

The magazine of Creative Education Trust schools

Issue no.12 June 2018

Connected



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Creative Education Trust

#CHANGE12018

All Change Please!

Year 5 take on the pressing issues of our times

Fresh Thinking 1, 2, 3

New ideas from the schools

Getting It Together

A new sixth-form prize for creative collaboration



CHANGE2018

New ideas: new school



As the schools closed for Easter we heard the news of a very good Ofsted inspection result for The Hart School – “good” overall with glowing praise for the Principal’s “strong leadership” and his “clear and compelling vision”.

Congratulations to Chris Keen, colleagues and students in Rugeley on virtue rewarded!

We’re delighted to feature cutting-edge ideas from the schools in this issue, and are grateful to the authors for sharing their insights on action research, emotional barriers to learning, and progress for disadvantaged students with high prior attainment.

We enter the summer term welcoming another secondary school into the Trust. The Bulwell Academy in Nottingham enriches our community of professionals and students with unique knowledge and experience – and not least with its buildings, which are an enviable and treasured object lesson in enlightened contemporary school design.

Emily Campbell Director of Programmes

HOT-A-TWEET

140 characters from the Chief Executive

A warm welcome to The Bulwell Academy and to all the young Bulwell athletes who will join us in July for the 2018 Day of Sports.



Congratulations

... to **The Hart School** for their “good” Ofsted rating and recognition of Chris Keen’s “clear and compelling vision” for the school.



Cross-Trust events

- 12 June 2018** London
Design Faculties Awayday
- 19 June 2018** Weavers
Heads of Sixth-Form meeting
- 22 June 2018** London
Primary Poetry Competition final
- 28 June 2018** The Hart School
Sixth-Form Prize launch
- 3 July 2018** Wroughton
Primary Day of Sports East
- 3 July 2018** Three Peaks
Primary Day of Sports West
- 6 July 2018** School TBC
Secondary Principals’ meeting
- 10 July 2018** London
Creative Writing final
- 11 July 2018** Abbeyfield
Secondary Day of Sports
- 17 July 2018** Abbeyfield
The Theory of Everything Creative
- 18 July 2018** Woodlands
Primary Headteachers’ meeting

Fresh thinking

Thought leadership from three Creative Education Trust schools that deserves to be shared.

SPACE:

Support,
Progress,
Achieve,
Challenge,
Empower

by **Emma Preston, Kim Firth** and **Michelle Strong**, Caister Academy

It's become increasingly evident that social and emotional issues are among the biggest barriers to learning for a number of pupils at Caister: low self-esteem, a lack of resilience and a tendency to just give up when the going gets a bit tough are holding pupils back from being the best they can be.

If pupils are to settle into school, make progress and achieve well, we need to be proactive rather than reactive, and act quickly to address the gaps in social and emotional development – by years 10 or 11, it's already too late. With above-average numbers of pupils with Special Educational Needs and Disabilities (SEND) and levels of disadvantage at Caister, we had to consider the interrelationship between academic



Emma Preston,
SEND Co-ordinator,
and **Kim Firth**,
Additional Needs
Guidance
Manager,
Caister

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achievement and developmental trauma, and we recognised the need for a programme of intervention based not on literacy progression or academic progress – as is the norm – but on emotional wellbeing. With this in mind, this year we've introduced SPACE, an additional provision for a small number of pupils in years 7 and 8 with identified additional needs.

SPACE has been developed using pedagogy, neuroscience and research linked to the work and theories of key psychologists Marjorie Boxall, John Bowlby and Abraham Maslow. Although Maslow's famous 'hierarchy of needs' (1954) classified physiological and psychological needs such as safety and self-esteem as lower order than self-fulfilment (at the top of the hierarchy), we know that if a child's lower order needs are not met, it forms a major barrier to their learning and development. Understanding that pupils with social, emotional and mental health (SEMH) concerns are not ready for the social and intellectual demands of school has been central to our thinking. SPACE makes secure attachments to staff a priority, and addresses the needs of pupils with SEMH in both group and one-to-one interventions.

SPACE is underpinned by The Boxall Profile for Young People (Bennathan et al 2010), a precise way of assessing needs, planning intervention and measuring progress. The profile is a diagnostic tool to identify a young person's strengths as well as difficulties. We use it to plan relevant intervention and track the impact of programmes put in place. Depending on the individual risk rating from the profiles, we can also assess whether the pupil requires long-term, group-based intervention or individual support.

The nurture group provides a number of timetabled sessions in a home-like environment with affection, structure and a balance of learning and teaching. It is underpinned by six principles:

- **Children's learning is understood developmentally**
- **The classroom offers a safe base**
- **Nurture is important for the development of wellbeing**
- **Language is a vital means of communication**
- **All behaviour is communication**
- **Transition is really important in children's lives**



Kayla Tourle, year 7, Caister

The sessions are planned and led by our Additional Needs Guidance Manager and a teaching assistant. Pupils work on their social skills through tasks such as making tea and toast for the whole group, and sitting down to share the meal together while discussing issues that may be worrying them. This might seem far removed from what one might expect in a secondary school but it helps pupils learn how to interact with people. It is also an activity of which many pupils have no experience. They are expected to be part of a team, working together to develop their creativity and imagination, often through play. Play releases positive hormones and requires active engagement, encouraging pupils to manage their emotions and develop a sense of self. The activity could be making play dough or rainbow rice, or simply playing with Lego, playing cards or dice – all things that many of the pupils have never done.

We recognised the need for intervention based not on academic progress, but on emotional wellbeing

They also spend time working on their oral communication skills, as these are often the most underdeveloped and cause the pupils distress. For some this manifests itself in poor behaviour, which results in them being removed from lessons. Others may retreat into themselves, reluctant to give opinions or in some cases even speak.

Pupils in the SPACE programme have access to emotional literacy support assistants (ELSAs) – working in school to help children recognise, understand and manage emotions. Trained and supervised by educational psychologists, the ELSAs plan and deliver individual and small group sessions. Complemented by our school counsellor and an SEND-specific therapeutic support worker, the ELSAs enable us to individualise our approach to SEMH needs.

Pupil voice has been extremely positive and we now have two nurture groups in both years 7 and 8. Staff have observed improvements in attitudes to learning among the pupils involved – and also in their work and outcomes, despite having to miss lessons for their SPACE sessions. These pupils' attendance has improved, with parents reporting a change in attitude of their child towards school – from reluctant to willing.

In January, Ofsted commented positively on SPACE; specifically on how Caister is ensuring that year 7 pupils with low starting points get additional support to boost their language, social skills and emotional resilience.

We will continue to evaluate the programme, and plan to expand and build upon it in the coming months.

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ACTION RESEARCH

by **Craig Avieson**, Wroughton Academies

Staff across Wroughton Infant and Junior Academies engaged in a pioneering professional development journey over the spring term 2018. Our project had three aims: to assess the needs of the school; to select academic literature relevant to these needs; and to implement practical applications in the classroom that developed autonomy and created impact across the school community. Four distinct phases were adopted by all teaching and support staff.

Phase one

Identifying a need and selecting a text

The senior leadership team identified three key areas of staff development: assessment for learning, teaching reading, and children's motivation and engagement. The corresponding contemporary texts had to be up-to-date, accessible by all staff and presenting strategies which could be easily implemented. The senior leadership team chose Daisy Christodoulou's *Making Good Progress?* to address the first

Rachel Smith, Sadie Irving, Catherine Nicholas, Stephanie Burns and Kylie Aldridge

need, assessment for learning; Doug Lemov's *Reading Reconsidered* for teaching reading; and Daniel Willingham's *Why Don't Students Like School?* for children's motivation and engagement.

Phase two

Reading the text as a group

Staff were given time to read one of the texts and consider as a group how it could inform their practice. Continuing Professional Development (CPD) involves all staff, not just qualified teachers, so this project was also about enabling colleagues with a range of roles to work together. Staff were introduced to action research by a teacher who'd recently completed a Masters, and through a set of rules:

- Each group will consist of four or five members
- CPD sessions will be cancelled for six weeks to enable staff to meet when convenient, at the group's discretion
- Each group must use the same text, but can have different, personalised research questions
 - Each group can choose how they disseminate the findings of their action research (poster, abstract, hand-out, PowerPoint, oral presentation, video, song ...)

Following the introduction and a Q&A, staff were given dates by when they were required to publicly disseminate their findings – approximately seven weeks after the start of the project.

“Teaching is a pragmatic profession. An explicit link between theory and application makes CPD so much more valuable and really improves practice.” Classroom teacher

Phase three

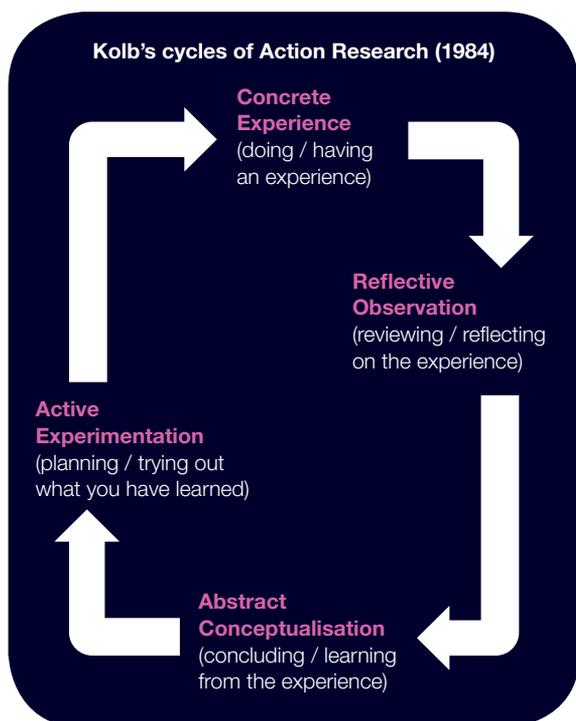
Implementing in the classroom

The most important phase of the project was starting to make an impact on children by implementing research from the text in the classroom. Although groups worked on the same text, each individual staff member could have a different focus. In many evenings during the spring term, staff could be found huddled together in discussion after school, creating a buzz across support staff, trainees, qualified teachers, middle leaders and senior leaders.

55 projects in total included:

- **Through pre-teaching of vocabulary, could a middle-ability prior attaining group access a high-level text?**
- **Would the time taken to read a poem and answer questions reduce/increase children's motivation?**
- **How could the link between fiction and non-fiction subject knowledge be developed?**
- **How does the repetition of times-tables improve learning?**

The intention of this phase was to give staff the permission, research insights and autonomy to investigate a problem in their own working environment. This had a really positive impact on motivation: staff were eager to present their findings, willing to reflect, and keen to conclude their cycles of research and action.



“I like the fact that we have been equally considered in this project and that I’ve been able to think about context more when I’m teaching reading.”

Support staff member

Phase four

Staff sharing their findings

Each group was given a 10-minute presentation slot to share their findings. The group approach was both pragmatic and supportive; and it enabled the staff to share both individual and collective thoughts. The overall standard of presentation and action research projects was incredibly high: staff had invested time and energy in investigating what both mattered to them individually, and was significant to improving the school. This autonomy supported motivation and generated fascinating reflections.

In conclusion, this has been an invaluable project and experience for our entire staff community. We place incredible importance on the development of all staff here, and it has been a real privilege to witness the extent to which they exceeded our expectations. In a rapidly improving school, it may seem logical for senior leaders to take control of CPD and reduce staff autonomy, but under the right circumstances, staff should be enabled and trusted to improve their own practice in a personalised way.



DISADVANTAGED HIGH ATTAINERS

by **Rachael Sandham**,
The Hart School

It is a misconception that disadvantaged pupils are low ability – they appear across the ability spread. Nationally, however, and for varied and complex reasons including a lack of engagement with education, they underperform compared to other pupils.

During the course of the year The Hart School's analysis of performance showed that our disadvantaged, high prior attaining pupils were not making as rapid progress as we expected. The achievement team devised a three-strand strategy of quality first teaching/ disadvantaged first; intervention; and raising aspirations.

Quality first teaching **Disadvantaged first**

We met with all staff to share the rationale and details of the Disadvantaged First strategy – using all the numerous teaching strategies an effective teacher uses, but always targeting the disadvantaged high prior attainment pupils first. Teachers should ensure that they:

- **Identify disadvantaged pupils on all class lists and seating plans**
- **Check disadvantaged pupils understand the task set first**
- **Monitor the learning of disadvantaged pupils first**
- **Target questions to disadvantaged pupils first**
- **Check disadvantaged pupils for misconceptions first**
- **Mark work of disadvantaged pupils first**
- **Feedback to disadvantaged pupils first**
- **Check disadvantaged pupils engaging actively in improving their work as directed**

“My assertive mentor made me work really hard which I hated at first. But, the grade I got in my English PPE was two grades higher than my target grade. I am really grateful to Miss for pushing me.” **Hart School student**



This strategy was monitored and evaluated in learning walks, typicality trawls and feedback from both pupils and teachers. Staff teaching the top sets were invited to attend a weekly drop-in session to support their planning and delivery of the strategy.

“I never thought about going to university but I loved our visit to Oxford. The lab facilities, the halls of residence and the lectures – they were all fantastic! It’s inspired me to want to go to university.”

Hart School student

Intervention

Occasionally it is necessary to supplement the Quality First Teaching strategy with intervention focused on identifying and minimising any barriers to the achievement. A number of targeted disadvantaged high prior attaining pupils receive personalised support to help them develop outstanding attitudes to learning, at the same time as overcoming any specific barriers to their education. This personalised support is proving to be successful; pupil engagement in lessons, and their attendance at intervention sessions, is improving.

All disadvantaged high prior attaining pupils are assigned an assertive mentor who meets them weekly to set targets and monitor their engagement. If attendance is a barrier, a caseworker is deployed to intervene. External providers ensure that the study skills of all our learner types improve, and that all pupils prepare effectively for their PPEs, regular assessments and summer examinations.

Year 11 disadvantaged high prior attaining pupils are set into intervention tutor groups with an emphasis on English and mathematics. Pupils are targeted for master classes to improve their performance in English, mathematics and science according to question gap analysis completed by the teacher and pupil. Some are enrolled onto a six-week mental health or personal wellbeing programme to help them cope with anxiety and the increased pressure of the new GCSEs.

Raising aspirations

A lack of ambition for higher education is a feature of disadvantaged high prior attaining pupils. To engage a small number of disaffected pupils, we promote high-profile recognition of pupil attainment and progress to build positive growth mind-sets and a belief that they can achieve.

Following one-to-one careers interviews, all disadvantaged high prior attaining pupils visit local and Russell Group universities. Hart School sixth-form pupils support and mentor the younger disadvantaged high prior attaining pupils, helping to build positive peer relationships and to increase the likelihood of progression to A levels.

Pupil leadership at The Hart School is supported greatly by disadvantaged high prior attaining pupils, who are targeted and encouraged first to sign-up as prefects and/or pupil ambassadors – key roles in representing and supporting the school in the wider community.

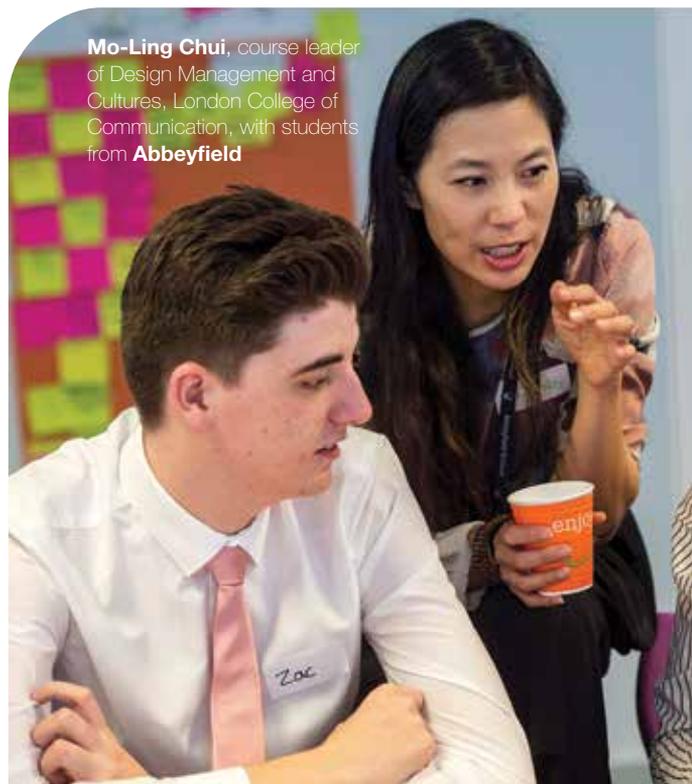
Impact

The progress of disadvantaged pupils is tracked each half term, and the information is used to identify barriers to learning and to inform targeted intervention.

The final analysis, Progress 8, measures the progress made by disadvantaged high prior attaining pupils compared to non-disadvantaged pupils with the same starting point within the school and nationally.

Over a period of just six weeks the three-part strategy resulted in three out of the eight high prior attaining pupils being on track to meet their targets. Half of the pupils improved by a grade in three subjects. Over time it is anticipated that all disadvantaged high prior attainment pupils will follow suit.

Mo-Ling Chui, course leader of Design Management and Cultures, London College of Communication, with students from **Abbeyfield**



Getting It Together

Below:

Students create a persona to inform their response to the brief

Now that the sixth-form public speaking and essay prizes are entering their fifth year as calendar highlights, Creative Education Trust sixth-formers have a new kind of challenge.

The Creative Collaboration prize has been conceived and delivered in partnership with the Design Management and Cultures course at London Communication (LCC), part of the University of the Arts London, as a vehicle to give young people insight into the working practices of the creative industries.

The brief is designed to get them thinking about issues of local and national importance: "Research and develop a campaign, service, spectacle or product that has the potential to improve a particular community".

When sixth-form heads and teachers were canvassed about the issues they felt were troubling the local community, homelessness, mental health, and public spaces for young people surfaced as areas ripe for research and innovation.

In March, 48 students from the four sixth forms gathered at Abbeyfield for a workshop to launch the prize. After a brainstorm on each of the issues, a series of "What if?" questions asked students and teachers to imagine how they would help the communities if reality were not an issue. What if you were Harry Potter and could use your magic to help the homeless? What if you were Google and had access to lots of technology? What if you had £1m? What if you had access to any space in the community? The LCC team were quick to point out that this was not just for fun, but that imagining a fantasy solution can and often does spark a realistic one.

Stakeholder mapping was a crucial step in discovering



not only who is directly affected by an issue, but who is in the wider supporting community, what is the chain of influence and where would the students be most able to effect change and improvement. Students left the workshop with formed ideas of who they could talk to, who they could support, and where their own power and strengths lie. The project explicitly encourages and rewards multidisciplinary interaction between students. Since the participants were drawn from a broad range of subjects – including maths, languages, sciences, social sciences, art and design – the exercise was a first foray into creative processes for many. One head of sixth observed with satisfaction that everyone was "well out of their comfort zone".

Creativity and the Future of Work, a report published earlier this year by the Creative Industries Federation and Nesta, predicts that occupations within the creative industries will grow by 5.3% by 2024, as compared with overall growth across all sectors of 2.5%. Furthermore the report stresses that the interpersonal skills of collaboration, communication and social perceptiveness will be in especially high demand by 2030. Collaboration will be key. This cross-Trust competition, the Creative Collaboration prize, will therefore be awarded to a team for collaborative effort and achievement, not to an individual.

After a period researching and giving form to their ideas back in school, the student teams have been invited to London in July to work with staff at London College of Communication on a publication to explain their proposals. Teams will pitch to an expert panel in September during the London Design Festival, and a winning team will then be named.



Successes and special commendations

Students

To Darcy Brewer at Caister, who won the under 13s singles and a sweep of other awards at the Norwich and District Table Tennis League



To the **Thistley Hough** students, selected for their exceptional attitudes to learning, who met Prince Harry and his fiancée, Meghan Markle, in London following the Commonwealth Day Celebrations at Westminster Abbey



To **Ellie Harvey** at **The Hart School**, who recently competed for Great Britain in the Yokoso Dutch Open Kick-boxing World Series in Amsterdam



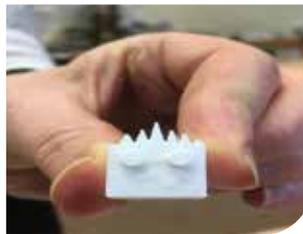
To the **Harpfield** PTFA for the amazing creativity elicited from pupils and parents for the Easter parade



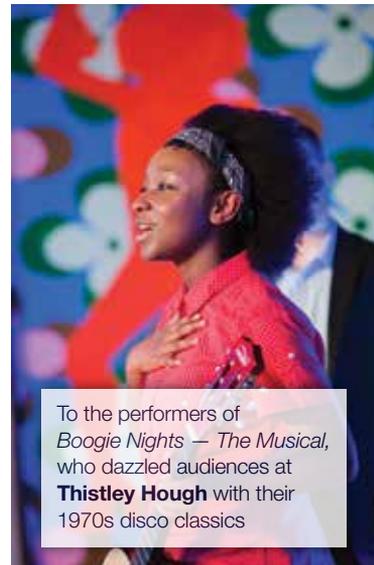
To **Caister's** debating team who took part in the Up for Debate national competition at Harrow School



To **The Hart School's** 16 dancers who rehearsed for seven months to perform their fairy-tale choreography at Disneyland Paris (pictured – **Hannah-May Walker**)



To **Guy Lynskey** at **Caister**, whose diminutive sculpture won the Schools micro-Gravity Rocket Experiment (µGRE-1) competition and will be launched on a NASA rocket



To the performers of *Boogie Nights – The Musical*, who dazzled audiences at **Thistley Hough** with their 1970s disco classics

and staff



To **Charlie Blaby** in the office team at **Three Peaks**, who completed the London Marathon



To the **Lynn Grove** students invited as young journalists to tour Norwich City Football Club (pictured – **Joshua Farr**)



To **Deb Ling** of **Abbeyfield**, winner of the Jane Roebeck 'Shining Star' Award for her dedication to young carers



To **Destiny Rothery** at **Caister**, finalist in the School Library Association's Library Assistant of the Year award



To **Abbeyfield's** year 9 football team who won the Northamptonshire County Cup

To the **Lynn Grove** pupils who took part in the first Norfolk and Suffolk school construction challenge organised by Nexus Engineering



To **Karthik Saravanan** and **Marley Horne (Lynn Grove)** who made it to the top 2% of entrants in the United Kingdom Mathematics Trust (UKMT) Intermediate Mathematical Challenge, and qualified for the European round

To **Sam Grant** and **Josh Taylor (Weavers)**, players in the U16 NEBC Titans team who reached the quarter finals of the National Basketball League



ALL CHANGE

Creative teams from the five primary schools assembled at Abbeyfield for the final of Change 2018, the enterprise competition devised by 7billionideas for Creative Education Trust. David Harkin, the impresario behind the agency, welcomed pupils and their teachers in dynamic style, before leading warm-up exercise in ingenuity and problem-solving. Next, each team set up a stall to present their "world changing idea" for the appraisal of three panellists – Paul House, Assistant Principal of Abbeyfield; Marc Jordan, Chief Executive of Creative Education Trust; and Emily Campbell, its Director of Programmes.

7billionideas was established on the principle that everyone on the planet has an idea; they just need help making it materialise. Their competition supported the process with some useful practical rules and common resources – for example, a cardboard box for each team to use as material for their prototype. The finalists demonstrated an incredible range of thinking on diverse issues from personal finance to assistive technology, health and the environment.



Top:
Rylan Crockett, Isaac Easter and Kaira Lopes, Wroughton, at their stall presenting the Financial Helper app to support children managing money

Bottom:
Alex Tamburello and Miron Weerasingha Mudalige, Harpfield at their Moving House stall

Main picture:
Ella Hutchinson and Saskia Wardrop, Woodlands, learn of their victory (with **Kaci Lopes**) – winning first place for Sea Saver

PLEASE!



Change 2018 winners

Best Stall

Queen Eleanor Primary Academy for Water Whizz

An amphibious wheelchair that can take its user from land to water

Best Poster

Three Peaks Primary Academy for RIP Allergy

A handheld scanning device for all known allergens in the environment which matches them to data inferred from the user's skin

Best Model

Three Peaks Primary Academy for Superstars

A battery that generates energy from food

3rd Place

Harpfield Primary Academy for Moving House

A house on wheels so you never have to move house again. No need to pack your things – you just take them with you, in the moving house, to your next neighbourhood.

2nd Place

Wroughton Junior Academy for Lightbulb

A steering wheel cover that senses the driver's heart rate, breathing and other physical changes to identify risks such as illness, alcohol or injury and transmits them to the mechanics of the vehicle to prevent it starting.

1st Place

Woodlands Primary Academy for Sea Saver

A remotely operated underwater robot, disguised as a sea creature, that sucks up plastic from the ocean floor and transports it back to port for recycling

Round-up



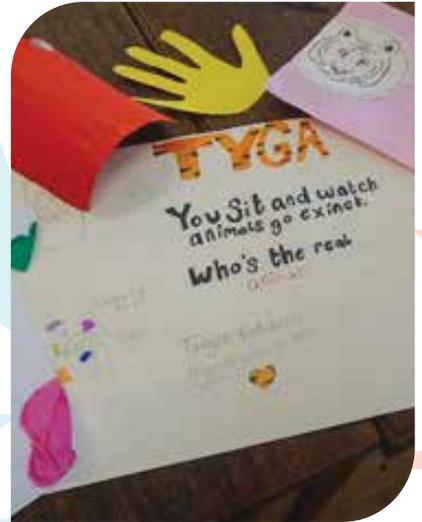
Matthew King, composer, works with Weavers students on their song-setting

Theory of Everything Creative

Save the date of 17 July 2018 for the world premiere of Creative Education Trust's new song cycle at **Abbeyfield**: lyrics and music composed by students working with professionals and performed in sequence by the choirs of seven secondary schools. Guess which of the Knowledge Connected key concepts inspired each song – structure, pattern, meaning, performance, human interaction or practice?

Days of Enterprise

Enabling Enterprise have been delivering their excellent 'challenge days' in politics, social enterprise and business at all the secondary schools in the period since Christmas. With creative outputs ranging from new political parties to new souvenirs, the project culminates in two joint school Days of Enterprise – challenge days in themselves set by Enabling Enterprise's business partners and disclosing an overall winner each for the East and West competitions. **The Hart School, Thistley Hough** and **Ash Green** will be going to Brewin Dolphin in Birmingham to apply their skills in a professional environment, taking part in a challenge linked to the financial sector. **Caister, Lynn Grove** and **Weavers** will be going to Mott MacDonald in Cambridge for a challenge linked to the engineering sector.



Chorus



The Voices Foundation project, featured lavishly in *Connected* no.10, continues this year with a special focus on boys' singing. **Stuart Overington** is one of the choral directors recruited to the project, and is pictured here at The Hart School leading 90 young men in a rendition of *Swing Low, Sweet Chariot*. Meanwhile the long-awaited joint Day of Song for **Thistley Hough** and **The Hart School** featured more glorious ensemble singing by both schools and moving solo pieces by Thistley Hough's **Frankie Barnett** (pictured) and **Jessie Kane Perry**, alongside their veteran counterparts **Ellie** and **Abbie Holloway** of The Hart School.



In Harmony

In Harmony is modelled on the radical El Sistema programme, launched among children in the slums of Caracas, Venezuela, 40 years ago. In partnership with Stoke-on-Trent City Music Service and the Arts Council, **Thistley Hough** is participating in the music project for a second year. Year 7, introduced to their string, woodwind or brass instruments in October 2017, recently performed three fantastic pieces for the whole school. The City Music Service staff delivered a fast-paced and challenging instrumental class for staff as part of the project. All staff were invited to try out the double bass, cello, violin or viola in the workshops, and **Steve Blakemore** observed "it's amazing what you can achieve without using any technology".



The Life Scientific

Lynn Grove and **Caister** pupils attended the eighth *Future Science for Future Scientists* event at a renowned research institute in Norwich, jointly organised by their respective teachers **Derek Wright** and **Martin Knapp** through the East Norfolk Triple Science Network. The event aims to raise awareness of the exciting potential career and study options for young people with science qualifications; especially triple sciences and A levels. The day featured an inspiring keynote speech entitled *Reality and Illusion*, a series of workshops and the opportunity to meet research scientists from the John Innes Centre and other leading institutions.

Thistley Hough's counterpart event, British Science Week, featured after-school science talks on medicine, cybersecurity, security, engineering, sports science and hairdressing, highlighting the rich and inspiring careers available to be pursued. A consultant cardiologist, **Dr Heatlie**, explained how using new technology allows him to unblock arteries with minimally invasive surgery to prevent a heart attack, while a consultant paediatrician, **Dr Carroll** (pictured), described the miraculous treatment of some of his youngest patients. Meanwhile, year 10 students from Thistley Hough won the Science Olympics challenge at Stoke Sixth Form College, scooping the prizes for a number of individual events.



Creativity is the ability to find connections between the things we know and turn these connections into new ideas and action.

The academic arts and the sciences, practical subjects and life skills all need creativity.

Creativity is highly valued by employers.

With knowledge, skills and creativity, every young individual is equipped to succeed in the knowledge economy.

Creative Education Trust

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Marvellous Chukwu and
Tori Andrew of **Queen Eleanor**
make final adjustments to their
presentation for the
Day of Change.