

A.N.D

A new direction for arts,
culture and young london

How to connect with different types of schools? Insights from AND's research



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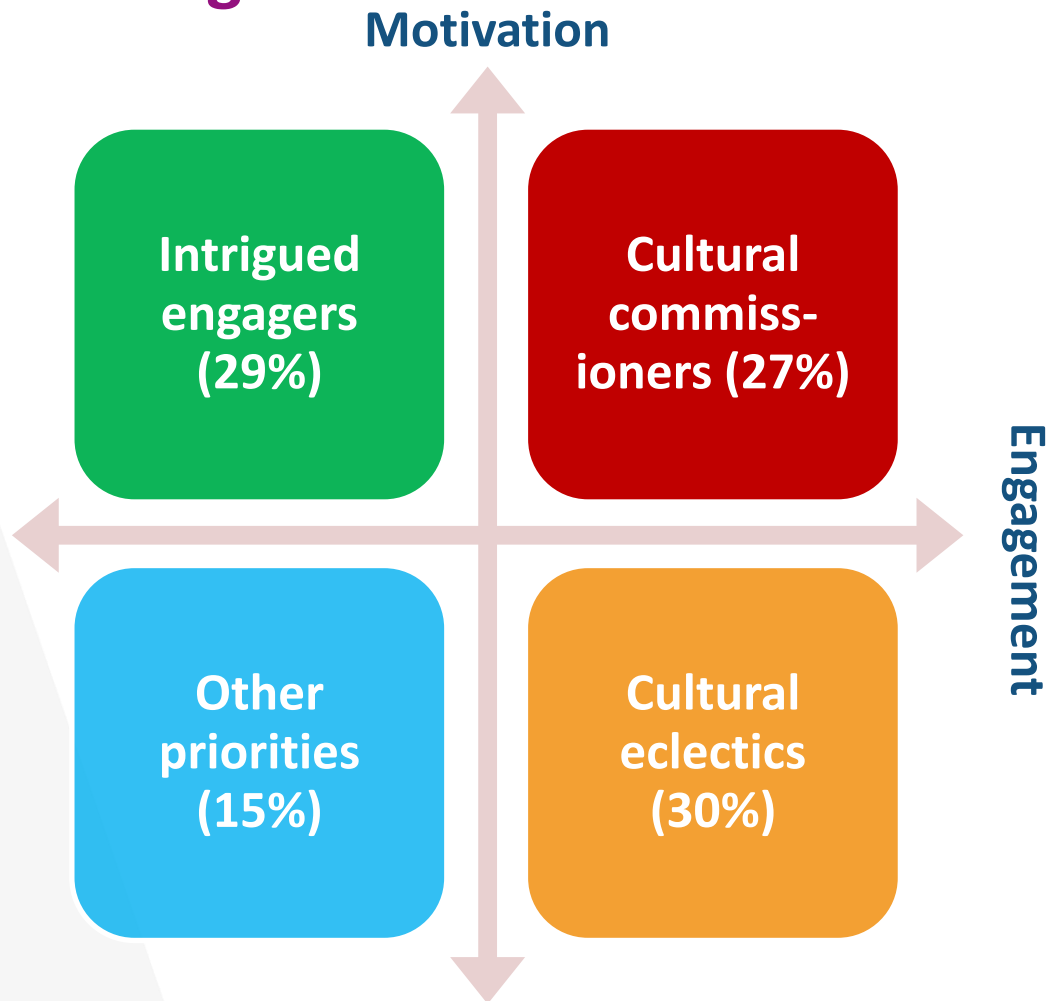
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A New Direction**

Schools segmentation

What is it and why it's important

- Segments are types of schools that share similar traits (attitudes, drivers, barriers and needs) when working with the cultural sector
- Statistical process - clustering responses to a survey
- Understand schools' needs and priorities and tailor offer accordingly
- A 'model', a simplification of reality

London schools segments



Cultural commissioners

- **Warmest audience** - high engagement with cultural partners and high motivation to do more
- **Confident** in commissioning work, **proactive** in seeking out opportunities (and more likely to be sought out by cultural organisations)
- **No particular barriers** to engage aside from transport and funding (the usual for all schools)
- **Motivated by impact** that opportunities have **on pupils**, but also on **staff** and the **school** itself
- They have a strong interest in **developing staff confidence in creative/cultural education** and engaging parents



Who are they?

- Can be found across all school types (except independent schools)
- Inner/outer London, all levels of advantage and achievement

Cultural eclectics

- **High engagement** but **low motivation** to do more
- Offer a wide range of cultural opportunities
- An '**ad-hoc**' approach to choosing the initiatives they get involved in – pick and choose based on the appeal of each
- **Less strategic** in their decisions to get involved with cultural organisations
- They are motivated by enhancing young people's life chances but less so by staff development or raising school profile

Cultural Eclectics,
30%



Who are they?

- Secondary schools
- Higher attainment
- More likely to be independent schools
- Inner London
- Less disadvantaged

Intrigued Engagers

- **High motivation** but currently **low engagement** with cultural provision
- Currently have a **limited cultural offer** and less experienced in commissioning but **are actively seeking ways of increasing** their engagement
- **Lack of information** about cultural opportunities available is a **key barrier** – may need to be reached out for
- **Relevance of projects and activities to the curriculum** and a focus on London specific learning **are key drivers**
- Influenced by **recommendations** from colleagues in other schools



Intrigued Engagers
29%

Who are they?

- Primary schools
- Lower attainment
- More likely to be academies
- Outer London

Other priorities

- Cold audience - **Low motivation** and **low levels of engagement** with cultural opportunities
- **Priorities** for these schools **lie elsewhere** than in arts and cultural education
- Staff development, parental engagement or raising the profile of the school are not particularly strong drivers to provide cultural opportunities for their pupils
- Moderately interested in finding out more about cultural opportunities available but not particularly interested in building long term relationships with cultural partners

Other
priorities
15%



Who are they?

- Can be found across all school types (although less likely to be secondary schools)
- At all levels of disadvantage (high to low FSM areas)
- Their pupils tend to come from families who are not particularly involved in arts and culture

If you want to know more...

London Schools Research and Segmentation (NFER)

<http://www.anewdirection.org.uk/research/nfer-cultural-engagement-in-london-schools-research>