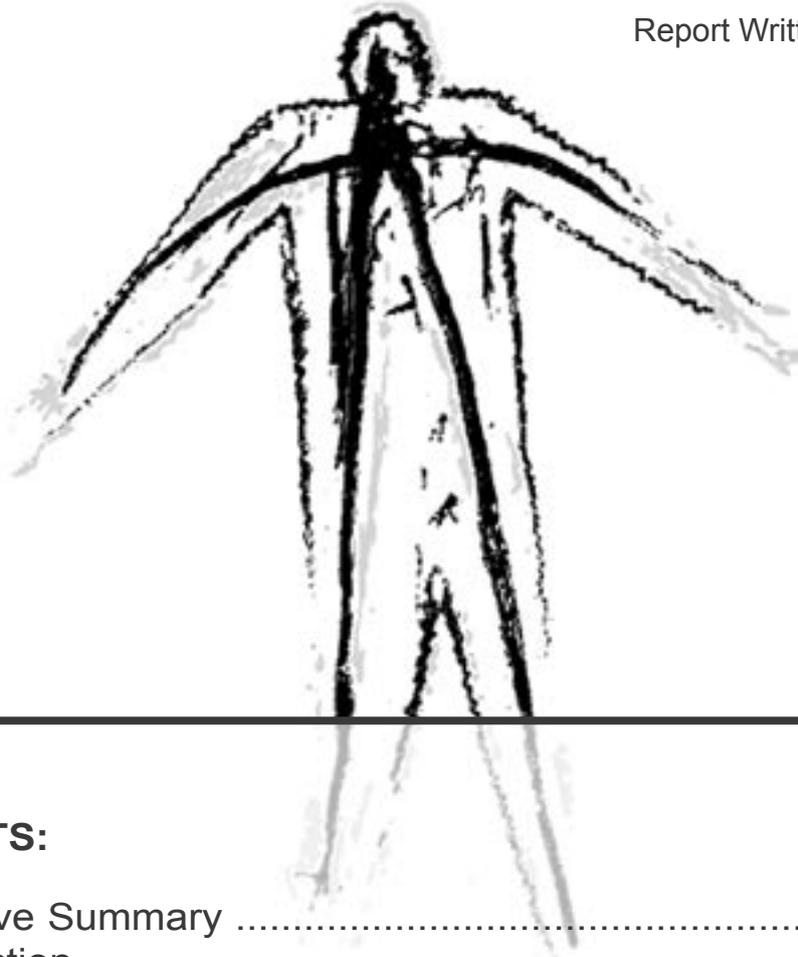


A REAL BUZZ

DAISI / EDF Energy Exeter Schools' Project 2003

Report Written by Val Millington



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1. Executive summary

“The project was hugely successful, a wonderful opportunity”
(Headteacher, Brampford Speke Primary School)

A Real Buzz was an innovative, creative partnership between EDF Energy, six schools in the Exeter area and DAISI, the Devon Arts in Schools Initiative. Artists in residence worked with over five hundred pupils to create art works on the theme of human and natural energy for EDF Energy’s new Exeter-based Customer Service Centre. Together, they produced silk and batik banners, mosaics, textile and painted collages, prints and digital images. Twenty-seven EDF Energy volunteers supported the artists and pupils in schools.

What were the project objectives?

For EDF Energy:

- to deliver high quality art works for the new Customer Service Centre
- to raise the profile of the company’s community investment programme
- to encourage staff to take part in the company’s Helping Hands Scheme

For schools:

- to offer inspiration and a creative stimulus to pupils and staff
- to provide children with an opportunity to work with a professional artist
- to develop links with a local company, in order to extend the schools’ contacts and links with the outside world

Were the objectives met?

- Unique and distinctive art works procured
- Teachers, pupils and parents valued highly EDF Energy investment of time and money
- EDF Energy volunteers enjoyed and took pride in their involvement. All committed to volunteering through Helping Hands scheme in the future
- Project led to pride in achievement, raised self-esteem and confidence and greater art skills and knowledge of the children
- Pupils appreciated the opportunity to work with a professional artist and enjoyed the challenge of an in-depth experience
- New or stronger relationships forged: between artists and schools, EDF Energy and DAISI, EDF Energy and the schools, schools and DAISI

“The initiative has been deemed to be such a success, we are about to start on a similar community artwork project for our headquarters in London.”

(Community Investment Manager, EDF Energy)

A Real Buzz: business and community benefit

The following table assesses the input, leverage and outcomes of the project using the London Benchmarking Group evaluation model, which EDF Energy aims to use for all its main community initiatives.

Input

EDF Energy contributed £13,625 cash
360-400 EDF Energy volunteer working hours given to school
150 hours EDF Energy Communications Team devoted to project

Leverage

Arts & Business *New Partners* Award of £12,815

Outcomes

Business Benefit

The project was linked to EDF Energy's *Helping Hands* scheme
100% of participating volunteers would volunteer again
Volunteers felt proud of EDF Energy
EDF Energy received number of high quality, individual art works for new Customer Service Centre
Raised awareness of EDF Energy's community investment programme
Positive media coverage in local press and Times Educational supplement
Contribution to company's strategic focus area of education and youth
Project deemed so successful that a similar initiative being developed for EDF Energy Headquarters

Community Benefit

540 children participated
18 teachers took part
Over 60 parents and governors involved
49 artist days spent working with children in schools
Positive relationship between DAISI and schools reinforced
90% of participating children learned new skills
64% of children understood role of EDF Energy
63% of children learned more about energy through the project

2. Introduction

“This was an extremely worthwhile project on all fronts. It helped to forge new links with companies, stimulated the pupils and produced exciting outcomes.”

(Head of Art, Priory High School)

“I think it is excellent that the company is getting involved in these sorts of projects. Makes you feel better about working here.”

(EDF Energy employee)

“It was really interesting because you never think that someone would do electricity and art and that someone like SWEB would be interested in our village school.”

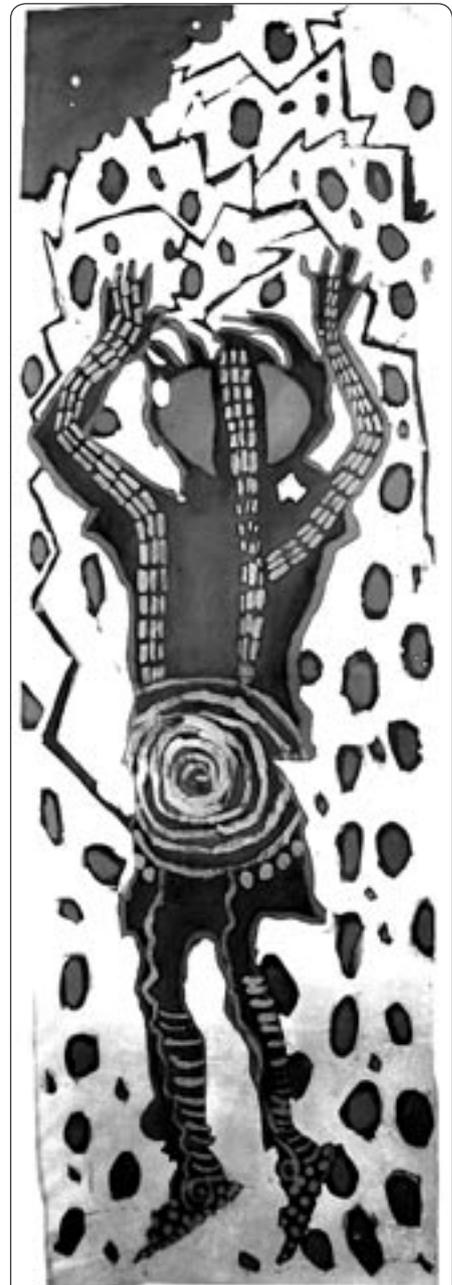
(Pupil from Drake’s Primary School, East Devon)

These three comments encapsulate the achievements and positive outcomes of a stimulating and inspiring visual arts education and commissioning project that took place in Devon in summer, 2003. The project involved artists-in-residence in six schools in Exeter and the surrounding area, working with pupils to develop art works on the theme of natural and human energy for permanent display in EDF Energy’s new Exeter-based Customer Service Centre. Five hundred and forty children, eighteen teachers and over sixty parents and governors took part and twenty-seven EDF Energy employees worked alongside the artists helping and supporting pupils in their creative task.

This report briefly tells the story of the project. It examines the extent to which the project met the participating schools’ objectives and those of EDF Energy. It summarises the outcomes and provides some suggestions of ways in which another project of this kind might be developed in order to maximise the partnership between local companies and schools.

Throughout the report, the company is referred to as EDF Energy. Though known locally as SWEB, SWEB Energy was part of the LE Group during the early stages of the project and, subsequently, a regional brand of EDF Energy.

I would like to thank the many people who gave generously of their time to talk to me about their experience of being involved in this project and to complete questionnaires. They include pupils, teachers, artists and EDF Energy employees. Their willingness is testimony to the project’s success.



‘Batique’ wall hanging made at Drakes Primary

3. The process



Artist, teacher and pupils at John Stocker Middle School working outdoors on their textile collage

“A&B South West was pleased to help DAISI and SWEB Energy’s project through its New Partners scheme. With our investment, the scale of the project was doubled - enabling more schools, more artists, and more of SWEB Energy’s staff to benefit from arts and business working together.” (Mark Wallace, Arts & Business)



Pupil at Drake’s Primary ironing a design into to their Batik wall hanging

A Real Buzz developed from EDF Energy’s initial desire to have unique and distinctive art works to embellish their new offices, a policy EDF Energy has pursued in other buildings. However, in this instance, rather than simply buy art works through an agency, it was felt that here there was an opportunity to involve the community - and particularly schools. EDF Energy contacted the Bristol Arts and Business office for advice on whom to contact and was put in touch with DAISI, (Devon Arts in Schools Initiative), the Devon-based agency which organises arts education projects and works to strengthen the relationship between the arts and education sectors.

Together, DAISI and EDF Energy, with the support of Arts & Business, conceived a project which would enable professional artists to work with children, to make art works for various public areas in the new EDF Energy building.

The project was also to tie in with EDF Energy’s ‘Helping Hands’ scheme whereby staff members may spend up to two days a year, paid time, working in the community. In this case, volunteers were to work alongside the selected artists providing help and support.

Catherine Kinman Jones, Community Investment Manager for EDF Energy summed up the company’s intentions:

“What better lasting legacy for the new building is there but for the creation of artwork by youngsters from across the city, who will have been inspired by this initiative. EDF Energy wants to place the artists in schools which would most appreciate and benefit from having this opportunity.”

Initially, the project was to run with three artists working with three schools but, following a successful Arts and Business New Partners Award application, the project was extended to six artists and six schools and included production of a CD Rom documenting the project, to be distributed to every school in the area. In this way, the impact and benefits of the project could be spread more widely.

In February of this year, EDF Energy and DAISI issued a press release and letter to schools within Exeter and the surrounding area, inviting them to apply to host a professional artist to work with children on artworks for permanent display in EDF Energy’s new building. Applications were sought from primary, middle and secondary schools and eighteen applications were received. At the same time, a brief inviting proposals for artworks on the theme of energy was circulated to around one hundred artists registered on DAISI’s database. Eighteen applied.

Following the selection of artists and schools, artists attended a briefing session, where they made a site visit and met representatives of EDF Energy, who talked about the role of an energy company and what was wanted from the projects. Artists were matched with individual schools at this stage.

The projects all took place between late May and mid July 2003. An EDF Energy representative visited each school to give an introductory talk about the company and the purpose of the project and to show images of the new building under construction, so children could see where their work would be displayed. These visits were often made during a school assembly, when the appointed artist would introduce his or her work and explain to the children how they were going to work. Subsequently, each artist spent around seven days working in their school, supported by EDF Energy volunteers. Once the period in school was completed, the artists took away the finished or, in some cases, the unfinished works, to complete and frame them or make them ready for display.

Early in August a group met to select the final works for the building. The group comprised representatives of EDF Energy, DAISI and Arts and Business and included two of the volunteers who had spent time in schools. Also, images of all the art works were placed on EDF Energy's intranet and employees were invited to vote for the works they wished to see included. At least ten percent of the six hundred and fifty staff in the Exeter office responded. In the event, the majority of works were selected.

The works are due to be installed in the new building in November 2003 and a teacher and pupil representative from each school will be invited to the unveiling. It is likely arrangements will be made for groups from each participating school to visit in January to see their work in situ. A press and media campaign will accompany the launch.

The level of employee interest in the project led to the idea of a Family Day, where artist Emma Spring would run a mosaic workshop for EDF Energy staff and their children. Although twenty or so people booked to attend, in the event only one family took part.



Artist, Jill Beagley and a pupil at Spreton Primary using a printing press

"When you put sheep's wool on your hands the lanolin makes your hands smooth" (Pupil, John Stocker Middle School)

"The way Jill was able to encourage the children to develop something was valuable. She gave constructive criticism, trying to get them to push a bit further. At times this required the children to put in quite a bit more work, for them to really persevere to up the quality of what they were doing. This was quite rigorous, but was good." (Headteacher, Spreyton Primary)

"I don't always enjoy working in schools, but I enjoyed this project. It was really well organised" (Jane Witheridge, artist)



Pupils at Priory High painting and drawing from inspiration during their dance workshop

4. A snapshot of the individual projects

Appendix C provides a fuller profile of each project with the number of children and staff taking part, the school's reasons for participating, a brief description of the project and a summary of its outcomes.

Brampford Speke Primary School, near Exeter

At Brampford Speke Primary School artist Emma Spring involved the whole school in designing and making mosaic panels. With the older children, she devised an innovative design process which involved the children dividing their school playground into a large grid and mapping their various play activities onto it; skipping, football, sitting talking, basketball and so on. The resulting 'activity map' was scaled down and transferred to paper and used as a template for two of the mosaic panels. The plan successfully drew on other curriculum areas such as maths, as well as technical and design skills. Younger children worked on panels depicting swimming fish and birds in flight. Parents dropped in during the week to help and see how the panels were progressing. Keen to make best use of its newly extended 'arts room', Brampford Speke Primary also wanted to offer its' pupils the chance to work for a sustained period with a professional artist, "a rare opportunity in the current curriculum".

Drake's Primary School, East Budleigh

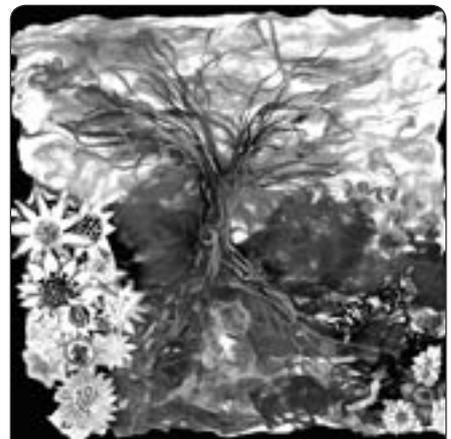
The project at Drake's Primary School had pupils and teachers "really buzzing". Textile artist Jane Witheridge, who works with batik painting, led children in a range of activities to produce several large batik banners and silk paintings. Much time was spent in brainstorming ideas and thinking about energy, both physical and emotional, before moving on to the practical implementation. Children found it challenging but, ultimately, rewarding when they saw the quality of their finished works. They found the batik process exciting as it introduced them to new techniques and involved ironing and using hot wax. Jane also ran a very successful afternoon workshop for parents. Located in a predominantly retirement area, the school feels it is especially important that its pupils have the opportunity to be involved in projects outside "our small isolated community". An additional motivating factor in Drake's Primary's application was knowing that the children's work would have a permanent home in an adult, working context.



Artist and pupils at Drakes Primary preparing the initial designs for their artwork

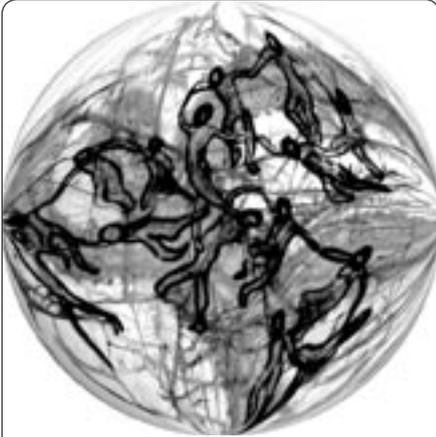
"I hope that by watching the creative process, the children will take it in, so that the next time they come to do something it's more innate." (Jane Witheridge, artist)

"I attended John Stocker and thought it would be nice to work with the school and help towards pieces for the new building" (Volunteer, EDF Energy)



Felt based, textile collage made by Jo Tyler and Pupils at John Stocker Middle School

John Stocker Middle School, Exeter



Digitally produced artwork by a pupil at Priory High

*"I made a fire drawing by making a sun and surrounding it with lines."
(Pupil, John Stocker Middle School)*

*"We both really enjoyed working with Priory School, particularly with Garry – so much so that we are all planning to apply for funding to work together again on a new project."
(Heather Fallows, artist)*



Pupil at Spreyton Primary with her newly pressed print

Artist Jo Tyler involved over three hundred children from John Stocker Middle School in designing and making four large, felt-based, textile collages on a theme of the four elements. In small groups, children brainstormed ideas on energy, teased and stretched sheep's wool to make felt and painted banners in paints made from earth. The school's Art Coordinator was keen for children to have the opportunity to work with a professional artist, bringing new ideas and inspiration and helping to address a feeling that an in-depth art experience had not been possible for a while due to other curriculum pressures. The whole school was given over to an art week while Jo Tyler was there, with each class working on an art project of its own, as well as participating in the collaborative panels for EDF Energy.

Priory High School, Exeter

At Priory High School in Exeter, the only secondary school taking part in the project, artists Heather Fallows and Ricky Romain engaged twenty pupils in making a series of computer enhanced images which could be printed on to back-lit material. The pupils, aged fourteen and fifteen, were all studying for a new Applied Art and Design G.C.S.E. The project included involvement of a choreographer and dancers, from which the children made their original drawings, digital manipulation using a software programme that was new to the children and involved Focal Point, a local company specialising in photographic imaging and processes. Priory High School's desire to be involved focused on the way in which the project would support its' aspirations to become a Media Arts College. *A Real Buzz* helped the school develop an innovative project using technology, with a real and tangible focus and enabled the school to establish an important link with local business.

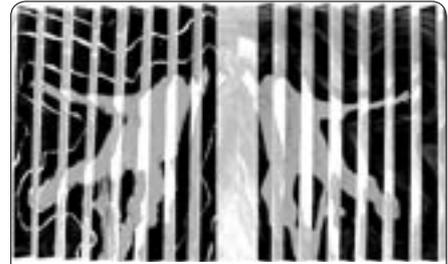
Spreyton School, Mid Devon

Situated in a rural area between Exeter and Okehampton, Spreyton Primary School has only twenty-eight children and a handful of staff. Acutely aware of the need for children to have contact with adults other than their regular teachers and to have specialist input from time to time, the school was delighted to host printmaker Jill Beagley. Jill involved all the older children (eight years and upwards) in making a number of prints using diverse techniques including card prints and etching onto perspex. Children played the art 'Arena' game', devised by Jill and husband Ken, to come up with a composite work of twelve panels representing different forms of energy such as, radiation, magnetism, electricity and water currents and their interaction with each other.

Tedburn St Mary Primary School

All but the youngest pupils at Tedburn St Mary Primary School worked with artist Irena Boobyer to make zig-zag collages. The children drew figures in various active or sporting poses, converted them into outline drawings or silhouettes, then fixed them to painted backgrounds. They then cut their images into strips and carefully reassembled them into a zig-zag format, so that the final pieces could be viewed from two different angles to reveal two images and would require the viewer to move to see them both. As well as contributing to the large work that Irena took away and finished, children made their own zig-zag collages for themselves or the school to keep and some, having learned the technique, made further examples at home. Over twenty parents took part in an evening workshop and made their own art works. A school with a strong commitment to its arts work, Tedburn Primary was keen for children to have the stimulus of an outside specialist, bringing new ideas and expertise to the school.

In addition to the core work of designing and making art works for EDF Energy's offices, each school managed to involve the wider school community. Some examples have been given above, but there was also a presentation evening at Priory High School, a 'bring and share' session at Tedburn St Mary Primary School and an in-set day for teachers at John Stocker Middle School.



'Zig-zag' painting made by the Pupils at Tedburn St Mary Primary

"We did a thing where you had a picture on one side and then a picture on the other, so when you looked one way you saw one picture and when you looked the other way you saw another picture. Zig-zag things." (Pupil, Tedburn St Mary Primary)

"I gained a way to communicate with children better" (Volunteer, EDF Energy)



Musical accompaniment during the dance workshop at Priory High

5. Meeting objectives

This section examines the extent to which the project met the objectives of both EDF Energy and the individual schools. Information was gathered through interviews with teachers, discussion with small groups of children and with a group of EDF Energy volunteers and through feedback from questionnaires. Questionnaire responses are summarised in Appendix B.

EDF Energy

EDF Energy's objectives for the project were:

1. to raise the profile of and further understanding of the EDF Energy and the company's community investment programme
2. to deliver a number of high quality art works for the new building
3. to encourage staff to take part in the company's *Helping Hands* Scheme, thus contributing to staff development and retention

Objective 1

First and foremost the arts project provided a route for the company to deliver on its' corporate responsibility agenda in relation to investing in communities. Through projects such as this and the more widely known 'School Grounds Awards', EDF Energy aims to further the profile and understanding, not just of the company's day-to-day business, but also of its' community involvement. In this respect the project was a great success.

Teachers felt it was valuable for a local business to be supporting this area of activity, one which the schools themselves could rarely afford on this scale. They referred to the importance of making links with the 'real world', so children become aware of the wider community that they are a part of.

The volunteers were welcomed as a friendly face of the company, helping to give the company a positive profile and image in the community. For the more rural primary schools such as Spreyton, Tedburn and Drake's, the contact with adults, other than the staff they see everyday, was seen to be a vital part of the children's experience.

The pupils also thought it was excellent that EDF Energy was involved in this type of activity, as it provided them with exciting opportunities that they might not otherwise have had. Through A Real Buzz the children had, by and large, got to know who EDF Energy is, though they were slightly less clear about what the company does. Some children made a connection because one of their parents worked for EDF Energy. They also felt they had thought and learned more about energy through being involved in the project.

"The more they do it, the more children will understand about business and the more business people will understand about children and can link up. Increasing children's awareness is important – we are always trying to make things real for them. It's difficult working in a village."

(Primary Headteacher)



Batik wall hanging made by the pupils at Drake's Primary



Artist, EDF Energy Volunteer and pupils working on a mosaic at Brampford Speke Primary

*"I thought it would be good fun"
(Volunteer, EDF Energy)*

*"I like working with children"
(Volunteer, EDF Energy)*

"I did Art Foundation and thought it would be a good way of doing some again" (Volunteer, EDF Energy)

"...the experience of working outside in the community, something I have not really experienced or been a part of to date" (Volunteer, EDF Energy)



Artists, EDF Volunteer and Pupil designing artwork on the laptop at Priory High

Objective 2

As well as raising the profile and awareness of EDF Energy, *A Real Buzz* fulfilled a practical need - the requirement for art works to embellish the company's new Customer Service Centre on Sowton Industrial Estate in Exeter.

Through this project, the company has acquired a substantial body of high quality, original art works which will help create a distinctive working environment and provide a significant legacy of the involvement, not only of large numbers of children and the wider community, but also of its' own staff. Senior Development Executive Stuart Broxholme described the selected art works as "*stunning*" and added: "*I am extremely pleased with the outcome*".

Objective 3

The participation of EDF Energy volunteers was an important aspect of *A Real Buzz*. The project was set up in such a way that they could become involved through the company's 'Helping Hands' scheme, whereby employees can give up to two paid days a year to help in the community. Past activities in schools have included supporting literacy and numeracy teaching, being a governor and helping with schools grounds projects. Eighteen staff and nine managers contributed a total of some three hundred and sixty hours to the project.

Volunteers provided feedback on their participation in *A Real Buzz* through questionnaires and a lunchtime discussion session. A number had not volunteered in schools before. Their motives for taking part in the project varied, but focused in large part on their enjoyment of art and wanting to contribute to their new building.

Their experience was overwhelmingly positive and all felt that they had been able to make a positive contribution to the project. As well as learning specific art skills and techniques, volunteers felt they had gained other, personal skills.

Most were surprised and highly impressed by the achievement of the children and the standard of work they produced. One confessed to having been somewhat sceptical about the quality of work that might result, but was delighted with the project which "*exceeded my expectations. I couldn't believe what they did. I would have been proud of it.*" Another was "*surprised how professional the finished product was*".

In the feedback discussion, volunteers spoke about the importance of the project in promoting a caring image for the company, giving something back to both the community and to staff. A number felt the experience would be a useful addition to their CVs and were proud to be "*ambassadors*", "*the public face of the company*". All those consulted said they would willingly volunteer in schools again and that they would consider taking part in future arts projects.

The relationship with DAISI, an established and trusted agency brought additional benefits for EDF Energy. DAISI was able to draw on its' extensive knowledge and experience of what would

work in schools to help develop a practical, workable proposal. Its' good working relationship with both schools and artists and established communication mechanisms, made the process of selecting schools and artists and matching them together manageable and relatively straightforward. As the project progressed, DAISI was less involved and EDF Energy contacted schools and artists directly, but DAISI continued to play a key role in selection meetings and general liaison between all parties, ensuring that the project ran smoothly.

Schools

In their applications for inclusion in the project schools identified a range of objectives. Although the specific circumstances of each school varied, all were passionate about the value the experience would offer their pupils and the contribution the project would make. Despite their different contexts, the schools' objectives were broadly the same and can be summarised as follows:

1. To offer inspiration and a creative stimulus to pupils and staff. (Each school welcomed the opportunity to be introduced to new ideas, materials and techniques.)
2. To provide children with an opportunity to work alongside and see what it was like to be a professional artist. (The length of the residencies would enable children to immerse themselves in art and see the art making process through from inception to finished product for a real situation.)
3. To develop links with a local company, in order to extend the schools' contacts and links with the outside world and mitigate rural and other forms of isolation. (For small, rural primary schools this was seen as particularly important and the involvement of EDF Energy volunteers would help with this.)

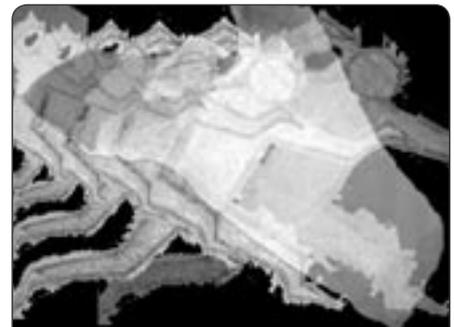
Objective 1

In terms of the first objective the project clearly succeeded. In the majority of cases pupils were inspired by the work they did, got a great deal of enjoyment from it and were pleased with the outcome. They learned new skills and techniques and were involved in types of work that they had not done before, or not in that form at least. The projects were also inspirational for teachers, showing them new approaches to a difficult concept as well as introducing them to new materials and techniques.

All the schools felt the project had been a useful learning experience for children and teachers were able to identify five or six specific learning outcomes in most cases. This was an important achievement for the project and one which validated the schools' decision to take part and to give over a substantial amount of time from their normally hectic timetables. Learning outcomes include the more obvious ones such as:

- developing new skills and working with new materials
- working as a team

"The project was interesting for me professionally. She was a lovely artist, very sympathetic. It gave the staff a lot of ideas and gave the children and staff real energy – it was really buzzing".
(Headteacher, Drake's Primary School)

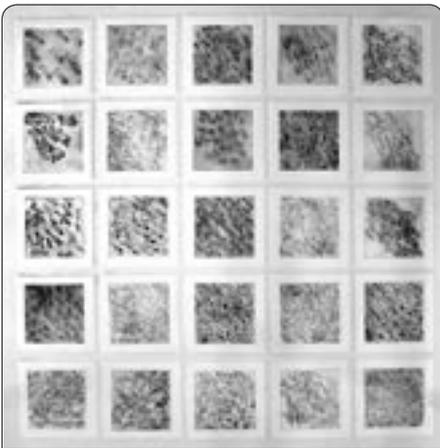


Artwork rendered on the computer by a pupil at Priory High

"This project not only inspired our children but was 'inclusive' of our school community – including parents and the local pre-school."
(Headteacher)



Detail from a printed image by the pupils at Spreyton Primary



Printed Fish panel display made by the Pupils at Spreton Primary

*“.....I thought it was quite hard because you had to concentrate on everything you were drawing”
(Pupils, Drake’s Primary)*

“To organise 29 children of varying abilities to produce something that they were all pleased with was an incredible feat.” (Class teacher, Tedburn St Mary Primary)

“It was hard, but I liked that.” (Pupil, Spreyton Primary)

“The artists had a particular approach which was quite structured towards the end product but it was a process that enabled the children to make good work.” (Head of Art, Priory High)

“When we did the art we had to brainstorm. Now I know really how hard it is to draw art” (Pupils - Drake’s Primary)

- following the concept of moving ideas from inception to the finished product
- improved painting and drawing skills

as well as less obvious ones:

- building self-confidence and self-esteem
- development of peer group tutoring, where older children supported younger ones
- relating to adults from outside the school
- sharing in the vision and quality that the artist brought to the project

A number of the projects also proved to be inspirational for staff, who realised the potential of using different materials and of what they could achieve without necessarily having specialist equipment.

Involvement in the project seemed to generate its’ own energy and words such as ‘excitement’ and ‘buzzy’ cropped up regularly in conversations with both pupils and teachers.

Objective 2

The awareness of working as professional artist was a difficult concept to grasp and it did not really have any relevance to the younger children. However, all the projects did succeed in conveying the importance of the process in achieving a successful outcome. Pupils were involved in thinking and planning, collaborating with others, negotiating, executing the work, having to take special care, reviewing their progress and redoing aspects of the work to achieve a higher standard result.

Frequently, children commented that they found the process hard, particularly the brainstorming and ideas stage and the repetitiveness of certain actions. Experience varied according to the individual projects but, in many cases, the process required a level of patience and diligence that the children were unaccustomed to in their usual artwork. Pupils at Tedburn St Mary’s Primary talked of the care with which they had to cut strips for their zig-zag pictures in order to make them work. Children at Drake’s Primary School described the difficulty they had with their brainstorming session, developing ideas, having to map out thoughts and ideas in relation to energy. However, they acknowledged that it was an important part of the process and had led to a better end product. The activities they described are important aspects of the practice of a professional artist who devotes considerable time to the conception, finishing and presentation of the final work as well as to the actual making. To this extent, the children gained a deeper understanding of what is involved in making art.

Objective 3

Schools were universally positive about the link with EDF Energy and the involvement of volunteers. Staff and children of the rural primary schools welcomed external adult input in particular. For example at Spreyton School, where there are no male teachers,

a male volunteer provided a useful temporary role model for some of the boys.

Although less than fifteen miles from Exeter, pupils at Drake's Primary School rarely visit the city, so adult visitors provide an important link with city life. Knowing that the artworks they were contributing to were potentially to be on permanent display in EDF Energy's offices and seen by large numbers of people for years to come, was a highly motivating factor and a source of great pride for the children.

Making art works for permanent display in a working, office environment was a great motivating factor for a number of the schools. Any disappointment that the results of their hard work would not be in their school or available to take home were offset by the knowledge that a large number of people would be coming into contact with their work on a daily basis.

Schools recognise that the links with EDF Energy are likely to be one-off in relation to this project, but would welcome the opportunity to maintain some sort of relationship in the future.

"One of the volunteers who had been in my school was on the selection panel. She really brought that child-centred approach to it and talked about some of the ideas we were developing. It was really helpful to have her support the learning the children did." (Irena Boobyer, Artist)

"One of the best things to come out of it was that for the first time ever, the school had an art week – it was brilliant from that point of view." (Art Coordinator, John Stoker Middle School)

"The links between school and business may be further strengthened when the artwork is on display and hopefully we can visit to see it in situ." (Headteacher, Spreyton Primary)

"The day came for Art Week, I couldn't wait until it was our turn to do Art in the art room. It came and the first time we went in the art room we did the batik. It was really fun. The next time our group went in we did the silk paintings. I thought using the gold pens was really interesting but you had to be really careful!!" (Pupil, Drake's Primary)

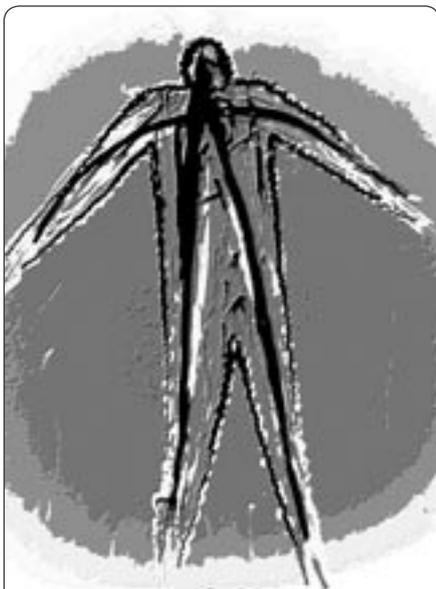
"The initiative has been deemed to be such a success, we are about to start on a similar community artwork project for our headquarters in London." (Community Investment Manager, EDF Energy)



Artist and teachers explaining the process of making the art to the pupils at Spreyton Primary

*“The art work was everywhere in the school – it was exciting and there was so much movement in the work.”
(Headteacher, Tedburn St Mary)*

*“The project gave the staff a lot of ideas and gave the children and staff real energy – it was really buzzing”
(Headteacher, Drakes Primary)*



‘Pylon Man’ digital image designed by a pupil at Priory High

“This was an extremely worthwhile project on all fronts. It helped to forge new links with local companies, stimulated the pupils and produced exciting outcomes. The skill, energy, vision and dedication of the artists were key factors in the success of this project.” (Head of Art, Priory High)

“It was fantastic for community relations.” (Class Teacher, Tedburn St Mary Primary)

6. Additional outcomes

- a significant number of parents and some governors were involved in the project, through visiting to see how art works were progressing, or taking part in workshops themselves. Although not a specific area for evaluation, this was mentioned a number of times and was seen as very positive in the school developing links with its wider community
- one school developed relationships that will be sustained beyond the life of this project. Artists Heather Fallows and Ricky Romain, who worked at Priory High School, are applying for funds to develop another project with the school and the school will retain its’ link with local business Focal Point
- the project was deemed so successful that EDF Energy is developing a similar, community artwork project for their UK headquarters
- several EDF Energy staff have identified further projects they will give time to through *Helping Hands*. These include work with a local Youth Offending Team and tree-planting

7. Observations for future projects

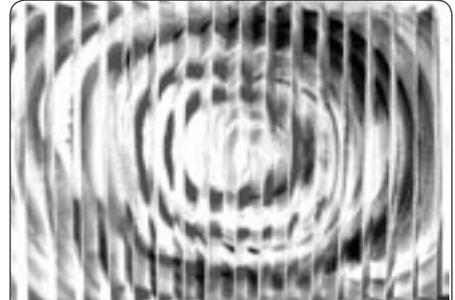
The consultation with schools, artists and EDF Energy volunteers revealed some areas where the effectiveness of future such projects could be enhanced. In particular, it was felt that a more effective initial planning process involving all parties, schools, artists, EDF Energy and DAISI would address the following:

- schools and artists could develop proposals together, thus ensuring the effective creative input of pupils and a manageable structure
- the extent to which schools and artists could be involved at the different stages of the project: for example, initial briefings, selection meetings. This would enable schools to feel more included in the process
- the role of EDF Energy volunteers in schools could be clarified
- EDF Energy could ensure that the focus on energy could be fore-grounded, if deemed appropriate
- issues to do with the long-term legacy of the project and the potential for an on-going relationship with EDF Energy

8. Conclusion

A *Real Buzz* was an exciting and ambitious project that involved a huge number of people in a process with a clear focus and a significant legacy. The overwhelming majority of participants, pupils, teachers, parents and EDF Energy volunteers alike, enjoyed their experience and felt a real sense of pride in what they achieved. Most important of all, the project delivered on its key objectives. Schools received the stimulus and specialist expertise they sought, made links outside their own communities and enabled children to have an in-depth learning experience with a range of outcomes. EDF Energy gained a positive and caring profile in a range of communities, delivered educational benefits to schools and provided a number of its employees with a rewarding experience and the opportunity to develop new skills.

The words of the participants give the clearest evidence of the project's impact:



'Zig-zag' painting made by the pupils at Tedburn St Mary Primary with artist, Irena Boobyer

*"It was a wonderful experience"
(Headteacher, Tedburn St Mary Primary School)*

*"It would be really good if they (EDF Energy volunteers) came out every time we did art".
(Pupil, Drake's Primary School)*

*"I feel it has been an unqualified success and something which I would be delighted to take a more active part in if the opportunity came up again".
(Communications and Community Affairs Coordinator, EDF Energy)*

*"This project not only inspired our children but was 'inclusive' of our school community – including parents and the local pre-school."
(Headteacher, Brampford Speke Primary)*



Bird pattern mosaic made by the pupils at Brampford Speke Primary with artist, Emma Spring



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These projects were organised and run by DAISI on behalf of EDF Energy and Arts & Business Partnership.

