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A new direction for arts,
culture and young london

Education - Cultural Sector Briefing

27th June 2016

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Current Opportunities:

AND Together

www.anewdirection.org.uk/blog/connecting-schools-and-cultural-organisations-online

Engage with London's school leaders in cultural education

www.anewdirection.org.uk/what-we-do/our-work-with-cultural-sector/school-leader-sessions

Teachers' Evenings – 2016-17 academic year

www.anewdirection.org.uk/what-we-do/our-work-with-cultural-sector/teachers-evenings-2016-17-academic-year

Connected Network

www.anewdirection.org.uk/what-we-do/connected-london/connected-network

Artsmark Development Day for Arts & Cultural Organisations - 13 July 2016

www.anewdirection.org.uk/artsmark-development-days/artsmark-development-day-for-arts-cultural-organisations/10-july-2016

Arts Award Area Development 2016/17

www.anewdirection.org.uk/what-we-do/arts-award/arts-award-area-development-2015-16

Arts Award Local Area Networks

www.anewdirection.org.uk/what-we-do/events/arts-award-local-area-network-meetings

Create Jobs

www.createjobslondon.org/get-involved

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Beyond EBACC – The context for arts and cultural education in London's schools

Anita Kerwin-Nye, Director NotDeadFish
& Director London Leadership Strategy



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Beyond EBACC

The context for arts and cultural education in London's schools

www.notdeadfish.co.uk/culture



Why are we all here?

A mission shared with schools:

- Increase equity of access to arts and cultural education
- Improving quality of:
 - Artistic experience
 - Cultural provision
 - Teaching and learning













Current policy landscape

The white paper: educational excellence everywhere March 2016

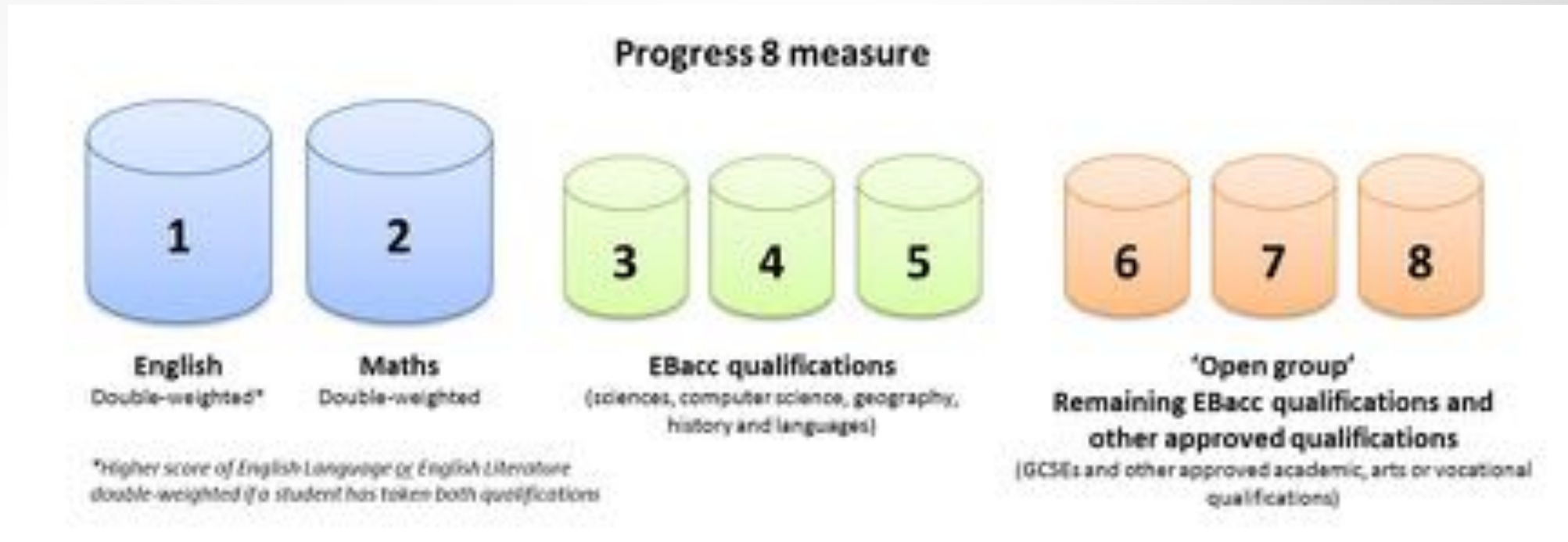
- Local authority power and influence diminished
- Increased role of Multi Academy Trusts
- Focus on school to school support

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

School accountability framework

- Progress across 8 qualifications
- Attainment across the same 8 qualifications
- Percentage of pupils achieving the threshold in english and mathematics (currently a C grade, grade 5 when new gcse in english and mathematics are first reported in performance tables in 2017)
- Percentage of pupils achieving the EBACC

Progress 8 in practice



www.gov.uk/government/publications/progress-8-school-performance-measure

Current resourcing landscape

- New national school funding formula which will include basic per pupil amounts alongside factors reflecting pupil characteristics, school and area costs. This will go direct to schools & NOT via LA
- Whilst budget stated a protection of school budget, in reality school budgets under increasing pressure
- Costs pressures means that schools face a budget cut of 8% in real terms between 2014/15 & 2019/20 (Institute of fiscal studies)
- This means schools having to use budget creatively, and extra curricular activities are easy target to cut
- Teacher and headteacher recruitment 'crisis'

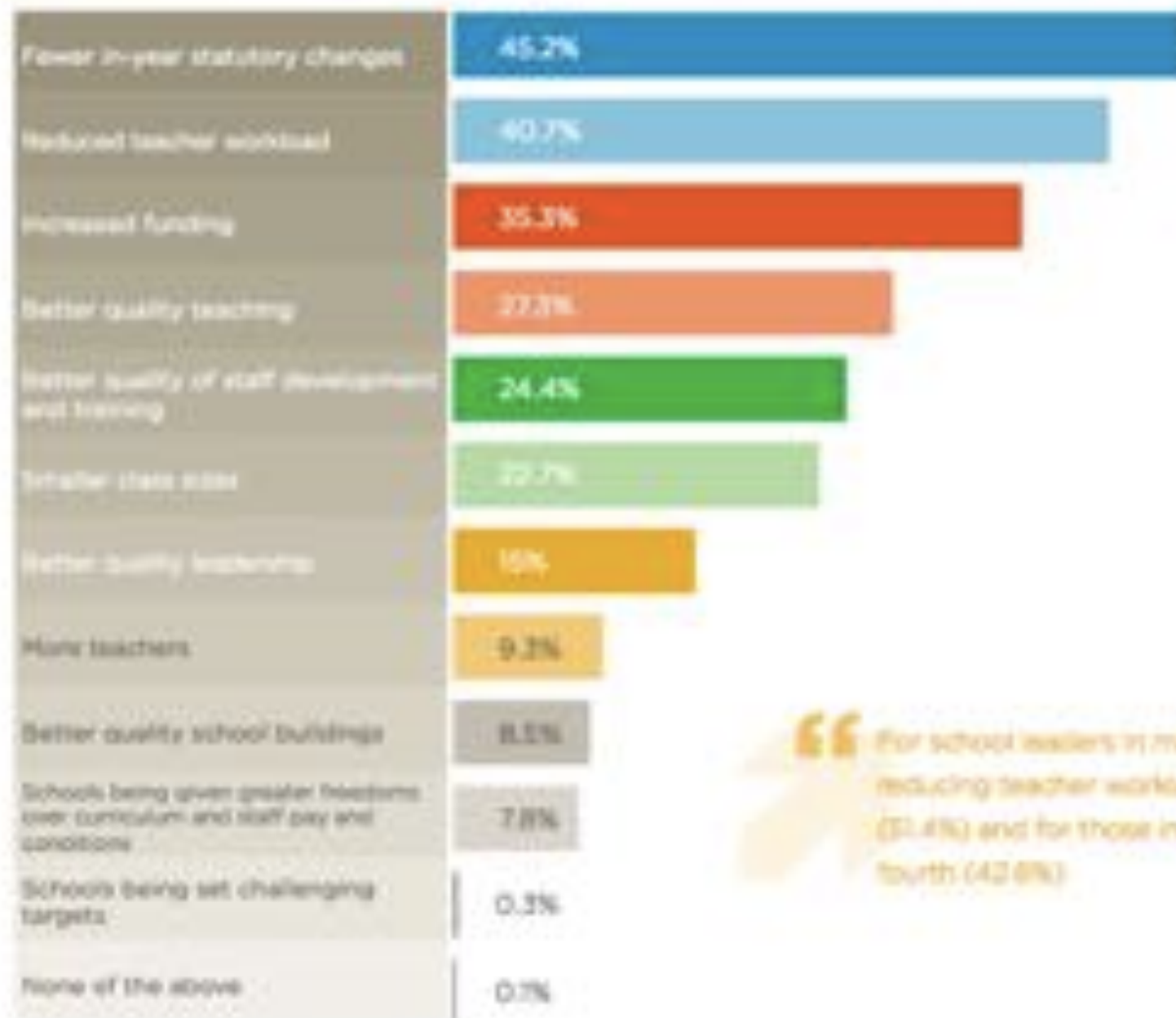
<https://www.gov.uk/government/news/fairer-school-funding-plan-revealed>

So what do schools want to see?

“If we are funded well enough to run our schools so that we can recruit and retain the best teachers in world, then we will have the best education system in the world. It is that simple.”

John Tomsett, Headteacher, Huntington school

Which of the following would do most to improve the quality of education in England?



“

For school leaders in maintained schools, reducing teacher workload was second (40.7%) and for those in academies it was fourth (42.6%)



In summary

“Schools and parents are facing a chronic teacher shortage, a lack of school places, chaos around curriculum changes and primary tests and a funding crisis. But instead of dealing with these very real issues the government is pursuing a top down re-organisation of education that has no basis in evidence to support it.”

Anon teacher

Cultural Education (1)

“All education systems transmit their own view of culture and cultural development whether or not they are part of their stated aims. Since 1988 the duty to promote the cultural development of pupils has been a statutory requirement in England and inspected by Ofsted.”

Ofsted

Cultural Education (2)

Pupil's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have sharpened their own heritage
- Willingness to participate in, and respond to, for example; artistic, musical, literacy, sporting, mathematical, scientific, technological and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity in local, National and global communities

Views on cultural and arts education (1)

“Involvement with arts and culture is crucial to imagination, self-expression and creativity in young people. It also develops the skills that fuel the success of the UK’s creative industries, and that will result in the next generation of creative talent across the country.”

Arts Council England

Views on cultural and arts education (2)

Few schools emphasise cultural development in their aims

- Little consistent planning for cultural development across the curriculum and therefore opportunities are missed
- Too great a reliance on extra-curriculum activities
- Pupils' awareness of other cultures needs further development
- Few schools help pupils recognise the ways in which cultural traditions develop and change

But there is much to celebrate

- Pupil Premium Awards showing excellent practice in use of Pupil Premium to support Arts and Cultural Education
- Arts Mark regularly highlights excellent practice
- GCSE and A – Level grades reflect excellence in pupil effort and high quality teaching and learning
- Examples of excellence in curriculum design
- Willingness of schools to collaborate and share with each other e.g. Cultural Leaders etc.
- Some exciting emerging models of collaboration with cultural organisations e.g. AND Cultural Challenge Board; Camden Cultural Commissioning Group etc.

Likely factors to improve equity and quality

- Ensuring that arts and cultural education is an entitlement within the universal provision in all schools
- Continually improving the quality of teaching and learning
- Offering broad programmes of enrichment from arts and cultural organisations
- Strong curriculum development that embraces arts and cultural education
- The development of subject pedagogy
- Emergence of talent from non traditional groups
- Breadth of cultural and artistic experiences

The offer of cultural organisations to schools?

- Moving beyond enrichment
- Supporting curriculum development – with a particular focus at KS3
- Developing the subject knowledge of arts leaders
- Supporting development of teaching and learning opportunities linked to curriculum
- Funding and resources
- Approaches to equity of offer – how to ensure all schools access resources not just the ‘super served’
- Integration of digital resources into schools through approaches such as flipped learning
- Earlier engagement in project design and true partnership in funding approaches





Contact

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The New Artsmark & our Schools Programme

Lynne Brackley, – A New Direction



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How do we start to deliver this?

Steve Moffitt, Chief Executive - A New Direction



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London and the cultural education challenge



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Steve Moffitt
Chief Executive

A New Direction helps London create, think and learn

A New Direction works to ensure that all children and young people get the most out of London's extraordinary creative and cultural offer.

We work through influencing, case-making, supporting and showing why culture and creativity matters to children, young people and the future of London.



Tw. [@a_new_direction](#)

anewdirection.org.uk

We want London to be a city where:

- Cultural education is the best in the world
- Young people are able to access and influence culture
- The right platforms are in place to identify and nourish young people's creative talents

This is the right of all young Londoners - regardless of wealth, geography or luck.

Why creativity and culture matters



SKILLS

They build skills which are important for doing well at school and progressing into work or higher education.



ECONOMY

They nurture the future talent needed to power London's economy.



HAPPINESS

They are crucial to personal development and the stimulation of imagination, empathy and the appreciation of culture.



Tw. [@a_new_direction](https://twitter.com/a_new_direction)

anewdirection.org.uk

London is changing fast

- From 2011-2021 the population will rise by 1million.
- London's population will exceed New York's and by 2030 and approach 10 million
- A minimum 450,000 new jobs for Londoners will be needed in the next ten years
- Need 400,000 homes and an extra 4,000 primary classes by 2020.
- As 0-4 population increases so does the 65+ by 50% over next 20 years

What will
growing
families
need,
demand and
pay-for?



Re-invention of local authorities as place-makers

- Significant cuts to Local Authorities across the country from 2010/2011-2019/2020
- Model of Local authority provision will have to radically alter
- London Councils estimate 60% of LA funding will go on waste and adult social care by 2020

Education

- Renewed emphasis on Ebacc
- Fragmentation of the school system
- Entries for GCSEs in arts subjects have fallen by 46,000 this year compared with last, according to new figures recording England's exam entries for 2016.

www.artsprofessional.co.uk/news/exclusive-arts-schools-plummets-new-figures-show



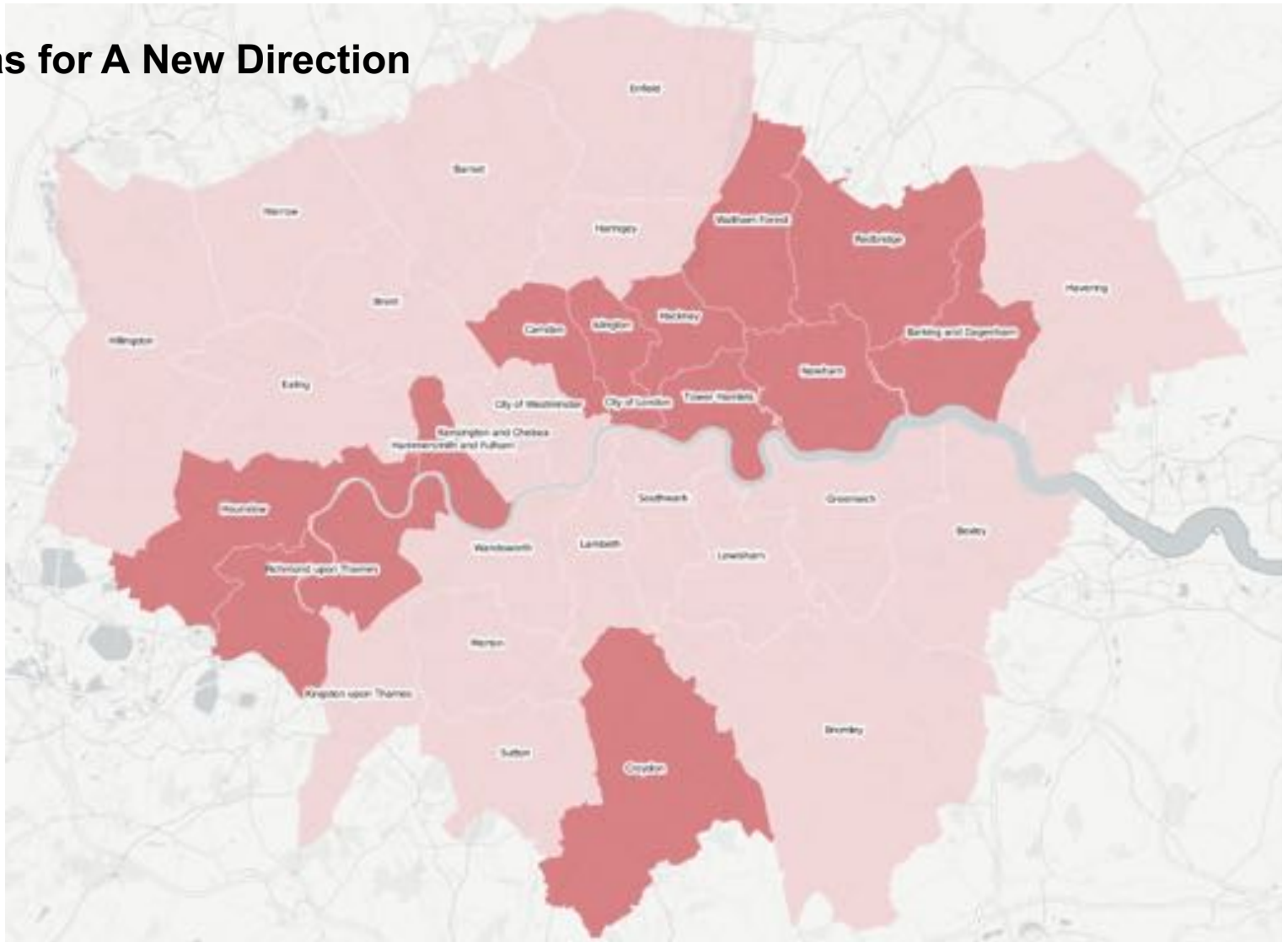
Local cultural education partnerships as a route to meeting the challenges

What are local cultural education partnerships?

Cultural, arts, civic, commercial, governmental organisations coming together with schools, youth sector and/or parents, children and young people to focus on the key issues for cultural education in their place

A New Direction's model is locally driven, rooted in the specific challenges and opportunities for places, and sustainable – not prescriptive/one size fits all

Current areas for A New Direction



One borough; one community; London's growth opportunity



Encouraging civic pride



Enabling social responsibility



Growing the borough

Drivers

- Access to high quality cultural education is an entitlement for all and becomes an employment pathway for some... both are of equal importance
- Cultural and creative sector is expanding....Claimed to be £8million per hour.... Particularly large in London
- Cultural 'capital' is a key to personal, social and academic development
- Achievement in the arts, cultural engagement, including heritage drive up broader standards
- Achievements of this kind need to be accredited and celebrated



Three Priorities

1. Developing and Embedding Cultural Leadership (named lead in schools, lead governors and community links)
2. Accreditation and Celebration (Arts Award, ArtsMark and Festival)
3. Clarifying and Strengthening Pathways into the Cultural and Creative Sector

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Questions



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Education, Place, Culture

- 27 September 2016 (Place)
www.eventbrite.co.uk/e/education-place-culture-session-two-place-tickets-25594178878
- 24 January 2017 (Culture)



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