



Filton Avenue Junior School - Bristol

2005

The School

Filton Avenue Junior School is a borderline inner city community school in Horfield, Bristol. It has two hundred and sixty two pupils aged 7-11, eighty seven of whom are entitled to free school meals.

selected to reflect the school's population. It also included those children who it was felt would benefit from participating in the challenge. The students needed to show an interest or talent for the particular challenge and to be able to commit their time. Peer Tutors were selected for their

leadership qualities and ability to support others.

Background

The school has run the UFA summer challenge very successfully for two years (2003-2004). On both occasions funding came from the University of the First Age, following the submission of proposals.



Description of the challenge

A professional film maker set the challenge. The

Thirty two students from Years 4 and 5 carried out the challenge. Eight Peer Tutors, six from the school's year 6, one Year 7 and one Year 10, assisted them. The target group was

students made a short film on dealing with bullying. They decided on the theme, wrote the storyboard and script, then divided into four groups. Three groups made up the actors, scriptwriters and production teams and each was responsible for a different scene. The final group was the

'...it has made me more confident in the things I do and it has made me get on with children who I don't normally get on with.'
Challenge participant.

news team. The news team was responsible for collecting daily news on how the challenge was going, creating a news board and reporting back to the whole group at the end of the day. Each group was assigned two Peer Tutors.

The school held a film premiere night later in September, which the students marketed. They produced posters, flyers, invites, tickets and decorations for the venue. Parents, staff and governors attended the premiere and on a later date the film was shown to the whole school.



- To be part of a “challenge” team and to complete the challenge

Evaluation

For the tutors, it was extremely gratifying to see the students becoming more self-assured, learning new skills, forging new friendships, producing a product they were all proud of and above all having a tremendous amount of fun!

Students filled in a questionnaire before the challenge and six months later. Prior to the challenge 97% of the group stated that they were looking forward to the challenge. After they had experienced

the challenge almost all of them wanted to do the whole thing again!

Expectations of the challenge

For Peer Tutors:

- To develop leadership/mentoring skills as leaders of the challenge teams
- To assist with the completion of the challenge
- To gain invaluable skills to take to their secondary schools

“**I am more confident in my work and play. I know that different learning styles help me in different ways and which is my strongest!** Challenge participant.

In open ended questioning the pupils particularly referred to elements of the programme such as Brain Breaks that they enjoyed and will use in their school life. Comparison of the pre/post challenge data suggests that the majority of participants felt more confident in class and had developed a more positive attitude towards school. In measuring participants attitudes 10% more

For students:

- To experience success and have fun!
- To learn new skills, use a professional video camera, record sound, produce a story board, write scripts and act
- To enhance current skills, working together, using ICT, planning and performing
- To be introduced to a range of learning styles and accelerated learning techniques

of the sample identified themselves as liking school six months after the challenge.



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