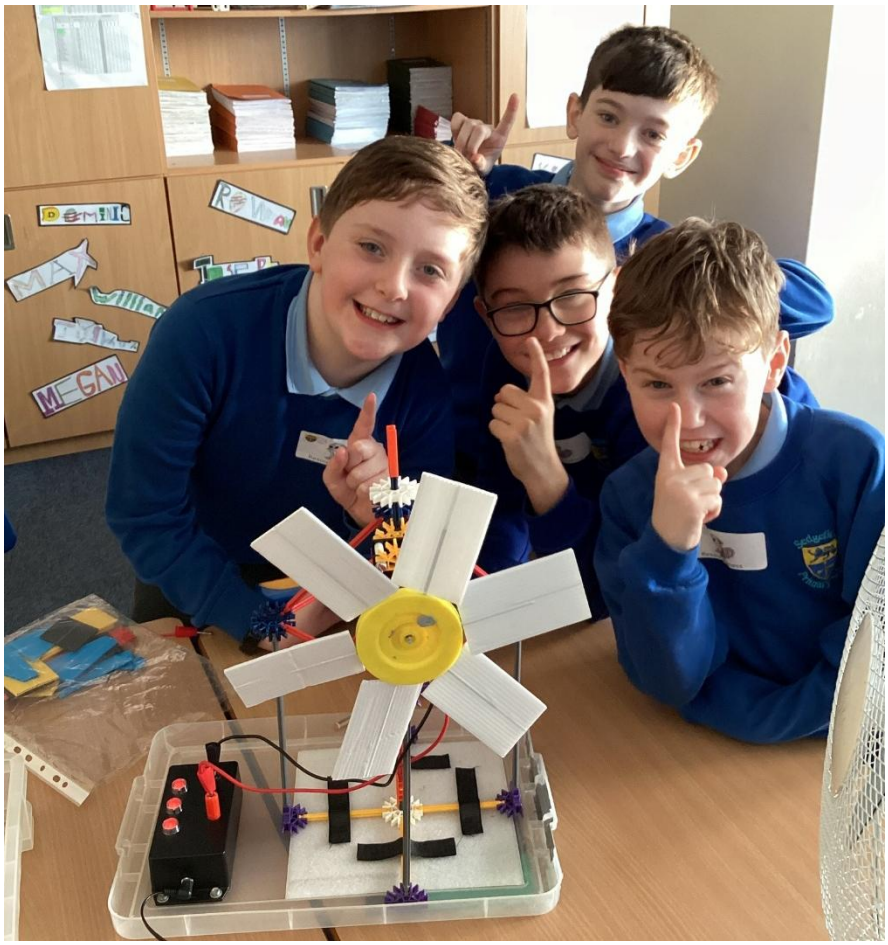
Wind Warriors – West Durham and Sedgefield

End of Project report,

March 2026



Students from a participating school with their finished blades and tower, Jan 2026

Wind Warriors – West Durham and Sedgefield

Project Summary

Funder: Point North on behalf of EDF and ESB International

Aim: The grants were used for targeted STEM intervention in primary schools within West Durham and Sedgefield. The project enabled 6x KS2/3 classes to appreciate how STEM research and innovation with regards to sustainable energy solutions is helping humans to tackle the issue of climate change.

Outcomes:
The sessions addressed key themes such as understanding climate change science, real world impacts of climate change, alternative energy and how we generate it, green skill development and awareness of Green Jobs.

Project Description

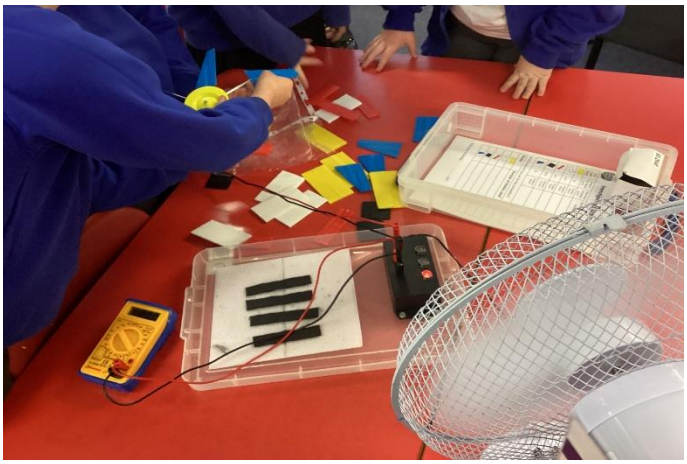
The project has impacted KS2 children within 5 County Durham schools.

The grants were spent on the development and delivery of our Wind Warriors programme within 6 school classes in West Durham and Sedgefield.

We delivered:
Session 1 –Whole School Assembly - Introducing wider themes of climate change, green careers and local sustainable energy projects using a school wide assembly.

Session 2- Climate Workshop - Students looked scientifically at why climate change is occurring and how we can mitigate the effects through the use of sustainable energy.

Session 3 – Supergrid Wind Turbine Workshop – This full day session allowed the pupils to take on the role of Wind Turbine Technicians. Using established state of the art technology from UK STEM, pupils experimented to create the most energy efficient turbines and compete as countries to generate the most electricity. For a demonstration at Lanchester Primary of the technology in action see:
https://www.facebook.com/share/v/1FBq1GG9FZ/?mibextid=wwXIfr



Students took what they learned and created 'Person Profiles' describing STEM Jobs they are aware of due to the project, with information about skills and key attributes needed to do the jobs.

The project involved 2x year 5 classes at Lanchester EP Primary School, 1x year 5 class at Stanley Crook Primary School, 1x year 5 class at Sedgefield Hardwick Primary School, 1x year 5/6 class at St Williams Catholic Primary School and 1x year 5 class at Sedgefield Hardwick Primary School. It also engaged all year groups in each school using an initial assembly.

Total pupils engaged: 1179
Year 5/6 Students engaged: 179
Total class teachers/teaching staff engaged: 11

Schools involved:
Lanchester EP Primary
Sedgefield Primary
Sedgefield Hardwick Primary
St Williams Catholic Primary
Stanley Crook Primary

Project Finances

Point North administer the funding on behalf of EDF (£4895) and ESB International (£4565) This was spent on:

- Project delivery (staff costs)
- Session equipment costs
- Finance Administration

Project Evaluation

We had good verbal feedback from the children; all of them enjoying the workshops and learning something new about energy technology.

Pupils Quotes:

Year 5 child, taken from their project evaluation form:

What did you enjoy the most about the sessions?

'I loved when we made the turbines and talked about all the different jobs you can have.'

Any other comments:

'I loved today I had a lot of fun with the wind turbine making!'

Year 5 child, taken from their project evaluation form:

What did you enjoy the most about the sessions?

'Learning about how we can help the planet and climate change. I really liked all the jobs you can do to help our planet its really important'

Tell me on thing you have learnt in these sessions.

'All about climate change and how we can do things to help stop it or even help in every little bit. I can make wind turbines!'

Teacher Quotes:

'Boosted communication and cooperation skills - children were fully engaged in all the small group tasks and worked really well in teams, sharing, communicating, listening. Problem solving skills also developed in a practical environment.' Lanchester EP class teacher.

'I am overwhelmed with their interest in using renewable energies (especially wind farms) and the job possibilities connected with them.' and 'Superb – the project enabled each child to be engaged.'. Sedgefield Primary Class 5 teacher.

Impact Statistics

Total pupils engaged: 1179

Number of pupils taking part in workshop: 179

Teaching/school staff: 11 (class teachers and teaching assistants)

Survey Analysis

Sedgefield:

Overall, the survey showed the project had a positive impact with the more 'yes' answers received the larger the impact e.g. I enjoy learning about engineering. - yes

Answer Percentage change:

Yes 68.66% increase

No 59.59% decrease

I don't know 51.21% decrease

The survey results showed a 68.66% increase in positive responses after intervention, 59.59% decrease in negative responses and a 51.21% decrease in children being unsure or not knowing how they feel about STEM.

The survey worked well to establish if different elements of STEM were considered more enjoyable to the children than others, with design and technology development being the most popular with 76/88 after intervention. It also helped us and the students to establish that there is a difference between having the skills to do a job and actually wanting to pursue that career. Both of these aspects saw a positive increase, but we also saw that 58/88 students now understood the skills they might need for a Green Job and could do it, but 38/88 really wanted to have a Green Job and the experience had helped them understand this.

West Durham:

Overall, the survey showed the project had a positive impact with the more 'yes' answers received the larger the impact e.g. I enjoy learning about engineering. - yes

Answer Percentage change

Yes 42.42% increase

No 63.20% decrease

I don't know 62.7% decrease

The survey results showed a 42.42% increase in positive responses after intervention, 63.20% decrease in negative responses and a 62.7% decrease in children being unsure or not knowing how they feel about STEM.

The survey worked well to establish if different elements of STEM were considered more enjoyable to the children than others, with design and technology development being the most popular with 76/91 after intervention. It also helped us and the students to establish that there is a difference between having the skills to do a job and actually wanting to pursue that career. Both of these aspects saw a positive increase, but we also saw that 62/91 students now understood the skills they might need for a Green Job and could do it, but 48/91 really wanted to have a Green Job and the experience had helped them understand this.

THANK YOU

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