

**A.N.D**

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Welcome

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# AND + Teaching Schools

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## Outline

- A New Direction – who we are and what we do
- The impact of arts and culture on young people
- Arts and culture in London schools – what we know
- AND's response

## A New Direction

We connect children, young people and education with the best of arts and culture in London.

We want to make London the leading city in the world for young peoples' cultural and creative development.

## A New Direction

We do this by...

- Being leaders in cultural education and working closely with our peers
- Understanding the needs of London
- Understanding the needs of children and young people
- Spotting gaps and opportunities
- Building strong programmes with sustainable outcomes

## A New Direction

### Schools focus

CPD – Forums, Go and See events, INSET support

Artsmark

Arts Award

Campaigns

Local brokerage – Connected London

# The impact of arts and culture on young people

## Attainment: *Transfer impact or more complex?*

- Can you prove a link to attainment in non-arts subjects or broader notions of school ethos and pupil progress? - most studies show correlation rather than causation
- Evidence of transfer theory limited to certain areas
- Music strengthens IQ, promotes phonological development, reading/writing skills and foreign language learning<sup>1</sup>
- Drama supports verbal skills development; some evidence that dance improves visual-spatial skills<sup>1</sup>

*“Children who take part in cultural learning feel fulfilled and they behave better and perform better. It has an immediate effect on their English language and their ability to articulate.”*

**Anthony Seldon, Wellington College**



## Higher expectations about self

- Giving pupils a chance to succeed regardless of other barriers (e.g. language) and by capitalising on different styles of learning

*“It provides that opportunity for expression, of talent, which doesn’t come out of other subjects. It takes away barriers of language, of ability to read or to write or to express yourself in formal English, which are there, present, every time the children walk into an English classroom or maths classroom or whatever it is, they’re asked to read and write in this formal way.”*

**Mixed, Comprehensive, Secondary School, Islington**

- Raises own expectations about attainment in other subjects

*[...] if they get an A in one of those subjects, they have got higher expectations of themselves in other subjects as well.*

**Mixed, Comprehensive, Secondary School, Tower Hamlets**

## Engagement with school

- Improved relationship with school as a whole – more ‘buy in’
- Improved attendance, lower drop out rates

*“ (...) There are a lot of young people who schools need to work hard at giving them reasons to come to school, and quite often [these reasons are] what are called the creative subjects, the arts.”*

**All girls Secondary School, Westminster**

## Non-cognitive (character) skills

Anecdotal evidence that arts and culture foster a range of positive attitudes, competencies and personality traits

- Self belief
- Perseverance and grit
- Motivation
- Resilience
- Self control
- Social and teamwork skills – leadership, commitment to a common objective, sense of responsibility

*The impact of non-cognitive skills on outcomes for young people Literature review 21 November 2013 EEF*

## Cultural Capital

- Broadening horizons and building aspirations
- Building confident, independent inquisitive, well rounded individuals
- E.D. Hirsch's notion of Cultural Literacy - facts, ideas, piece of work that young people need to know in order to operate effectively in society
- Closing the gap

~~*'There is a percentage of our pupils who come to us with quite limited social and cultural experiences through no*~~

## Employment

- Opening up career opportunities – 1/6 of jobs in London are in the creative sector
- Developing a ‘21<sup>st</sup> Century’ workforce
- Nurturing creativity, imagination and problem solving skills
- Supporting Innovation

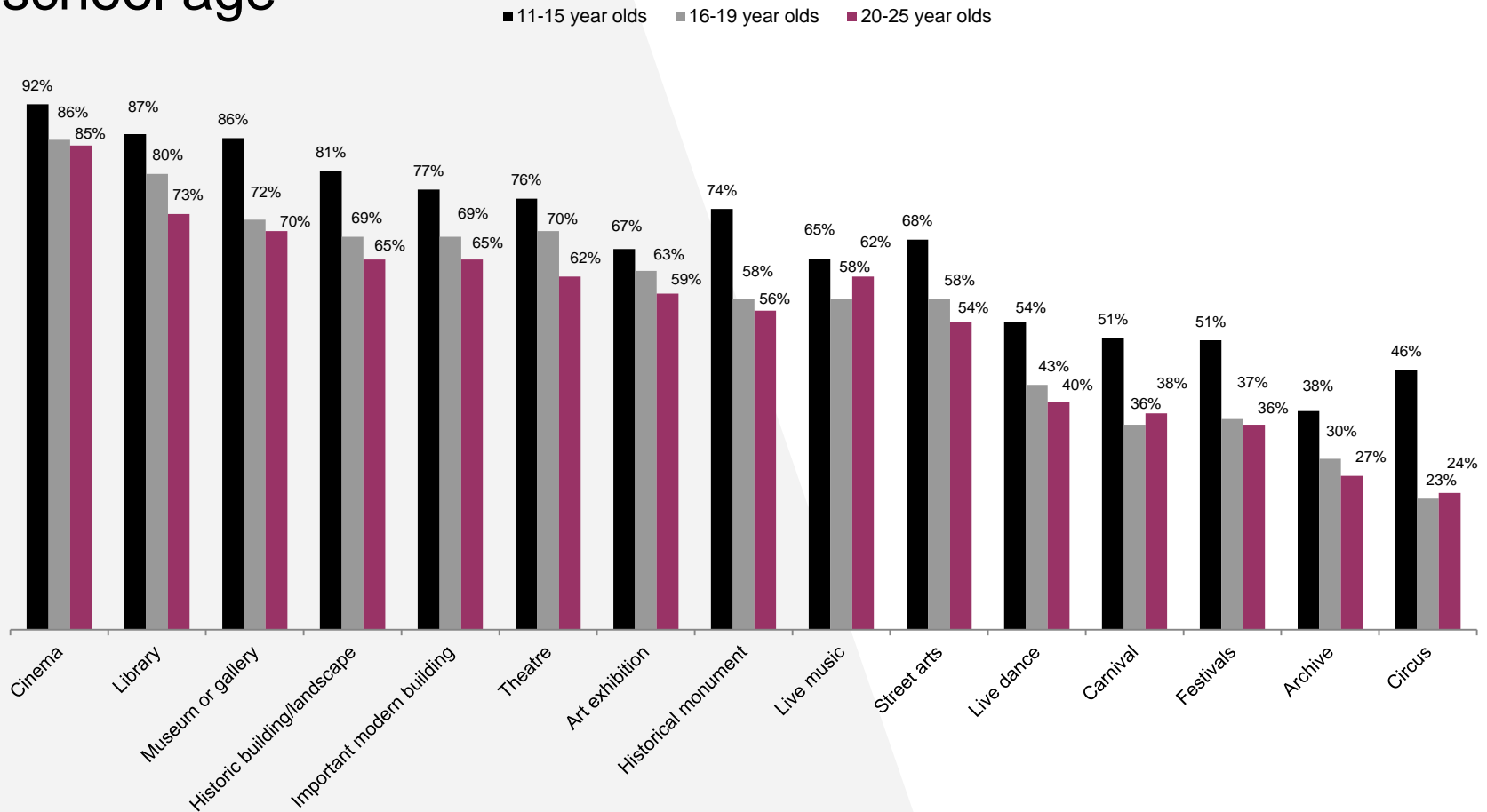
*“Children and young people who are imaginative, articulate and emotionally mature will be more intellectually curious and physically inventive. They will seek innovation and change because they have been encouraged to express themselves and are confident in doing so. Scientific and technical invention is just as much an act of the imagination as writing, painting and composing”*

**Cultural Learning Alliance, ‘ImagineNation – The Case for Cultural Learning’ (2011)**

# Arts and culture in London Schools

## What we know

## Engagement with cultural activities declines post school age

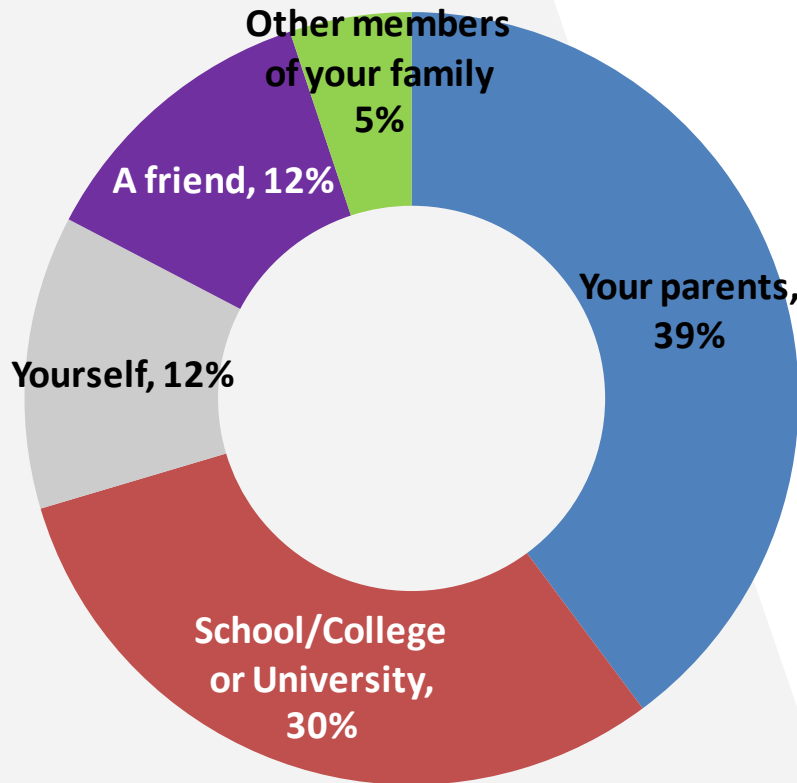


Q: "Have you attended or visited any of the following in London over the last year?" This could be for study, for work or in your own spare time (PROMPTED)

Base: 555 young people living in London aged 11-25; nationally representative sample by gender, age, social grade and borough

Source: AND/TNS

## Schools mediate first memorable experience of cultural trips for young people from lower socio-economic groups



- Young people from **higher social groups** are more likely to remember cultural trips organised by their **parents** (ABC1s – 46%, C2DEs – 30%)

- 35% of young people from **lower social groups** (C2DEs) remember their first memorable cultural trip as organised by their **school** compared to 27% of young people from higher social groups

Q: "Thinking about the first time you went on a trip to a cultural event or place of interest that is memorable to you, who among the following organised it?(PROMPTED)

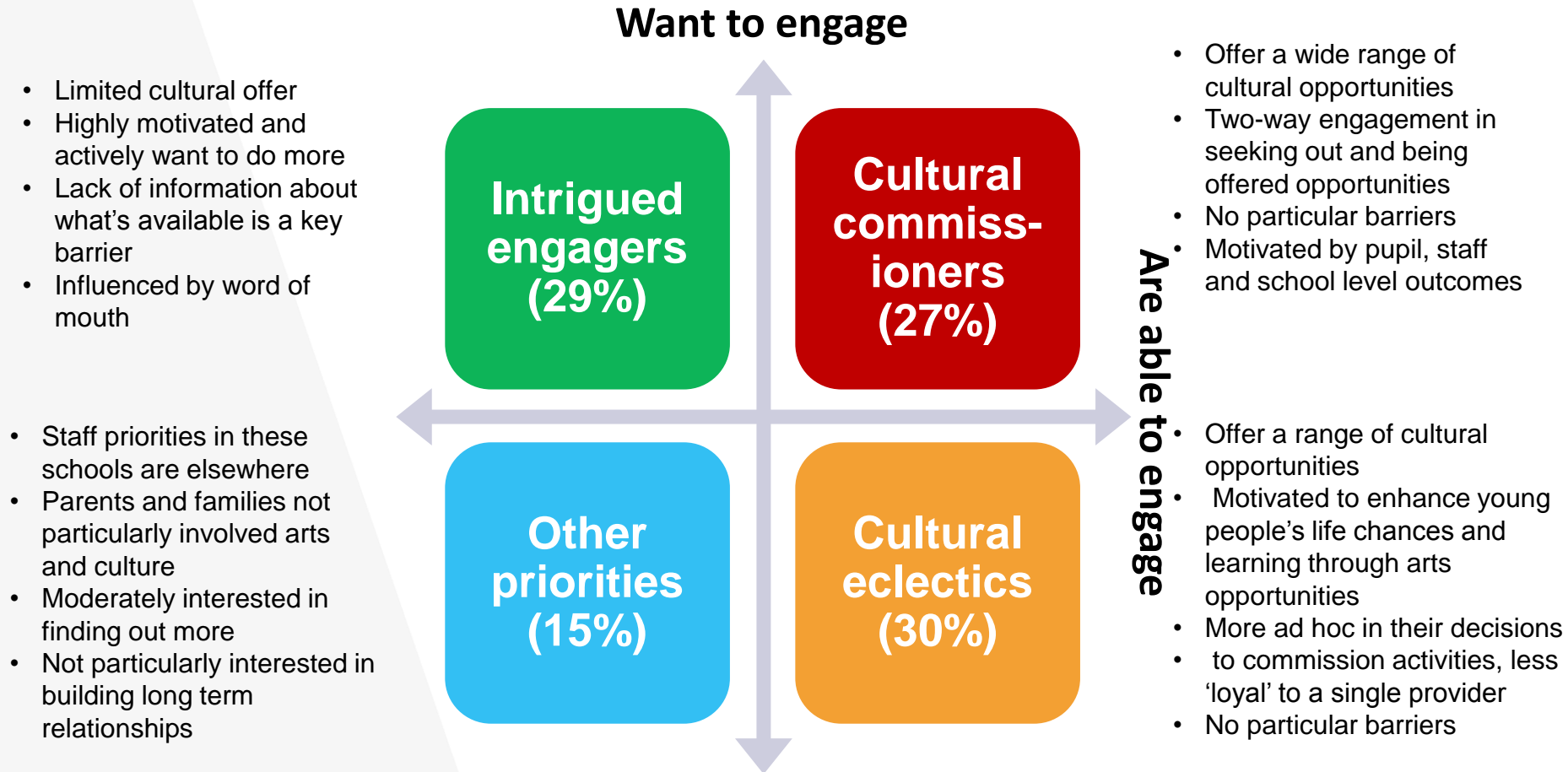
Base: 1664 young people living in London aged 11-25; nationally representative sample by gender, age, social grade and borough

Source: AND/TNS

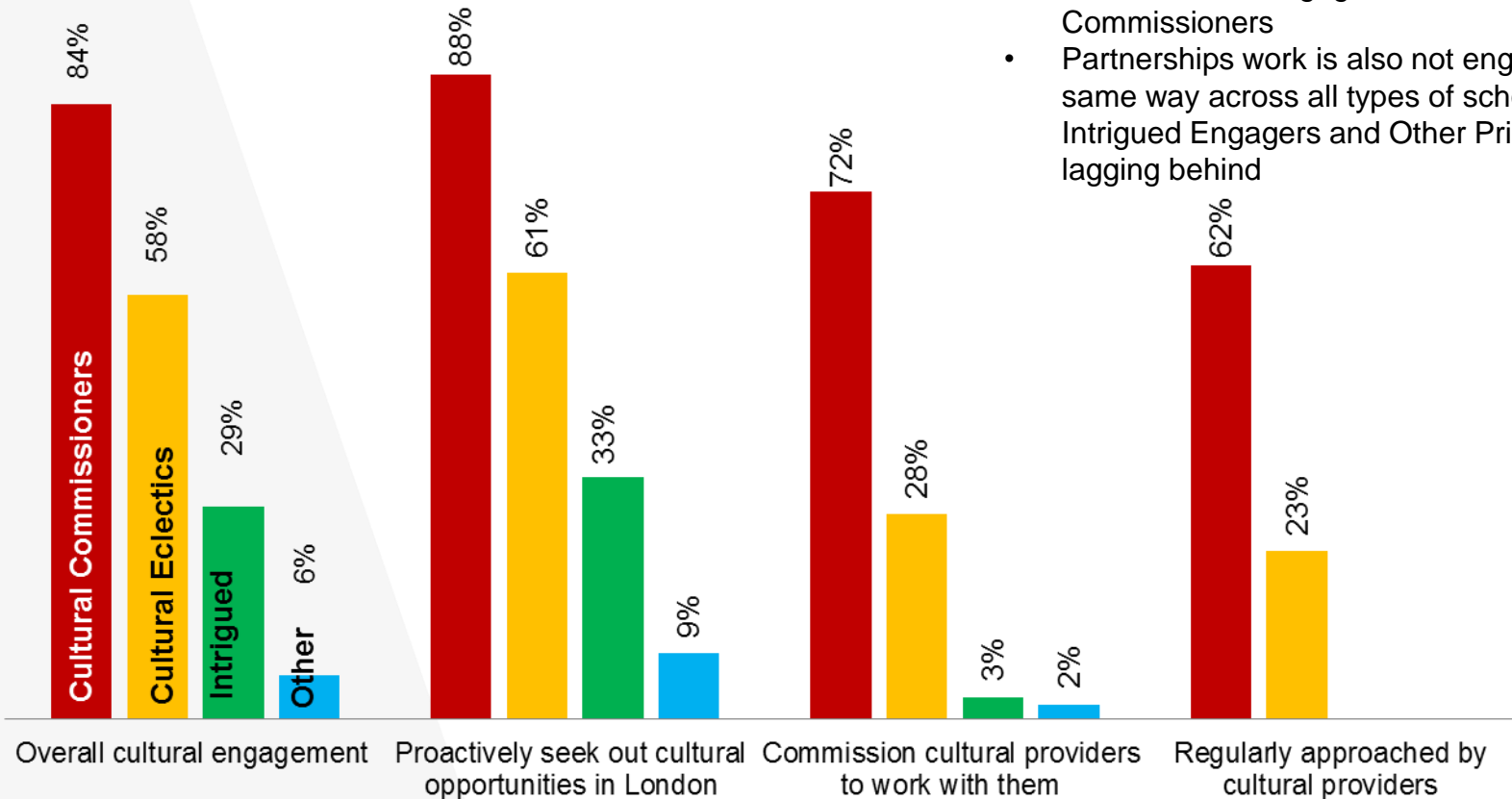


## Schools' approach to working with cultural sector

### The NFER segmentation



## Cultural engagement varies



- Intrigued Engagers and Other Priorities have lower levels of engagement than Cultural Commissioners
- Partnerships work is also not engrained in the same way across all types of schools – with Intrigued Engagers and Other Priorities lagging behind

Source: "London Schools Research: Cultural Engagement"(Oct -12), NFER  
 Base:366 London Schools

## Pressures on schools

- New Curriculum and pressures on time
- Changes to accountability frameworks
- Increased complexity and competition
- Weaker links with Local Authorities
- Increasingly deregulated market for school services

...mean many schools are less daring in their choices

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## The challenges of building an offer

AND's Prezi -How can cultural organisations and schools communicate better with each other?

<https://www.youtube.com/watch?v=i88psGLVIGo>

## AND's response

- AND Together <http://together.anewdirection.org.uk>
- Connected London
- Cultural Education Challenge
- Teaching Schools Cultural Ambassadors Network