



Langley Park Primary School Oracy Project Creative Achievers Case Study

This Summer Term, we were delighted to be invited back to Langley Park Primary School in Bromley to deliver a bespoke Creative Achievers project, focusing on improving Oracy skills.

The 2022 Project – Poetry

We first worked with the school in Spring 2022, exploring Poetry with the aim of devising and delivering a series of creative, interactive drama sessions for a targeted group of learners, focusing on oracy, confidence, and performance skills. Thirty children participated in the sessions which took place over six weeks, working with not one but SIX fabulous Bigfooters as well as their own teachers.

The children explored poems by lots of different poets, and even wrote their own! The project culminated in a wonderful sharing session to which the children's parents and carers were invited. It was an inspiring project with remarkable outcomes, one of the teachers told us:

'By the end of our time together, the children were able to deliver a wonderful performance in front of an audience of 50 people which was a massive feat. Not only did the children develop, but us as practitioners were able to broaden our knowledge and understanding of drama, speaking and PSED.'

The 2023 Project – Anansi

We were then thrilled to be asked to deliver a second project in Summer Term 2023, working with several of the same children to build upon the progress pupils had made the year before, with an enhanced focus on spoken ability, script work and performance skills. We worked closely with the school to carefully curate a content that had impactful, measurable outcomes in a short space of time and it was decided that this year we would use the stories of Anansi as a stimulus for the project.

We elevated the project by starting with a whole assembly performance of **Come 'an See Anansi**, performed by our brilliant Senior Educator Adrian Benn, who was also the project lead. This enabled the whole school to be involved in the project, and it was a great opportunity for the 38 children before participating in the weekly sessions. We also provided the school a copy of our Anansi filmed performance, as well as the accompanying resource pack, which enabled them to continue the work in the classroom over the weeks that followed, making it a fully sustainable project for the whole school.

Format and structure

Thirty eight children, identified via pupil premium funding participated in the project, divided into three age groups; EYFS & KS1, Years 3 & 4, Years 5 & 6. The school were really clear in their aim that they wanted to provide the children with a very supported and personalised experience, so two Bigfooters, along with school staff worked with each group, ensuring a high pupil: staff ratio. This structure had enormously successful results, with the children's confidence increasingly immeasurably as the project progressed. Year 3 & 4 Lead Educator Josephine Starte reflected that:

I really liked the freedom of this project; the school are really supportive in giving us space to explore the work with the children and the small group sizes are such a treat! I notice a massive difference compared to other projects in that you get so much more opportunity to work individually and personally with children.

The project took place over 6 consecutive weeks, with each 50-minute session scheduled before the school day alongside the school's Breakfast club. The groups all worked simultaneously in different spaces, before coming together in the final weeks to prepare for a sharing performance in the school hall following the last session. In week 5, KS1 Phase Leader Natalie Wickenden told us:

The feedback I have received from the pupils and teachers has been nothing but positive! I've dropped into a few of the sessions across the course of the project and the children have been engaging really well, lots of smiles, laughs and giggles. They are increasing in confidence and I am really looking forward to seeing the culmination of their hard work within the performances next week- invitations have been sent out to school governors and parents so we are all ready for the big day!

Content and Performance

The project aimed to develop children's oracy skills, increasing confidence in speaking, listening, discussion and performance skills, whilst expanding vocabulary, expressive language, script writing and character work. **Come an' See Anansi** was the stimulus for the project; as well as exploring existing Anansi stories, the older groups also devised their own stories which had brilliant results! The sessions drew upon a variety of drama skills such as vocal and physical warmups and games, tableaux, hot seating, role plays, devising, character work, physical theatre, movement skills and voice work. The children were encouraged to work independently, in pairs, small groups and as a whole group.

In our evaluation of the project, we asked Educators in which areas of development they noticed tangible improvement. EYFS & KS1 Lead Educator Lisa Jouzdani commented:

Their confidence – as some of the less confident children got used to the structure and the staff, the improvement was clear to see. And on the last day they blossomed and were full of smiles! Collectively the development of their vocal skills was really impressive – one child in particular at the beginning of the project you could barely hear their voice, they were just miming, but by the end of the project they were leading the way! So brilliant.

Each group had a Lead Bigfoot Educator who was responsible for planning detailed weekly workshops based on each group's progress and abilities and in line with the school's feedback and objectives. The project lead liaised closely with the school, sending a project overview and weekly plans, ensuring an entirely tailor-made experience.

Whilst the overarching aim of the project was to give the children to space and freedom to creatively explore, the school were keen that they had the opportunity to share and 'perform' at the end of the project, to celebrate their achievements and grow in confidence. This was a joyful experience for all involved; the children shone and were so proud to be sharing their work with their families and teachers. It was especially clear that they really benefitted from seeing each other's work, especially those with siblings.

Project Lead Adrian Benn commented:

The children really valued the praise and acknowledgement for all their hard work over the project. The fact that they had the confidence to stand up in front of a crowd and perform. Watching a few of the students conquer their fears to stand up was really powerful.

Year 5 and 6 Lead Educator Marshall Stay observed that:

...the opportunity to share and have a bit of a spotlight moment is always a wonderful confidence booster, and being in a bigger space got them to think a bit more about vocal projection. It was a session full of support and encouragement.

Finally..

Collaborating on this project with Langley Park Primary School has been a wonderful experience for everyone involved and we are very much hoping to repeat it again next year, building even more on the children's hard work and achievements. Watch this space!

If you would be interested in finding out how we could create a similar project with your school please don't hesitate to [contact us!](#)