

LONDON

—
&
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THE POWER
OF A CREATIVE
CHILDHOOD

A.N.D



Lyric Hammersmith
Game of Life

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN

We work to ensure that all children and young people get the most out of London's extraordinary creative and cultural offer.

anewdirection.org.uk

THE POWER OF A CREATIVE CHILDHOOD

London continues to grow. It is a sign of its success that more people than ever want to put down roots, develop careers, start families and build lives here in the capital. The city presents great opportunities, but there are also challenges.

London has some of the best schools in the country, exceeding the national average in higher GCSE grades by 5% in 2014, but this success is not consistent across every school and 165,000 new schools places need to be found by 2025. It is a city with unusual amounts of green space and parks, but it is also a city where far too many people live in overcrowded homes and school pupils often have nowhere quiet to do their homework. London's real success will be when everyone can have a happy and creative childhood and find their route to move forward.

A New Direction has been examining the importance of culture and creativity to childhood, focusing on the barriers to ensuring all young Londoners can take part in, and benefit from, the creative life of the city. London has an extraordinary asset in its world-class cultural organisations and the large numbers of creative businesses and artists who live and work in the city.

We believe that this, alongside the strength of the education sector and a highly educated population,

means that London could and **should be the best place in the world for a creative childhood** but at the moment that possibility is limited by inequality.

This publication focuses on the task of building strong **partnerships** across the civic, education and cultural sector – as well as with parents and children – to address the challenge of building a creative childhood for all in a systematic way. It also highlights the importance of **quality**; it is too easy to provide opportunities which ‘tick the box’ for culture and creativity but London can and must do better. These two ideas of **partnership and quality** will inform our work at A New Direction going forward.

OUR AMBITIONS FOR LONDON

All schools are great schools for culture. To ensure pathways for students to high-quality cultural education and the opportunity to develop their own creativity.

All cultural organisations are part of educating young Londoners. All publicly funded organisations should provide opportunities for teachers, subsidised tickets for children, support and partnership with one or more education institutions, and sit as school governors as a minimum contribution to the city’s education.

All young people can find out about a career in the creative sector. With employers and schools working together to halt the shocking lack of diversity within the creative sector.

All new places and spaces in London respond to the need for children, young people and families to play, work and create. Planning must meet these basic needs to help address the closure of youth facilities and the consequences of overcrowded housing.

We believe that fulfilling these ambitions will not only develop the culture and creativity of the city but also feed the new economy, improve the mental and physical health of Londoners and foster a stronger sense of community across the capital.

We have identified 10 ways that schools, cultural organisations and others can work with us to help realise these ambitions. We hope you will join us on this journey.

ADDRESSING THE KEY CHALLENGES FOR LONDON

10 ways to work with A New Direction to make London the best city in the world for a creative childhood
anewdirection.org.uk/10-ways

- 1 PLEDGE**
GENERATION CULTURE

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ANDtogether

1

GENERATION CULTURE

PLEDGE

Is your school addressing the cultural education needs of all your pupils?

Sign-up to Generation Culture for models of how to use pupil premium to expand opportunity for all pupils.

Go to

[anewdirection.org.uk/
generation-culture](https://anewdirection.org.uk/generation-culture)

RIP & SHARE

Each section can be easily removed to share with colleagues, or to keep as a useful note or reminder to take action.

Each of the 10 ways are coded according to one of the London Cultural Education Challenge themes, as articulated on page 44.

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

‘The Arts are a unique way of inspiring, motivating and communicating ideas. They are a vehicle for personal expression, and play an important role in the personal development of pupils.’

‘Our Pupil Premium grant supports our attendance at live performances in world-class venues across a wide range of genres.’

| Woodcroft Primary School, Barnet

ARTSMARK

ACHIEVE

Put your school on the journey to becoming a brilliant place for cultural education, learn from other Artsmark schools and benefit from access to information on cultural partners.

Go to

anewdirection.org.uk/artsmark

3

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CONNECTED LONDON

PARTNER

Join Connected London and help build a partnership for excellent cultural education with other schools, cultural organisations and the local authority to ensure an entitlement to cultural education in your place.

Go to

[anewdirection.org.uk/
connected-london](http://anewdirection.org.uk/connected-london)

Creativity Works: Fashion
A New Direction

4

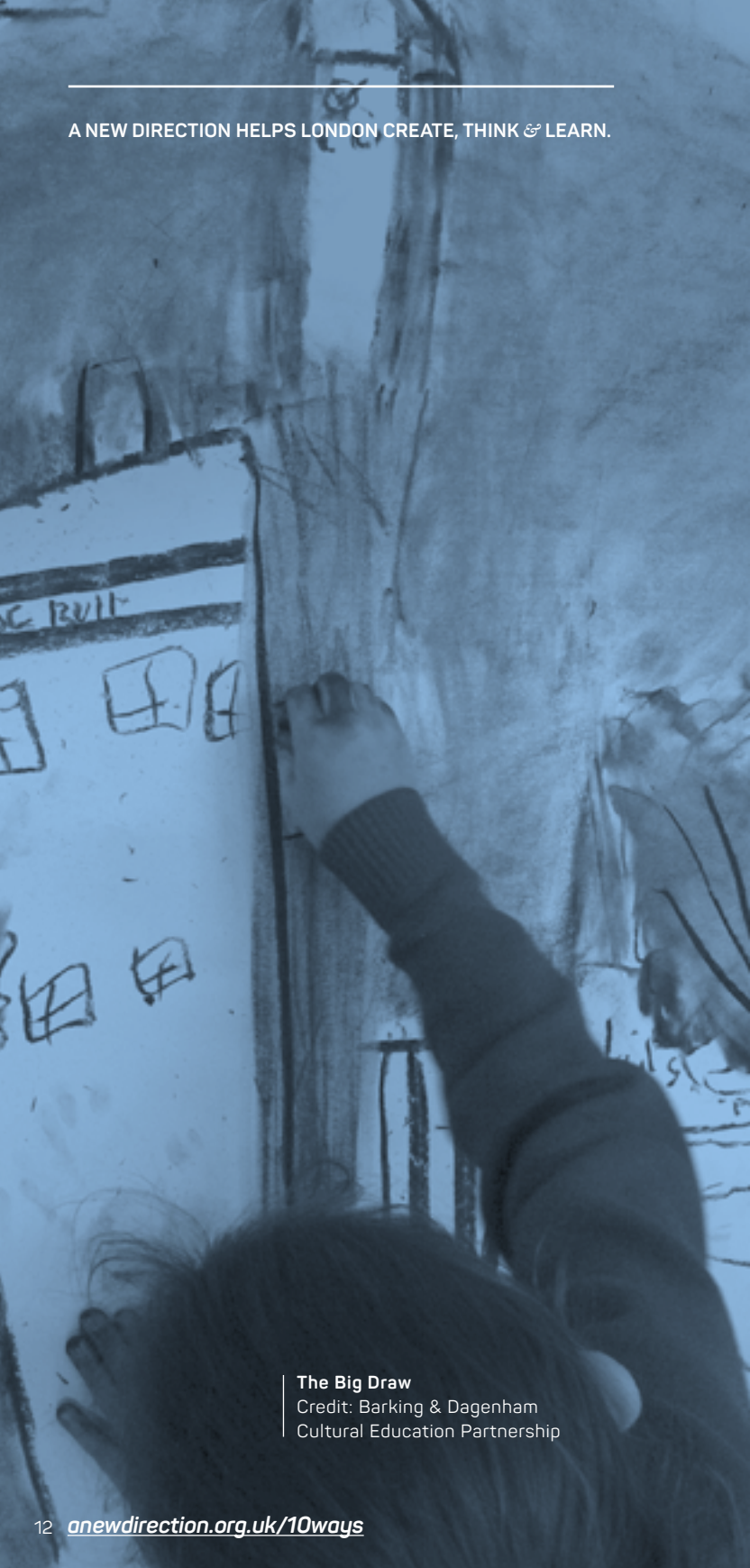
ARTS AWARD

ACCREDIT

Support young people's passion for arts and culture, in and out of school, through becoming an Arts Award supporter or centre.

Go to

[anewdirection.org.uk/
arts-award](https://anewdirection.org.uk/arts-award)



The Big Draw

Credit: Barking & Dagenham
Cultural Education Partnership

5

CREATE JOBS

TRAIN

Help build the creative workforce of the future through excellent information, advice and guidance on creative careers.

Go to

createjobslondon.org

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

Strong Voices/Haringey Shed
Credit: Simon Way

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

LONDON CULTURAL EDUCATION CHALLENGE

INVEST

In large-scale change projects to transform opportunity for children and young people in London.

Go to

culturaleducation.london

‘I was shown a Social Media Apprenticeship... I really liked the look of the role, so with my confidence boosted by Create Jobs I decided to apply. After a couple of interview stages I got the call to hear I got the apprenticeship! I’ve been working at Fetch for three days now and it’s been amazing! So I wanted to thank you all, for your time and effort.’

| Perry, Social Media Apprentice, Fetch

‘Thanks to Create Jobs it took me just a few weeks to find an amazing job in the Hackney Empire theatre. I started in March as a marketing assistant intern with a contract of six months, which got renewed just recently for another six months. I couldn’t be happier. I work in an awe-inspiring organisation doing what I like the most!’

| Fatima, Marketing & Communications
Assistant, Hackney Empire

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

‘Ovalhouse is delighted to be a partner in the London Cultural Education Challenge. We believe young people need to see people like themselves both visiting and working within our arts and cultural organisations before the cycle of exclusion is broken.’

The London Cultural Education Challenge will provoke a step-change in the practices of our arts organisations, encouraging them to be more inclusive and representative of the cultural and social diversity of young Londoners.’

| Stella Barnes, Director of
| Participation at Ovalhouse

AND NEWSLETTER

CONNECT

Hear about events, policy announcements and campaigns through signing-up for the AND Newsletter.

Go to

anewdirection.org.uk/newsletter

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

CULTURAL LEADERS

LEAD


Build the cultural education capacity in your school and help others.

Go to

[anewdirection.org.uk/
cultural-leaders](http://anewdirection.org.uk/cultural-leaders)

And download our Teacher's Toolkit from

[anewdirection.org.uk/
teachers-toolkit](http://anewdirection.org.uk/teachers-toolkit)

A person is performing a handstand against a brick wall. They are wearing a dark t-shirt, dark shorts with three white stripes down the side, and sneakers. Their legs are bent at the knees and held together in front of their head. The background is a brick wall.

Strong Voices residential
Credit: Simon Way

LEARN ABOUT THE QUALITY PRINCIPLES

GROW

Improve your work and learn from others through working with concepts of quality in work with children and young people.

Go to

[anewdirection.org.uk/
quality-principles](http://anewdirection.org.uk/quality-principles)

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

‘We are agents of change. We are the next step in spreading the AND vision and cultural learning.’

We are an important part of networking/reaching schools throughout London.’

Participant in Cultural
Leaders programme, 2015

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.

ANDtogether

SHARE & FIND

Online platform with information on London's cultural education offer, and a searchable index of partner organisations, news, tweets and opportunities.

Go to

andtogether.london

'I feel connected to other cultural organisations by meeting with different professionals working with the Quality Principles.'

This is reassuring as we have similar successes and issues but it reminds me of the purpose behind the Quality Principles in helping us all to deliver quality learning.'

| Quality Principles Peer
| Learning Group member, 2015

A NEW DIRECTION HELPS LONDON CREATE, THINK & LEARN.



Museum entrance

andstand terra

My Culture, My London
Credit: Giulio Mazzarini

LIVING EXPRESSIONS OF THE HUMAN HEART & MIND

A NOTE FROM THE CHAIR OF THE BOARD

“ Early in 2015, as I prepared to stand down as Children’s Commissioner, I was approached to seek appointment to chair A New Direction (AND). This report, commended to you with my encouragement that you read it, rather than just receive it, shows you why I jumped at the chance. This brief input illustrates why the organisation and chairing it matters so deeply to me; and why the task of chairing AND’s Board is such a joy.

A New Direction acts as a bridge between London’s schools, their leaders, students and teachers, and the richness, diversity and active outreach of London’s cultural and arts organisations. Those organisations stretch across a diverse landscape of provision: from one-person creators, makers, performers, innovators and what the French call ‘animateurs’ for others, to the iconic settings in the Capital’s great theatres, galleries, museums and concert halls.

The child, arts and culture belong in the same spaces, both in school and life outside it. Easy to say, in an educational world where some subjects have priority over others in the education stories we all tell each other, our children, and ourselves. Far harder to do.

Our challenge – that’s all of us, across this great and famous city – is clear. Some of our children and young people, attending some of our schools, living in some families in some settings, know how to get to a cultural setting or to an arts offer, inside or outside of school. Having that ability is part of who they are.

When they arrive at a cultural space, often helped and guided by their schools, they understand both how to get in – actually and metaphorically – and how to make the most of being there. In contrast, some other children and young people, educated elsewhere in the same great city, usually living in poorer circumstances than these fortunate peers, don’t know. They don’t go, or get in, or get it. It’s that unequal, that difficult to shift.

Given the sector creates jobs, earns income for London and the nation, is a driver of visitor numbers and a reason why London is a vital part of the world’s economy, the dichotomy between those in the circle of involvement and engagement and outside it should worry us. But our worrying, worthiness and hand-wringing simply don’t do the trick.

We have to act. That is what AND is for, and that is what this report contains. AND believes that the arts and culture, these **living expressions of the human heart and mind, are entitlements in a child’s education.**

So many schools, across the city’s many and varied boroughs, see this as a vital strand in what they do, and act accordingly. So many arts and cultural organisations deliberately, some of them doggedly, reach across the barriers some children encounter. They make it a social justice-based, equality-driving priority to ensure the ones who would otherwise not engage, are engaged.

AND’s work seeks to make that the mission of every school, and every arts and cultural practitioner and organisation: to open those doors to arts and culture to people who didn’t yet even know they wanted to come in. It is why I chair this great organisation, and why I commend this report to you. ”



Professor Maggie Atkinson



Creative Futures
Credit: Paul Grover ©2015

The Cultural Education Challenge for London

Our country faces a Cultural Education Challenge.

The benefits of high-quality cultural education are clear. But not all children and young people have the same access to arts and culture, and not all arts and cultural education is high quality.

We need to come together to provide a better cultural education for all young people.



What do we mean by Cultural Education?

INTRODUCTION

‘...children and young people should receive a Cultural Education which is fuelled by the desire to share both creativity and knowledge. The two should never be seen as being mutually exclusive. An excellent Cultural Education will help children to learn how to be creative, while at the same time helping them to learn about creative and cultural subjects.’¹

¹
Cultural Education in England,
A review by Darren Henley for
DCMS and DfE, February 2012

[gov.uk/government/publications/
cultural-education-in-england](http://gov.uk/government/publications/cultural-education-in-england)

At its best, a sound cultural education has three specific elements:

KNOWLEDGE – it teaches children about the best of what has been created (for example great literature, art, architecture, film, music and drama). It introduces young people to a broader range of cultural thought and creativity than they would be likely to encounter in their lives outside of school.

UNDERSTANDING – it develops analytical and critical skills, which have a direct relevance across other subjects and are especially important in heritage and history, where the subject could otherwise be reduced to the accumulation of facts, rather than also including the acquisition of an understanding of historical context.

SKILLS – it enables children to participate in and to create new culture for themselves, for example by designing a product, drawing, composing music, choreographing a production, or making a short film.

**CULTURAL EDUCATION INCLUDES:
ARCHAEOLOGY, ARCHITECTURE
AND THE BUILT ENVIRONMENT,
ARCHIVES, CRAFT, DANCE, DESIGN,
DIGITAL ARTS, DRAMA & THEATRE,
FILM & CINEMAS, GALLERIES,
HERITAGE, LIBRARIES, LITERATURE,
LIVE PERFORMANCE, MUSEUMS,
MUSIC, POETRY & THE VISUAL ARTS.**

WHY CULTURAL EDUCATION MATTERS

'We've got to really question what the point of school is. I think a huge part of school is discovering your identity as an individual and as part of a cohesive, collective whole. There are a lot of young people for whom teachers need to work hard to give them reasons to come to school; just saying 'Maths GCSE is important' isn't enough. Quite often, for these young people the reasons to come to school are the creative subjects; the arts.'

Kathryn Pugh, Headteacher
St Marylebone CE School,
London, Borough of Westminster



Arts Award school workshop
Credit: Simon Way

It fires the imagination and shapes identity; changing a young person's perspective of themselves, of others and the world around them.

It helps young people learn and succeed; by improving attainment, increasing cognitive ability, and developing confidence and motivation.

It creates the workforce of the future; driving the growth of the creative and cultural industries and the wider economy.

KEY RESEARCH FINDINGS: THE CASE FOR CULTURAL LEARNING AND EDUCATION.

1. Learning through arts and culture improves attainment in all subjects.

a. Taking part in drama and library activities improves attainment in literacy.

b. Taking part in structured music activities improves attainment in maths, early language acquisition and early literacy.

c. Schools that integrate arts across the curriculum in America have shown consistently higher average reading and mathematics scores compared to similar schools that do not.

2. Participation in structured arts activities increases cognitive abilities.

3. Students from low income families who take part in arts activities at school are three times more likely to get a degree.

4. Employability of students who study arts subjects is higher and they are more likely to stay in employment.

5. Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults.

The Cultural Learning Alliance, 2011
culturallearningalliance.org.uk/images/uploads/Key_Research_Findings.pdf

WHY QUALITY IS CRITICAL



Strong Voices/Haringey Shed
Credit: Simon Way

In schools, particularly schools already struggling to support young people to achieve well in ‘the basics’ of literacy and maths, cultural education can sometimes be seen as a ‘nice-to-have’ add-on to the existing curriculum. School leaders perceive a risk that precious time and resources could be wasted delivering activities which hold little value. In fact, there is an even greater risk – that a poor experience during childhood can put a child off future similar cultural activities in adulthood.

Quality of provision really does matter if cultural education is to have a positive impact for young people. We need to work with schools to demonstrate what a quality cultural education looks like, what they can expect from it and how to get one.

THE DESIGN AND DELIVERY OF A HIGH QUALITY CULTURAL EDUCATION INVOLVES:²

- Striving for excellence and innovation.
- Being authentic.
- Being exciting, inspiring and engaging.
- Ensuring a positive and inclusive experience.
- Actively involving children and young people.
- Enabling personal progression.
- Developing belonging and ownership.

ORGANISATIONS USE THESE QUALITY PRINCIPLES IN DIFFERENT WAYS:³ TO DEVELOP EVALUATION METHODS, TOOLS AND/OR FRAMEWORKS

Many organisations focus on improving their feedback from children and young people. They take the opportunity to review and revise their evaluation tools and entire frameworks.

TO REVIEW AN EXISTING PROJECT, PROGRAMME OR AREA OF WORK

Many organisations use the quality principles as a frame of reference to audit their existing provision for children and young people.

²

Arts Council England's Quality Principles
arts council.org.uk/what-we-do/cyp/resources/quality-principles

³

Sharp, C. and Lee, B., 2015. Using Quality Principles in Work for, by, and with Children and Young People: Results of a Pilot Study (Draft Final Report). Slough: NFER.

TO PLAN NEW WORK

A few organisations use the quality principles as a framework to help plan a new project or area of work for, by and/or with children and young people.

TO ENGAGE IN SELF-REFLECTION, STAFF DEVELOPMENT AND PEER LEARNING

Several organisations use the quality principles as a basis for reflection, collaboration and peer learning.

This is most evident in organisations with a remit for cross-sector work, especially Bridge organisations and Music Education Hubs, but also through collaborative partnerships and networks. Some of these partnerships involve schools as well as cultural organisations.

WHY QUALITY IS CRITICAL

'I believe that all children can and should benefit from receiving a wide-ranging, adventurous and creative Cultural Education. For many young people, cultural activities form a vital part of their everyday lives. These activities are academically, physically and socially enriching, whether they take place in school or out of school.'

Darren Henley
Cultural Education in England, 2012

ARTSMARK – INSPIRING YOUNG PEOPLE THROUGH THE ARTS AND CULTURE.

We believe every child should have the opportunity to create, compose and perform, as well as to visit, experience, participate in and review extraordinary work.

Artsmark can help unlock the potential of children and young people, help to develop character and talent, and increase their knowledge and understanding.

That's why Artsmark was created: to bring this ambition to life in every classroom.

Awarded by Arts Council England, designed by schools, the new Artsmark award will help schools to deliver a high-quality arts and cultural education and provides an excellent way to demonstrate this.

Across the country Artsmark is rewarding more and more schools for championing arts and culture. Any school setting can apply.

Artsmark schools gain access to exceptional resources as well as networks of the country's most treasured cultural organisations, helping them develop and strengthen their arts provision.

artsmark.org.uk



East London Cultural Education
Partnership/Barbican
Credit: Sarah Ainslie



DJ rooms/Roundhouse
Credit: Pete Schiazza

THE CHALLENGE FOR LONDON

‘London is fun and exciting because there’s always something happening and you don’t have to travel far to find entertainment. And a lot of it is free. You can enjoy the street performers at Southbank or wander among the eccentrics in Camden Market. You can admire a Banksy on a wall or listen to buskers in the tube stations. And just wandering around the city is like visiting one huge museum.’

| Sid, 18, Barnet



Lyric Hammersmith
Game of Life

Delivering on this national Cultural Education Challenge requires focus and energy at a regional and local level. Bridge organisations, like AND, are responsible for creating real and lasting change for young people in communities through powerful partnerships on the ground.

Arts and cultural providers, schools and other educational institutions, and local authorities all have a role to play.

London has a lot to offer, but as things stand, access to great arts and culture for young people is dependent on geography, wealth and luck.

This is particularly true in Outer London where providers are fewer and farther between and transport costs are high.

THE CULTURAL EDUCATION CHALLENGE



EMPOWERED & SUPPORTED COMMUNITIES

FOCUSED & POWERFUL PARTNERSHIPS

A New Direction has spent time in recent years identifying and gathering intelligence about how the Cultural Education Challenge plays out in London.

We have defined it as having six interconnected, but specific, dimensions:

Equity & Wealth

Economic disadvantage is the most significant barrier to cultural education.

Equity & Geography

There are many opportunities but they are unevenly distributed.

Influence & Diversity

Young people's idea of art is as important as Arts Council England's.

Entry to Employment

London needs creative, highly skilled young people.

New London & New Schools

Regeneration and housing growth needs to embrace the best of creativity and culture.

A Super-Served System

The cultural sector needs to operate more systematically to ensure more young people can benefit from this work.

POWERFUL PARTNERSHIPS AS THE ROUTE TO DRIVE CHANGE

Meeting the challenge will require:

Arts and cultural organisations, educational institutions and local authorities to come together to drive a joined-up arts and cultural offer locally, to share resources and bring about a more coherent, and visible delivery of cultural education.^{2,4}

4

National Cultural Education Challenge
artscouncil.org.uk/what-we-do/cyp/cultural-education-challenge-find-out-more

5

Harland, J. and Sharp, C. (2015). Cultural Education Partnerships (England) Pilot Study. Slough: NFER. Unpublished report.

No single organisation in any part of London can meet all the needs of the young people and communities who live there. Powerful partnerships will be fundamental to success in addressing London's Cultural Education Challenge.

The word 'partnership' has become somewhat over-used, often describing purely transactional and pragmatic working arrangements which take up precious time and add little value for young people.

THERE IS NO SINGLE BLUEPRINT, BUT RECENT RESEARCH INDICATES THAT POWERFUL PARTNERSHIPS:⁵

- Include partners who reflect the local cultural landscape.

- Have a defined structure for decision making.
- Support collaborative action focused on a shared purpose.
- Provide resources to fund collaborative activity.
- Build on what is already happening.
- Use quick wins and levers to galvanise support.
- Take a strategic view and focus on demonstrating impact.

We need to rethink the way we 'do' partnership; we need to learn how to develop and sustain partnerships which are purposeful, diverse and dynamic if they are truly to help us deliver impact.

The challenge for London is to sustain quality and expand opportunity for cultural education through working in partnership.

A New Direction is working to make this a reality in London.

A New Direction is driven by a belief that all young Londoners have the right to access and influence culture, and for their creative talents to be identified and nourished.

We need to tackle inequality and ensure that all young people experience a high-quality cultural education which enables them to achieve extraordinary things.

2015
anewdirection.org.uk



A New Direction London Limited

The Statement of Financial
Activities has been prepared
from the Trustee's Report and
Financial Statements for the
Year ended 31st March 2015.

FINANCIALS

INCOMING RESOURCES FROM GENERATED FUNDS:			Year ended 31 March 2015	Year ended 31 March 2014
	Unrestricted £	Restricted £	Total £	Total £
VOLUNTARY INCOME:				
Donations and similar income	790	9,000	9,790	9,000
Investment income	2,788	-	2,788	2,305
INCOMING RESOURCES FROM CHARITABLE ACTIVITIES:				
Employment and skills	13,408	266,851	280,259	157,924
Increasing creative potential	225,922	9,800	235,722	313,202
Strategic development	2,910	1,251,163	1,254,073	1,610,516
Other incoming resources	10,000	-	10,000	9,167
Total Incoming Resources	255,818	1,536,814	1,792,632	2,102,114
RESOURCES EXPENDED:				
Cost of generating funds				
Fundraising costs	-	24,492	24,492	21,539
Charitable activities				
Employment and skills	12,005	211,547	223,552	85,430
Increasing creative potential	215,922	10,569	226,491	272,453
Strategic development	-	1,413,697	1,413,697	1,483,956
Governance costs	9,543	-	9,543	18,595
Total Resources Expended	237,470	1,660,305	1,897,775	1,881,973
NET MOVEMENT OF FUNDS IN THE YEAR BEFORE TRANSFERS:				
	18,348	(123,491)	(105,143)	220,141
TRANSFER BETWEEN FUNDS:				
	33,674	(33,674)	-	-
Total Funds at 1st April 2014	238,455	499,733	738,188	518,047
Total Funds at 31st March 2015	290,477	342,568	633,045	738,188

LIST OF FUNDERS

ARTS COUNCIL ENGLAND
 ARTS FUNDRAISING AND PHILANTHROPY CONSORTIUM
 BERKELEY FOUNDATION
 BLOOMBERG
 BRITISH COUNCIL
 CREATE LONDON
 CREATIVE & CULTURAL SKILLS - ARTSWORK
 CREATIVE & CULTURAL SKILLS - CREATIVE EMPLOYMENT PROGRAMME
 DEPARTMENT FOR EDUCATION - NORTH MUSIC TRUST
 DEPARTMENT FOR WORK AND PENSIONS - JOB CENTRE PLUS
 EUROPEAN COMMISSION, EDUCATION AND TRAINING, LIFELONG LEARNING
 GREATER LONDON AUTHORITY
 LONDON LEGACY DEVELOPMENT CORPORATION
 MAYOR'S FUND FOR LONDON
 MINISTRY OF DEFENCE - SERVICE CHILDREN'S EDUCATION
 RAYNE FOUNDATION
 TIME INC. UK (FORMERLY IPC MEDIA LTD.)
 TRANSPORT FOR LONDON - ART ON THE UNDERGROUND
 TRINITY COLLEGE LONDON

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CREDITS

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and Julie Temperley from Convey.

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A.N.D

A new direction for arts,
culture and young london



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ENGLAND**