



RSJ Case Studies



Your School's Context:

Hunters Hall Primary is a Thrive Approach School of Excellence; having achieved Ambassador status for Leadership, Environment, Reparative, Right-Time, and Relationships. The school is a large, three-form-entry with twenty-one classes and the capacity for 630 children from Reception to Year 6. Currently there are 623 children on role including a Nursery class with a capacity of 78 part-time places.

Children's starting point on entry to nursery are much lower than average with most children being in the 22 months' age-related development bracket or below. The third of our children joining our Reception classes from settings other than our Nursery are similarly low on entry.

Our school demographic continues to change, and we have 45 different languages spoken. 54% of our pupils speak English as an additional language compared with 20.9% nationally. Our top five languages after 306 English are as follows: 57 Romanian, 54 Bengali, 30 Lithuanian, 28 Yoruba & 16 Urdu. The percentage of pupils from other ethnic backgrounds has risen significantly. 76% of children aged 5+ are from other ethnic backgrounds compared to 33.9% nationally. This is a significant increase year on year (2006= 14.2%).

Our children in KS1 are entitled to a universal free school meal at lunch time. The percentage of pupils eligible for Pupil Premium is currently 27%.

An above average percentage of our children live in over-crowded households (around 25%) The school deprivation indicator of 0.3 is higher than National Average (0.2). Child poverty is one of the highest among the London boroughs, where 50% of the children live in households within poverty.

The proportion of the working-age population on out-of-work benefits in Barking and Dagenham, with 15.9%, is one of the highest in London. While across London, this proportion is 12.2%. Only around 5% of adults in the ward have higher education qualifications as compared with 19.2% nationally. Around 8% of parents are from high social class households compared with 20.1% nationally.

The Rationale (What was the problem/challenge/difficulty you wanted to overcome? It should fall into the category of one of the 3 RSJ Initiative Priorities. 1. Curriculum 2. Student Experience 3. Leadership and staff experience)

Our school song: "Believe" highlights the characteristics and attitudes which we, as a school, feel is essential to achieving greatness. Remember: "I can be anything I want if I can just believe in me."

At Hunters Hall our child-centred ethos incorporates British Values; promotes high self-esteem; enjoyment; empowerment; high expectation of achievement; respect, and equality for all. We do this within a nurturing and stimulating environment. Our intention is to value each day by making it engaging, challenging, productive, and equipping every pupil with the essential knowledge, transferable skills, compassion, and resilience to have success in the future. Our School Development Plan includes as a priority:

"Ensure that the curriculum is fit for purpose and continues to reflect school demographic and societal needs"

The Approach (What was tried, with whom, and how was it executed?)

We targeted three classes from three different year groups: Year 2, Year 3 & Year 4. Following on from previous work that we have carried out and sustained in the field of globalisation and connection, we wanted to further this work to breakdown stereotypes and assumptions about peers across the world in India and Malaysia. We also wanted to develop work around writing and creative arts.

1. to develop competent digital, global citizenship in students
2. to foster inclusion through global collaboration beyond school borders
3. to develop speaking, reading and writing skills of students
4. to develop creativity and innovative skills in students
5. to raise awareness about and integrate the 17 Sustainable Development Goals
6. to share best practices for inclusion and global learning

The **theme of Culture** for our collaboration, as it offered rich opportunities for exchange and learning.

Communication took place through online platforms –

What is Culture with a Focus on Humanity

1. Understanding what culture is and how it shapes people's lives
2. Learning how different cultures contribute to kindness, respect, and global harmony
3. Exploring the importance of empathy and acceptance in a diverse world

Different Cultures Around the World

1. Discovering traditions, customs, and daily life in various cultures
2. Comparing similarities and differences between cultures
3. Understanding how history and travel influence culture

The impact (feedback from the target group/s)

"Thank you for your lovely comments about our work. I told my class all the wonderful thing you said, they were very excited by your reply.

I showed them the rest of your work today.

They really enjoyed watching your fantastic dance to 'Shape of You'. We watched your students (many, many times - they loved it a lot) and then my class wanted to join in. Thank you for teaching us some new dance moves.

Your landmark mash-up was lovely. Comparing two key features of our countries was a lovely idea. My class have been inspired and would like to try something similar.

The children really enjoyed learning that some of the English words we use every day originate from Hindi!

Thank you again for sharing your work with us! I look forward to collaborating again!" C Hopkin, class teacher, UK

"Thank you so much for your heartfelt message and for sharing the wonderful work done by your Year 2 students. We loved going through everything you sent!

We were truly impressed by the creativity and enthusiasm your students displayed, especially in their vibrant rangoli designs and their landmark art showcasing the iconic Taj Mahal. It was heart-warming to see how excited the children were to explore cultures from around the world. Their posters on global traditions - highlighting what different cultures wear, celebrate, and eat -reflected thoughtful research and a genuine curiosity to learn.

It was lovely to hear that they presented their work to their peers and shared interesting facts about various countries. What a meaningful way to build cultural awareness at such a young age!

The poems on acceptance and tolerance in a diverse world written by your students really touched my heart and speak volumes about the culture that you are trying to foster among your young ones.

Thank you once again for this beautiful exchange. Please do convey our greetings and appreciation to your class. We hope to continue collaborating and learning from each other in the future!" Raminder Kaur Mac, Dean of Choithram Group of Institutions, India.

The impact (What has changed because of the approach?)

Key aspects that have changed:

Curriculum design

Challenged stereotypes

Increased knowledge

Developed creative skills

Awareness of global issues

Awareness of similarities and differences

The next steps (What will happen next and why? This can include maintaining, or abandoning the idea/activity, refining it, bringing in additional parties or sharing this practice across a wider audience.)

Having evaluated the project with the lead teachers, the aim is to make this a sustainable and on-going global connection. Further communication and collaborative work will be sought. The aim would be to branch out to other classes and year groups and to choose other elements from the 17 sustainable development goals.

The work will be shared at the Global Citizen Hub in May 2025.

If you have any questions or difficulties in completing this case study, please do get in touch.