We held a concert at the end of term for all the classes who took part in the project.

Mrs Wilks (headteacher) attended the concert. 'It was lovely to see the level of confidence and obvious enjoyment and pride in the children. To see our Sparkle group so involved and engaged made it very inclusive and they didn't stand out as being different, because they were so much part of it. Please come again!



Summer 2024

I felt good because I performed in assembly and I've never sung to people before.

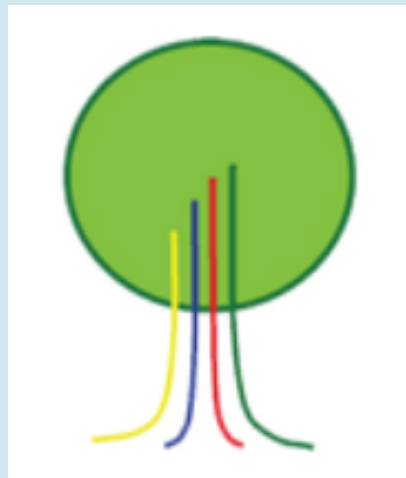
G Y1

When I performed in the hall I felt really scared because everyone was watching us and I don't like crowds but Mrs Rivers helped me and I felt proud.

M, Y1

When Mrs Rivers started coming I felt nervous because she got us to sing and perform but now she makes me feel happy and I like it when everyone is performing and we show what we have learnt. I show my family what Mrs Rivers teaches me and they are proud.

O, Y1



A parent has commented that their child has loved having sessions with Mrs Rivers. Phoebe has a cochlea implant and has really enjoyed the sessions. It has helped her to develop her listening skills and feel more comfortable when singing and listening to music as sometimes it can be too loud for her. Mum asked if Mrs Rivers could continue to do a session with her class next year and use some of the funding that Phoebe gets.

Re-introducing choir to school has been fabulous and I have loved seeing the dedication from the children and their enjoyment. Thank you for organising the Sing and Swing performance, it was great to have live music in school and to collaborate with another school within the cluster.

E Murphy, Music Lead





- Belonging
- Understanding
- Participating and Contributing
- Value and Achieving

Getting the best out of everyone

Drake Music – Supporting Inclusion – Created as part of the Think 22 Programme



Things to consider

Some children lack confidence and they need to feel safe before they can express themselves.

Some children with SEN have sensory processing issues. Music engages multiple senses, and this can create a rich sensory experience. Sometimes however, this can be too much.

A child who is neurodiverse may have a particular interest which really engages them. They may be very good at remembering patterns. They may have perfect pitch.

A child who is anxious may worry about what is coming next. PECS (Picture Exchange Communication System) may help.

A child who is visually impaired may benefit from the same room layout every lesson.

A child with ADHD may need explanations and activities to be short/sensory breaks.

Some children with EAL may not feel confident to speak in lessons.

A child may be a visual, kinaesthetic, reading and writing or aural learner (or a combination). Offer a combination of all in your teaching.

A child who is 'non-verbal' may still be able to vocalise.

A child who is over-emotional, disruptive or violent may be suffering from trauma. Be compassionate.

A child who is hearing impaired may need a good view of your face.

Children with Pathological Demand Avoidance need to be in control to feel safe. Give them jobs/groups to lead.

Value your adult support.



What have you learnt from our discussions today that you will try to implement in your teaching?



Have you noticed any unconscious biases in yourself?

What will you do to increase your self-awareness and ensure your unconscious bias doesn't influence your decision-making in your teaching?



Are there any areas you have learnt about today that you would like to find out more about? Write down/discuss how you will research it.

Recommended resource: www.uprisingballoon.com

