

Transition Summer School at Park View School



24-28 August 2015



Evaluation from Bigfoot Arts Education

'I can make my way through the first year at my new school'

- Participant

Aims

In January 2015 the Department for Education announced they would make funds available for a fourth year as part of the Governments plan for summer school provision. They state that summer schools provide an excellent opportunity for secondary schools to help disadvantaged new pupils understand what and how they will be studying in key stage 3. It is also an opportunity for schools to invite students who may be behind in key areas such as literacy and numeracy to catch up with their peers. This programme aimed to help disadvantaged pupils who had been identified as Ever6 or FSM to make a successful transition from primary to secondary school.

The following information was provided by the DfE to act as a guideline for prospective transition programmes -

Why have Summer Schools?

- Evidence shows that there can be a dip in performance for pupils as they transfer from primary school to secondary school. Pupils falling behind at this stage sometimes never catch up
- It is also known that students eligible for free school meals regularly under-perform compared to their peers, with attainment gaps widening as they progress through school
- Summer schools offer a specific intervention to help these pupils make a successful transition at this crucial stage in their education



What are the aims of summer schools?

The summer schools will have the broad aims of:

- improving the educational attainment of disadvantaged children, ensuring gains in primary school are not lost on transfer
- allowing schools to familiarise themselves with their new pupils - including any additional needs they may have
- allowing pupils to see their secondary school environment
- summer schools may also provide wider cultural opportunities which these children might otherwise not be able to access

In response to the aims set out by the DfE, Bigfoot North East developed the 'CSI' programme. The theme would allow for the group to participate in an exciting and engaging series of workshops over a one week period delivered through drama, dance and creative arts. Bigfoot delivered this summer school format at Park View in 2013 and 2014.

In addition, last year, an activities week was also delivered. This offered a carousel of creative arts activities including Circus Skills, Street Dance, Costume Making and Music.

Park View suggested that this year Bigfoot could deliver a new one week programme that would incorporate both the CSI theme and the Activities Week so that up to 60 children could still access the provision but have the same opportunities available, so that's what they did....



'We were delighted that they looked after Abi and brought her out of herself'

- Parent

The programme aimed to develop the following skills in a fun, kinaesthetic and engaging way–

- Transferable skills, such as commitment and motivation
- Interpersonal skills through team work
- Effective communication
- Organisation, research and thinking ahead
- Social skills through improved confidence
- Literacy levels
- Good behaviour
- Performance skills

'I enjoyed getting used to the school and making new friends'

- Participant

Format and Course Content

Taking into consideration the broad aims set out by the government and the requirements of the school, the programme was designed to include the following features –

- **Allowing pupils to see their secondary environment.** Plentiful opportunity for the children to journey around their new school, familiarising them with the layout of the building and encouraging a sense of belonging
- Different ways of working with links to Literacy, Maths, Art and Science to **negate learning loss over the summer break.** The young people worked in teams to explore ideas and document them. They wrote down what they had discovered, recorded spoken messages, took photographs and captured film footage, relying on a variety of research and problem solving skills. The children created character and narrative and employed a range of drama techniques to present their ideas to one another; ultimately contributing to an improvement in **educational attainment**
- The range of activities provided during both programmes offered **fun and informal ways to interact and learn.** Every day the group engaged in energetic, interactive games to help the young people to build trust and develop positive relationships
- **Raising aspirations.** Many of the activities were unfamiliar to the children and posed challenges. Therefore the young people were encouraged to give everything a go and this would generate a sense of achievement and boost confidence
- Children from the same primary schools were intentionally split up from friends and put with those from different schools to **familiarise them with new pupils.** This enabled participants from isolated feeder schools to integrate on a similar level to those from well represented schools and in turn encouraged new friendships to be formed



Through a Mantle of the Expert approach to learning, the children formed three teams – The Forensics, The Criminals and The Teachers. They stayed in these designated groups all week, exploring the school, documenting their ‘findings’ and reporting back information. Film making was a strong element in the provision as they set up crime scenes and collected ‘CCTV footage’ for their show back. A range of drama techniques were also employed by the facilitators to encourage the creation of characters and plot.

Each day a different specialist delivered a workshop with each of the groups. They took part in Circus Skills, customised baseball caps with Graffiti Art, Street Dance and Music / Song Writing.



Behaviour contracts, consequences and rewards were set up at the beginning of the course to establish good behaviour management . The use of positive language and relationships were encouraged through a friendly and firm approach from the teaching staff. Their fun delivery of sessions put the group at ease, ensuring everyone enjoyed the experience. Communication with parents / carers both prior to the course starting and during the week ensured that the staff were aware of the needs and backgrounds of all of the children and we ensured that this open dialogue continued throughout the week.

Dramatic conventions such as icebreakers, team games, physicalisation exercises, concentration games, presentational skills, improvisation, role-play, tableaux, vocal warm ups and rehearsal techniques all featured in the devising process and were used not only to give the participants an understanding of theatre production, but to tackle fears about transition and build social confidence.

‘We got a lot of positive feedback from Jason. He said that he enjoyed every day and was learning a lot of new skills’

- Parent

Food and refreshments were provided throughout the course for all of the children who attended. Dietary requirements were gathered prior to the start of the course to ensure every child had plenty of suitable options.

Transport was provided by the school for 10 children who were collected and dropped off by Kim Peacock in the minibus each day. The locations and timings were pre-arranged with the families ahead of the club and a member of Bigfoot staff was also present for each journey to offer a helping hand.

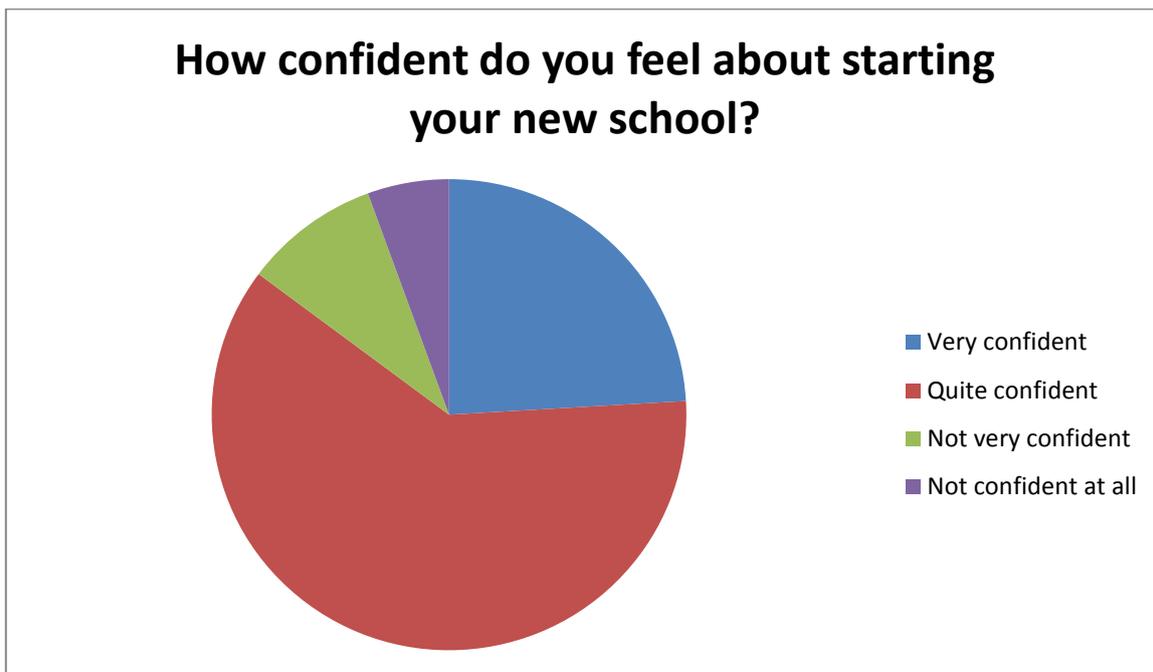
Marking their journey

Prior to the club, Bigfoot received 98 requests for places from potential participants. The school took this information and instructed who they felt should have priority, based on whether they were eligible or how much it was felt they would benefit from the course. We engaged with 57 young people throughout the week.

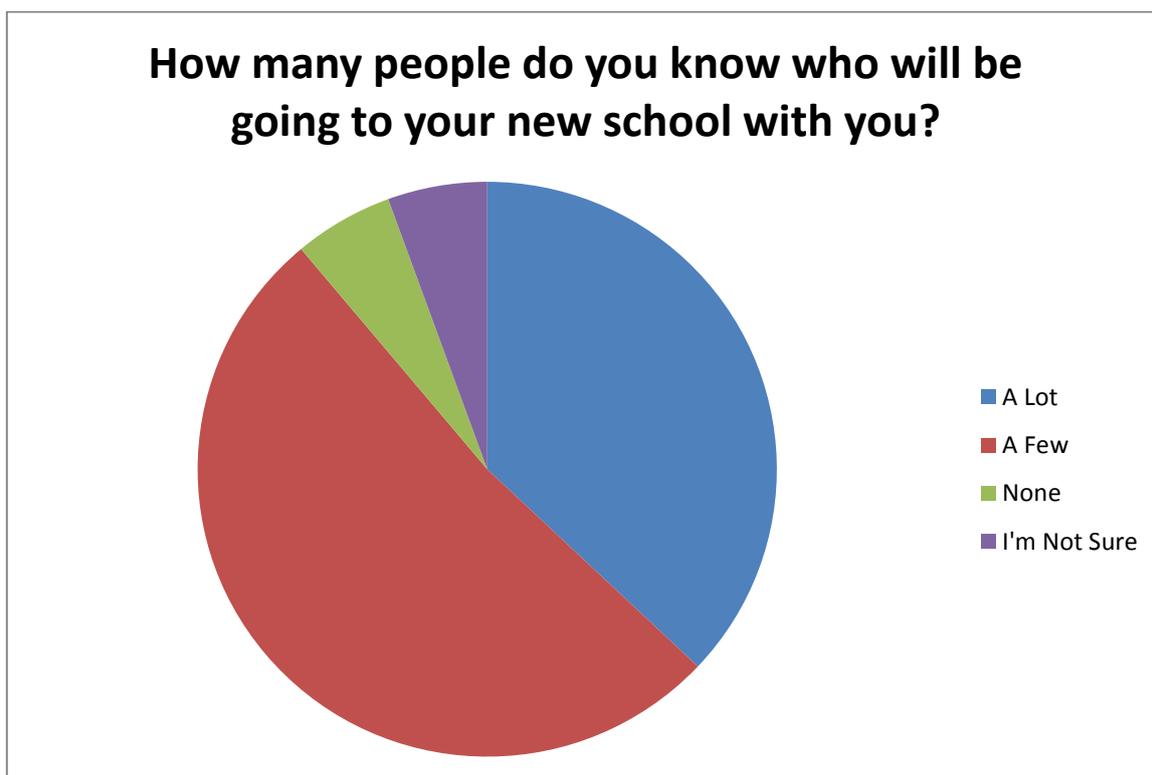


Monitoring and self-evaluation were regarded with high importance as we wanted to encourage the children to think critically, reflect on their journey and be able to verbalise these thoughts with one another. Therefore Review and Reflection time was set aside at the end of every day. Using a range of techniques such as anonymous written feedback and verbal discussion, the young people were encouraged to communicate with one another about their feelings and experiences whilst also allowing them to be honest about all aspects of the programme.

On the first morning we asked the children to answer the following questions –



The majority of the children felt quite confident about starting at Park View. 15% of the group felt not very confident or not confident at all



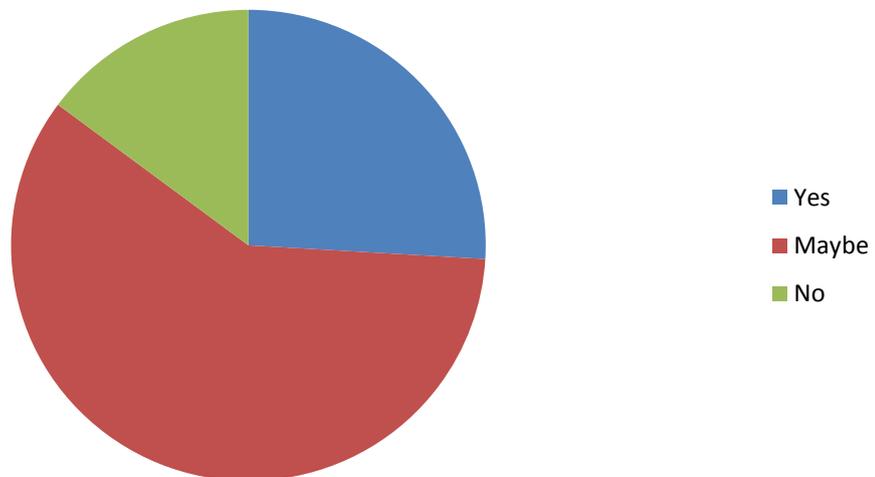
The majority of the children only knew a few other children



'Usually she can get bored and twist about going but not once on this course'

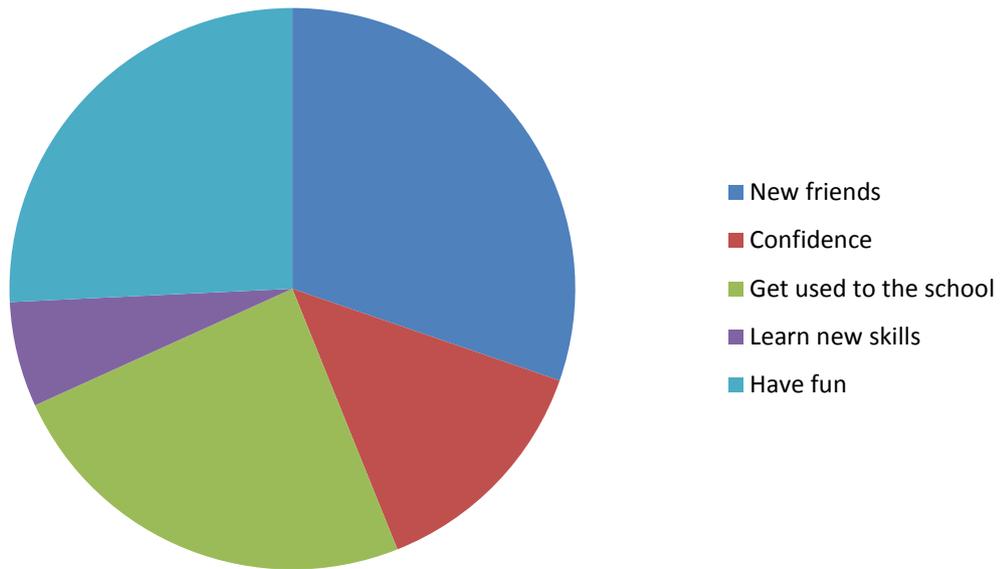
- Parent

Do you think you will feel differently at the end of the week?



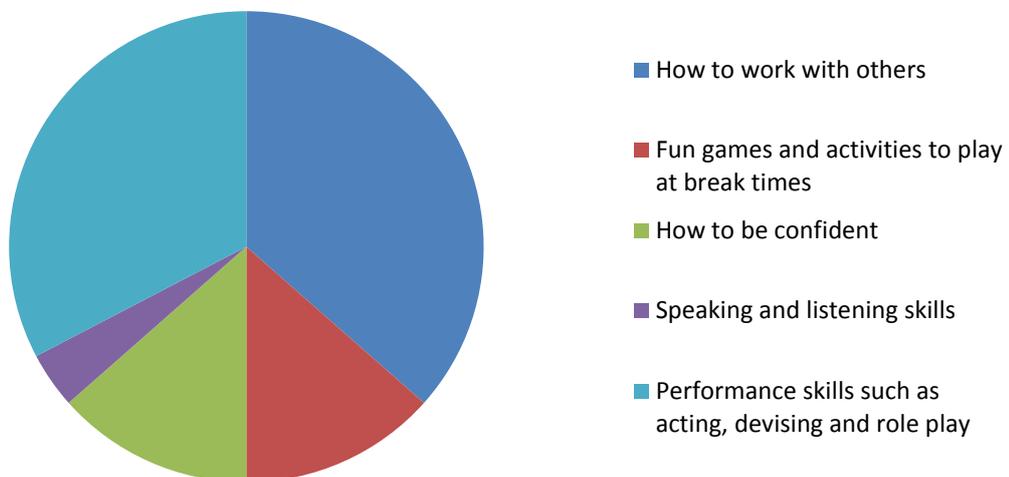
Only 26% of the group were confident that they would feel differently at the end of the summer school.

What would you like to get out of this week?



The majority of children regarded new friends as the thing that they would most like to get out of the week

What do you think you will learn this week?



The majority of children scored 'How to work with others' as the thing they would most like to learn during the week with 'performance skills' a close second. They felt 'speaking and listening' was the least important

'I can perform in front of 100 people!'

- Participant

Case Studies

Milly Days

Milly arrived on the first day in floods of tears and was very worried about the week ahead. She was anxious about having to work with people she did not know and being grouped with a girl from her primary school who had not been kind to her in the past. Removing herself from the group, she was reluctant to join in. As many activities were geared around getting to know one another, she found that she had things in common with some other girls. At the end of the week Milly was a different person! She was confident to contribute ideas and suggestions in group scenarios, she asked for lines in the performance and developed a fantastic teacher character! It was great to see Milly forming strong friendships with a small group of girls, brimming with confidence and willing to put herself forward and perform. On Milly's feedback form on the final day she stated that she felt 'very confident' about starting Park View, the course had helped her feel better about starting secondary school and she had made new friends.

Thomas Adamson



'As a parent I found this a very positive experience for Tom to boost his self-esteem and lower his anxiety about coming to school. Well done and thank you'

- Parent

Thomas's mother had explained that he had experienced a lot of anxiety at primary school, he had been bullied and overall had not had a pleasant experience. As a result he was worried both about attending the summer school and starting Park View the week after. She warned us that he may remove himself from activities and feel uncomfortable taking part. Without much encouragement however Thomas made considerable effort to contribute to group work and as the week progressed the facilitators saw potential in Thomas, as he had natural stage presence. He was keen to take on lots of speaking parts in the

performance, which led to him even improvising his own lines and really getting into his forensic team leader character. Thomas had one of the biggest roles in the show back and his mother was quite emotional seeing him on stage as she could not believe the transformation. On Thomas's feedback form on the final day he wrote, 'I can be more confident in acting.'

Summary

It was very encouraging to see such a high number of families wanting to access the provision and to be able to engage with such a large number of participants. In addition to the Case Studies, staff witnessed many of the children grow in confidence during the summer school and many children were able to identify the impact that attending the club had made on their wellbeing, stating they felt better about their transition to secondary school as a result.

Although this was the largest summer school we had ever ran, staff felt it was well organised and the carousel format of three workshops per day worked really well. They did not have any suggestions for improvement. Having 3 sub-groups really helped children to form relationships and instilled a real sense of teamwork. They supported each other throughout the devising stages of the performance and reminded each other of the structure during rehearsals.

The Caretaker and other Park View staff were very accommodating and helpful and the facilitators appreciated being able to utilise the entire school. Many children and parents commented on how useful they had found the exploration of the building in familiarising themselves with the layout ahead of their first day.

Children played outside at breaks and lunchtime and utilised the equipment from the Fun Shack which they all seemed to enjoy. It was clear that play time was integral to the children forging friendships and getting to know one another and the facilitators actively tried to spark up conversation amongst the more shy members of the group.

The feedback from the parents, tutors and most importantly, the children, both during and after the course was extremely positive and expressed how worthwhile they felt the experience had been. It is clear from the young people's comments, just how enthused they were by the overall experience, as there was a real excitement about the process and the outcomes.

'There was so much laughter during sessions. Many would arrive asking 'What are we doing today?' When the Forensics group was investigating the crime scene, one child said to me with a big beaming smile, 'This is so much fun!''

- Facilitator

There was some disruptive behaviour from certain boys on the first day but this was managed effectively by staff and consequences followed in line with the warning system. The facilitators spoke to parents about this following the first day and as a result the behaviour improved considerably as the week progressed.

Bigfoot arranged the food and refreshments on a daily basis and this worked well as the staff were able to communicate with the children and provide a selection of food that they would enjoy. In addition to sandwiches and crisps, there was a variety of healthy options made available such as fruit, yoghurts, cereal bars and crackers and staff altered food options on a daily basis in line with the children's requirements, which in several cases, were very selective.

In their feedback the children enthused about how much they enjoyed the activities and spoke positively about what they had made and how they had developed their performance and social skills. The variety of specialist workshops meant that there was 'something for everyone' but also pushed children out of their comfort zones to learn something new. Although many children found the performance aspect of Drama quite daunting, acting skills and increased confidence were identified by participants as the most recognisable outcome. Customising caps was probably the most popular specialist activity and many of the young people expressed their excitement to wear their caps and take them home on the last day.



‘Aside from the children getting to know their surroundings better, it is evident their confidence grew and grew. They know 50+ familiar faces on their first day because of this week and are able to bond with others over moments from the club. A shared experience of putting a performance on is something all the children now have in common, which is a great foundation to start to build a friendship on.’

- Facilitator

There was an abundance of comments from the children about the number of friends they had made and in turn, how much better that made them feel about starting their new school. This was especially positive as making new friends was identified as being the most important outcome of the week for participants on the first morning.

On the final day, none of the children felt that they were not confident at all to start at Park View and 85% said ‘yes’ the course had helped them feel better about starting secondary school. Many even expressed how they were now excited to enter Year Seven, suggesting that they felt comfortable in their new environment and safe to work creatively with others. We would hope that this would leave a lasting impression in light of their move to the school the following month.

All of the children identified skills they had developed as a result of the course, many of which related to performing and social interaction and many parents noticed a change in their children during the week saying they appeared happier, more talkative and their confidence had increased.

The Show Back

A considerable number of participants were very shy and therefore had anxieties about the performance element of the course. There was also a complex range of additional needs amongst the group. This made their achievements to show back their work to an audience of over 70 parents and carers all the more impressive. One child was reluctant

to take part in the performance and his attitude in many of the sessions was quite negative. This was a shame as he had some great, imaginative ideas. When the performance day came he almost did not attend. To help this situation, the facilitators created a new role for him backstage. He took this role very seriously and carried out his tasks incredibly well. This meant that he could contribute to the performance and be part of the final celebration; something which we all felt was incredibly important for him and the group. One parent mentioned in the feedback that they felt other roles could be offered to children so they did not have to perform. However the facilitators did say throughout the process that if any participants would prefer a back stage role or did not feel comfortable speaking then they would arrange this. Although all of the children were encouraged to perform and 'have a go' it was made very clear that no one had to do anything that made them uncomfortable. Afterwards many of the children mentioned how they were pleased they had pushed themselves and that they were proud to have performed in front of so many people. A number of parents commented that they were very surprised and impressed that their child had got on stage!



Two parents commented that the speakers were too loud during the performance. This is something we will be mindful of in the future.

After the performance there was an award ceremony where each child received a certificate and a DVD of the CCTV footage they had made to remember their experience. The facilitators said something positive to each of the participants and the audience applauded them all. Although this did make for a very long show back (which one parent commented upon in their feedback) the overwhelming response was how special they had found the individual mentions for each of their children and how impressed they were that the staff had gotten to know the children so well in such a short space of time. The winning team also won mini-microscopes and magic pens were given to 6 children as spot prizes in recognition of their outstanding achievement throughout the week. The children were also very excited to take their caps home that they had customised.

'It was great! Each child got a special, well thought out mention. That will mean a lot to them all!'

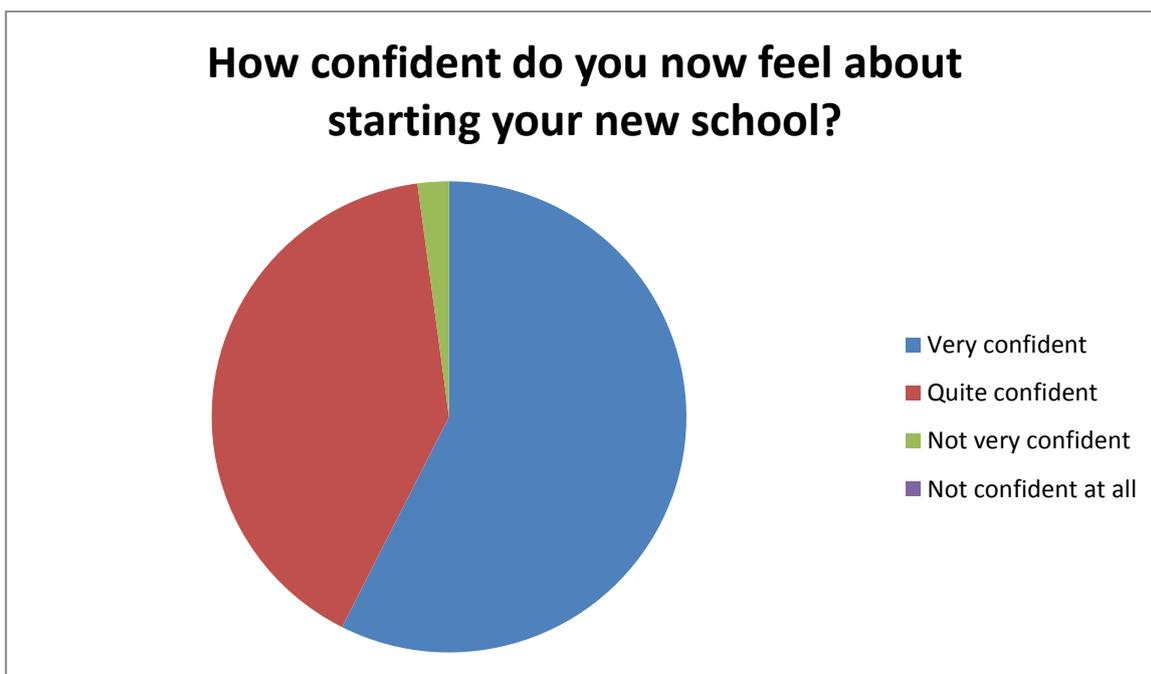
- Parent

The Celebration Tea that followed was a lovely opportunity for the staff to talk to the parents and carers about the experience and for them to feedback. It was unfortunate however that many did not take advantage of the buffet provided and a lot of the food was wasted.

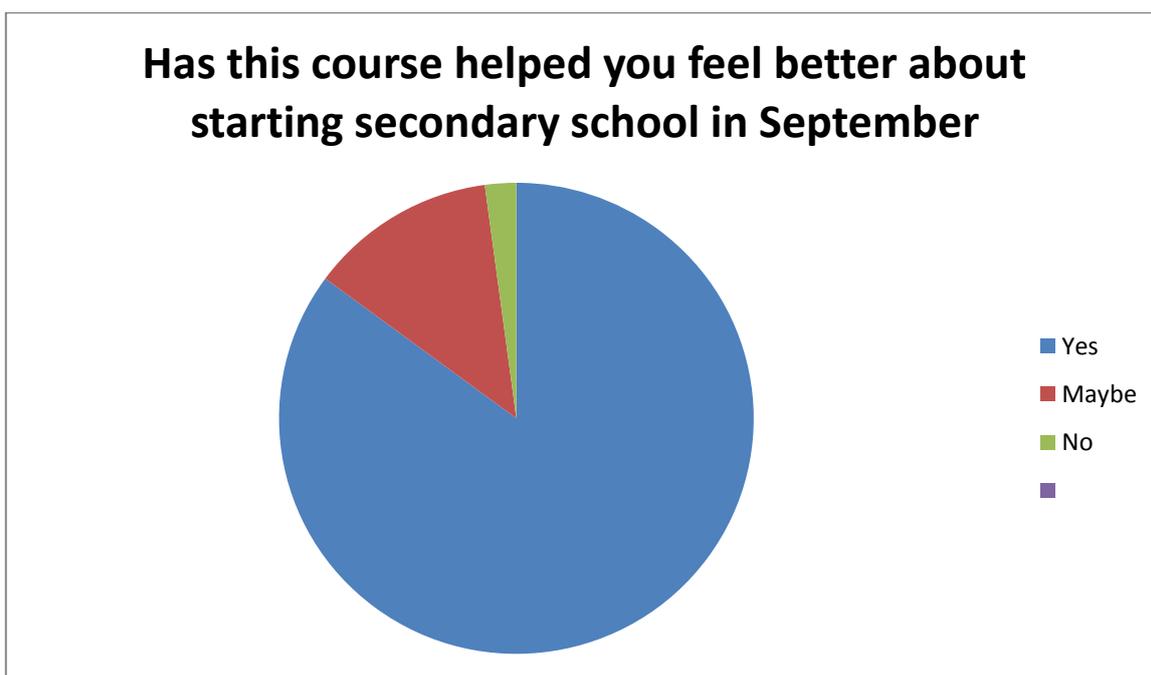
Parental feedback reaffirmed the importance that the summer school plays in putting their minds at ease about their child's transition. All parents felt that the course had helped their child prepare to attend Park View. They were very positive about what had been achieved throughout the week, especially the performance.

Child Evaluation

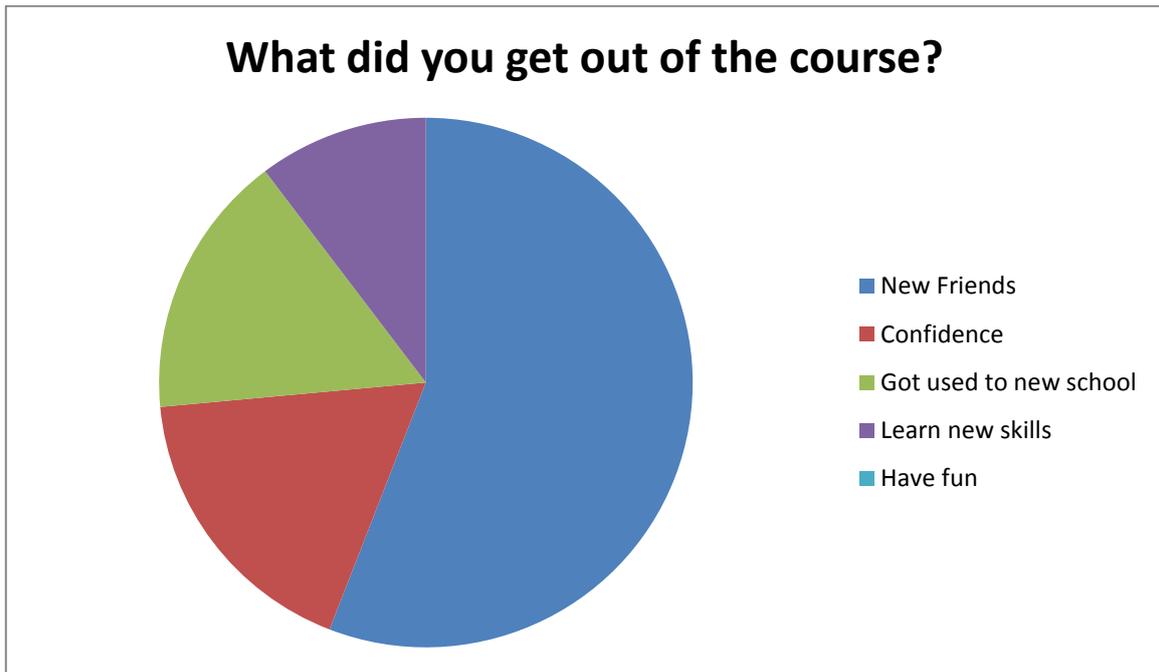
At the end of the course we asked the children the following questions –



The majority of children felt very confident about starting Park View after attending the summer school. Only one child said they were 'not very confident' and no one felt 'not confident at all.' 98% of participants felt quite confident or very confident about starting their new school.



Over 85% of the group felt the course had helped them feel better about starting at Park View. Only one child said it hadn't. Only 25% of the group had thought they would feel differently about starting secondary school at the start of the week.



The majority of children made new friends during the course and felt more confident also. At the start of the week 'making new friends' was the most important outcome that the children identified.



'Felt nervous on Monday but he said that soon subsided. He has enjoyed everything this week. He practised at home and was excited for the show today.'

- Parent

After working with Bigfoot	Response
I can...	Have fun Perform Have a loud voice Do drama Be more confident performing Feel a lot better Talk to lots of people Be more confident Act Talk to people Get a bit more confident Perform for other people Be more confident acting Perform well on stage Feel more confident Act better Do stuff Be more confident on stage Make new friends Perform in front of 100 people Make new friends and I am confident Act and perform drama Excel at drama Make my way through the first year at my new school Do everything Work well with people Be confident in front of an audience and learn new skills Do circus skills Perform in front of an audience Now wear a cool cap 😊 Do graffiti Find my way around Act better than I could before Do street dance Act without being shy
I understand more about...	Acting Performing Projecting my voice Still images Drama The school Park View Acting / Drama Graffiti Dance Performing Being confident The school and teachers The system of the school Circus skills

	<ul style="list-style-type: none"> Technical stuff Working with different people
I need help to improve...	<ul style="list-style-type: none"> Nothing Acting Writing My nerves My confidence Chants / singing My volume My confidence, dancing and singing My dancing In Drama Circus skills My drawing Listening My social skills Crying on demand
I enjoyed...	<ul style="list-style-type: none"> Making the hat Making caps Dancing Stuff Friends Everything Drama Making friends Performing to my parents Lots Making new friends Graffiti Being at Park View The clown Acting The performance Playing games, doing activities and making friends Getting used to the school and making friends Making new friendships Acting and making new friends The show Making the play Playing the Headteacher Hat graffiti
Skills I used are...	<ul style="list-style-type: none"> Strategy Acting skills Confidence Shouting Team work Acting and general skills Drama skills Facial expressions Acting, friendship and music Acting, singing and dancing Acting and confidence Acting and dance Dancing Acting, art and dance Attitude and confidence

	Performance skills Dance and art Balance, attitude and confidence Acting, listening Social skills Swag Break dancing Drama and Dance Art
--	--

‘This was my third year of being involved with the Bigfoot summer school and without doubt the best so far.’

- Mrs Peacock, Park View

Parents and Carers

Question	Response
What feedback did you get from your child during the course?	<p>They loved the graffiti art (I now have to buy the pens)</p> <p>That she had been doing lots of exciting things</p> <p>Every day Abi said she had loved the course</p> <p>Briar really enjoyed all activities</p> <p>Chloe has really enjoyed the week and has made a few new friends</p> <p>He was having a good time</p> <p>We got a lot of positive feedback from Jason. He said that he enjoyed every day and was learning a lot of new skills</p> <p>Lucy enjoyed the different activities and felt like she was learning new skills</p> <p>She really enjoyed the week. She loved the activities but also found some good new friends and found her way around the school</p> <p>Thomas has been very positive during the week about the course and has been enthusiastic about every day</p> <p>Very positive, she really enjoyed herself</p> <p>Kate has really enjoyed this week. She has made new friends and interacted well with everyone. She liked being a criminal</p> <p>He told me what he had been doing each day. He has really enjoyed the week</p> <p>Not much but happy</p> <p>He loved it</p> <p>She really enjoyed all the activities</p> <p>She loved every minute</p> <p>All the feedback was positive</p> <p>Very little</p> <p>Said what he had done every day</p> <p>Things they did each day</p> <p>Ewan had lots of positive feedback during the week, especially liked making new friends. Enjoyed the cap decorating and playing football the most!</p> <p>He enjoyed it, made new friends. Looked forward to going each day</p> <p>Enjoyed the week. Feel relieved about starting school</p> <p>Thoroughly enjoyed it – full of beans when he came home to tell you what had happened that day</p> <p>Has thoroughly enjoyed the week. Loved the drama</p> <p>All positive. Charlotte was eager to tell us about her day. She enjoyed every part of the course and got to know lots of other children</p>

	<p>Really enjoyed herself. Everyone really friendly Felt nervous on Monday but he said he that soon subsided. He has enjoyed everything this week. He practised at home and was excited for the show today Really enjoyed it all week, loved the teachers ('completely mad' – in a nice way!), was pleased to make new friends Not much. She kept it a secret for the final show</p>
<p>Did you see a change in your child and if so what?</p>	<p>More relaxed about attending school Yes, more cheerful in herself She became more confident day by day Yes, Briar has been very well behaved Yes, she developed more confidence as the week progressed She was really pleased to find some friends as this was something she was a little worried about Quite apprehensive about starting the course to feeling confident and comfortable coming to the course at school Bit more confidence Happy, animated about the performance More confident Yes, she has loads more confidence She grew with confidence Joining in. Never at primary did he get onto the stage Was more talkative Ewan feels much more confident in coming to Park View Confident about starting school next week Yes. Has grown in confidence as week has gone on. Has eased any anxiety of starting a new school Charlotte grew more in confidence as the week went on and she got to know more children and the school Usually she can get bored and twist about going but not once on this course Felt a little nervous on Monday but he has loved it. I think this week has given him the confidence to be the Luke he is and was in primary here too More confident</p>
<p>How did you feel about the Bigfoot staff?</p>	<p>Great That they had been very kind, polite and pleasant We were delighted that they looked after Abi and brought her out of herself I feel as though they cared for the children and their development towards Yr 7 Seemed very friendly and interested in the kids Very friendly, good feedback from Kyle They are very friendly and helpful Excellent staff. Really friendly and welcoming Really positive, energetic and seemed to get to know the children Friendly, very professional. All additional info I had given before about Tom had been noted and staff made aware of before starting course. Very reassuring for a parent Very friendly, good feedback Very friendly and professional, approachable All seemed enthusiastic Very friendly Really approachable They are great Very enthusiastic and encouraging</p>

	<p>They were really nice Great They were very friendly Seem fine – not had much contact All staff seem lovely, helpful and caring They were friendly, approachable Very enthusiastic. Made kids feel well supported Amazing staff. Jessica had only great things to say about them The staff were all friendly and approachable Friendly All emails were informative. They have been helpful and supportive. The presentation today was great – a special and positive mention for each child. Thank you! Lovely! Brought out the best in the children</p>
<p>What did you like best about the course and why?</p>	<p>A chance to meet new people. A variety of activities It captured my child's interest and she never got bored The fact that every child was fully involved The fact Briar is now a little more used to the environment she will be in next week and will be more familiar with faces of friends she has made It was a great boredom buster! Also a great opportunity for the kids to interact before their first day at Park View It was at Kyle's new school, giving him much needed confidence Clear information and start time in the morning It helped my daughter to make friends The fact that Mila enjoyed herself Opportunity to become familiar with school and pupils before starting school, Try different skills – drama, dance, film making, art, Final show presentation!! Fully inclusive course – lunch, drinks etc. Good chance to meet her new classmates before school starts Good content, interactive, social It allowed Ciaran to meet the other children who he will be going to Park View with The children get to meet new people The different aspects ie. Dance, drama, graffiti art etc. It helped Caitlin get used to the school before she started No two days were the same Social skills. Oscar loved doing the baseball cap Got to meet friends and they get to become familiar with the building Allowed them to get to know other children starting school All of it – Especially how Harry was able to meet kids he would be attending school with Drama. Jessica loves drama. Meeting new friends It was an excellent way for Charlotte to make new friends and get to know the school building It was free! Neave had a variety of experiences and mixed with other children Variety of activities. Chance for Luke to perform. A chance for Luke to get used to the school and meet new friends Variety of activities. Sam was never bored! It was great the way it was all brought together at the end of the week. I liked the fact they were in and out of different parts of the building getting to know their way round They gave feedback on every child and it was free</p>
<p>What did you dislike and why?</p>	<p>I think it would have been good to have a specific other option for children who did not want to perform. (Writing scenes, designing programmes, art work to do with performance)</p>

	<p>Nothing N/A Sound system – used for background noises. Too loud. Feedback on each child took too long and food was not enjoyed by Neave but she can be fussy.</p>
How did you feel when you saw the final sharing session?	<p>Great Very pleased and proud of all the children, as well as Katie Very proud of all the kids involved Thought it was fab. Great to see all the kids working well together It was good that every child had a small part to play Lots of hard work, great performance. Kids learn about each other and their strengths and weaknesses I felt happy for all the children and I think they are very brave Really proud as she considers drama to be out of her comfort zone, so to perform with confidence was a great achievement It was really impressive Quite surprised on how well Tom has managed and showed flare for drama, which was unexpected. FANTASTIC how the tutors were able to give feedback on each individual child after only 1 week Different from what I imagined Very proud of Kate Everyone did well. Excellent performance Great effort Amazing Amazing! The kids have put so much effort into it Very proud It was really good Very proud to see what they had done Quite emotional and proud that my shy son danced etc. in front of a large audience Very proud Again, amazing! It was wonderful, to see how hard the children had worked to produce such a fantastic performance Proud of the children and she enjoyed it very much It was great! Each child got a special, well thought out mention. That will mean a lot to them all! Quite emotional! Proud of what was achieved</p>
What changes would you like to see and why?	<p>More options in which children can participate in final presentation Nothing N/A None The volume of the speakers was very loud Cannot think of any My son would have liked more sport</p>
Do you think the club has helped your child as they prepare to attend secondary school?	<p>Yes The club has helped break Katie from the scary thought of going to secondary school and not knowing anyone Definitely Most definitely Definitely! It is a great opportunity to meet new friends in a fun environment Yes, Kyle has met a lot of new kids Yes, I think he feels more calm about changing schools Yes, definitely</p>

	<p>New friends and familiarized herself with the school Yes, will not feel nervous when she starts school I think so. Kate is looking forward to starting secondary school and is not daunted by it Yes, definitely. She has made loads of new friends Yes, it has Helped him make new friends before starting seniors Absolutely Definitely. Charlotte is quite shy and the group has given her a chance to get to know some of her classmates Definitely – and me! Luke knows his way around and has met new people (I have tried to get used to him being at Park View!) Yes definitely! It has taken away a few of those starting school nerves Yes, I think Keira has made more friends and she has an idea of the layout of school</p>
<p>Do you have any further comments?</p>	<p>Maybe to allow children to write parts at home and bring in A massive thank you to all the staff for helping with Katie Thank you for having Kyle Thanks for your help Thank you As a parent I found this a very positive experience for Tom to boost his self-esteem and lower his anxiety about coming to school. Well done and thank you Well done – thank you very much! Excellent Thank you to everyone! Thank you so much for a great week. Luke has loved every minute Thank you very much!</p>



'She really enjoyed the week. She loved the activities but also found some good new friends and found her way around the school'

- Parent

