

Case Study:

Petteril Bank Primary School and Tebay Primary School, Cumbria

School Background:

Petteril Bank School is an urban school in Carlisle and is situated in an area of high socio-economic deprivation. In contrast Tebay School is in a rural environment and draws pupils from a range of socio-economic backgrounds.

Main Contrasts:

Rural / Urban

Socio-economic contrast

Main Themes:

Exploring local environments.

Curriculum links:

Geography

Art

Citizenship.

Main aim:

To use art as a tool for challenging rural and urban perceptions within Cumbria.

Key learning outcome:

'This link has not only highlighted similarities and differences but also enabled the "celebration" of the similarities and differences within the UK'.

Evaluations:

'The banner making sessions provided hours of interactive fun and cooperative learning in an unconventional setting that the students responded very positively to'.

'The location of both schools within Cumbria made it more practical for them to meet and work together as they did. Most importantly, the pupils



How?

This link was set up by [Cumbria Development Education Centre \(CDEC\)](#) and [The National Trust \(NT\)](#) through the NT's Redrow School Partnership. The Redrow School partnership aims to bring together schools on to a NT property to work on a joint piece of arts work. The NT funded a facilitator and two artists who worked with the pupils at various stages of the project to design and make three banners depicting the features of the different localities.

have met other pupils
who they now refer to as
“our new friends” ’.

Activities:

Finding out about our environment:

The link initially involved the 2 schools carrying out respective “[Local Audits](#)”.

Exploring each other's environment:

Local audits were compared identifying similarities and differences between the two locations. The audits were used as stimuli for [Philosophy for Children](#), this enabled the students to lead the activity and explore their own ideas. This activity also enabled preconceptions about each other's schools to be explored.

The similarities and differences identified were incorporated into the banner designs when pupils worked with the school staff, NT facilitator and artists to design and plan the banners. The banners were the focus for the pupils to express their ideas and feelings about their own locality and to reflect their shared sense of place.

The respective school's work culminated in a meeting of the students at Acorn Bank, a National Trust Property. [Community builders](#) involving team-building games enabled the students to interact and friendships to develop. The two artists then worked with the pupils and staff to make the two banners.

During another session at Acorn Bank the pupils explored the site and identified similarities and differences between their environments and that of Acorn Bank. These ideas formed the basis for the third and central banner. When hung together all three banners were linked by a central theme, a river, which linked and united the three different localities.

Celebrating our similarities and differences:

The schools came together again to celebrate the project and the banners with press presence! More games and a shared picnic enabled the students to develop their friendship further. The completed banners were then displayed at the Cumberland Building Society in Carlisle and are now at the respective schools.

Developments:

The schools have visited each other since the end of the project and staff are developing a future link through the use of [Philosophy for Children](#), supported by [CDEC](#).