

A.N.D

A new direction for arts,
culture and young london

Is there a crisis in Cultural Education in London schools?



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Population Growth

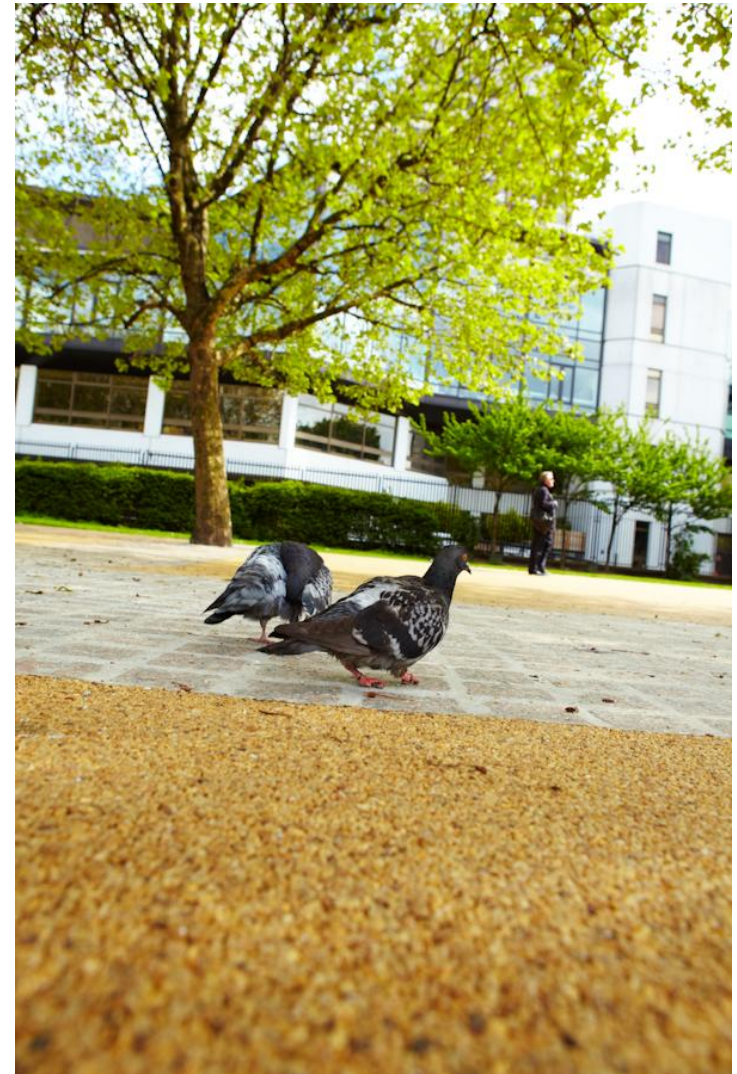
- London's population has risen by 330,000 since 2008 from 2011-2021 the population will rise by 1million.
- London's population will exceed New York's and by 2030 approach 10 million
- A minimum 450,000 new jobs for Londoners in the next ten years
- Need 400,000 homes and an extra 4,000 primary classes by 2020.
- As 0-4 population increases so does the 65+ population by 50% over next 20 years

Source GLA Vision 20:20



Overview – Poverty

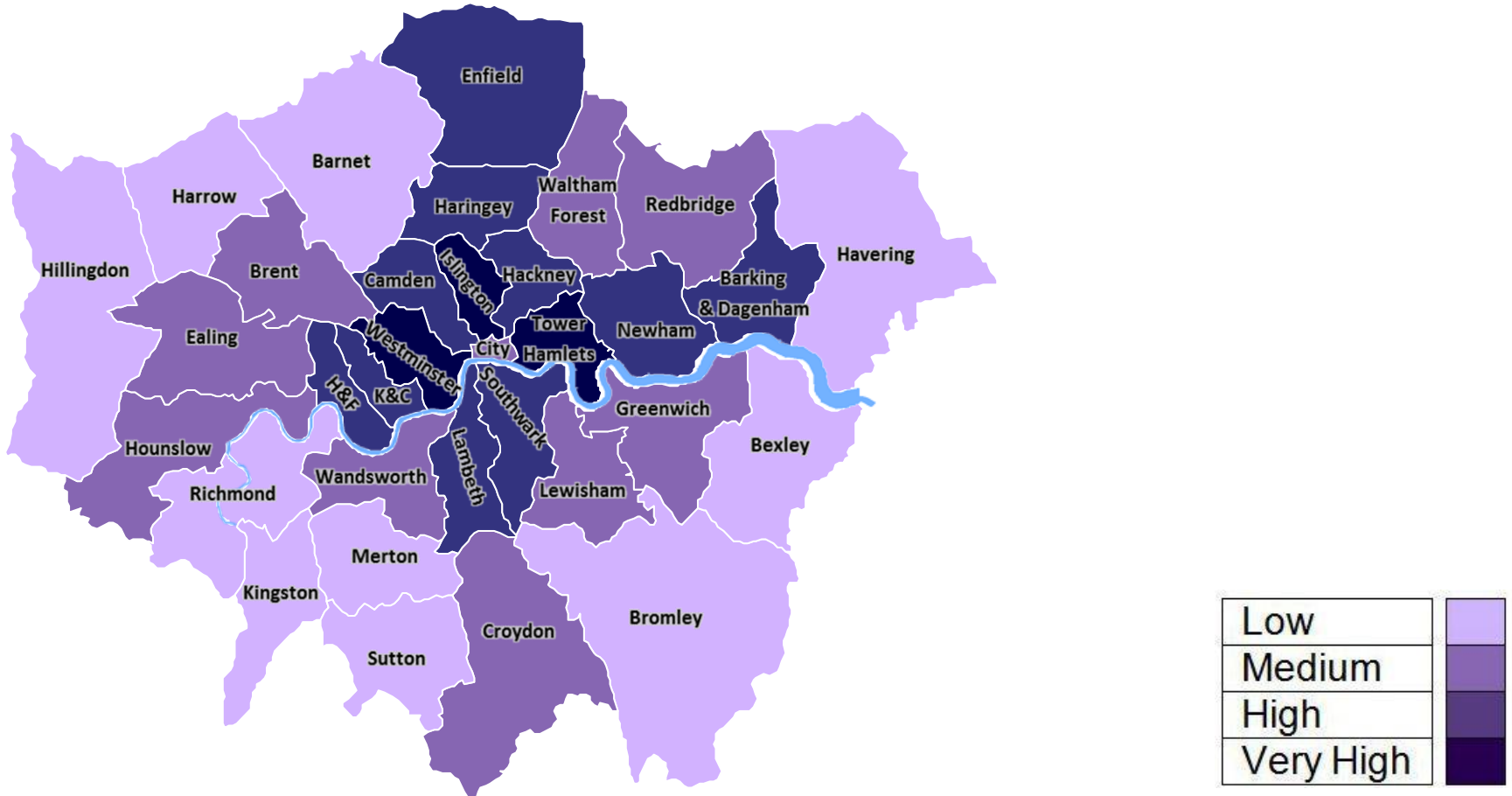
- **512,000** children in London live **below the poverty line** (37% compared to 29% for the UK as a whole)
- **Increasing cost of living** (particularly housing costs) and **falling real wages** means household finances are feeling an unprecedented squeeze
- **57% of children and adults in poverty are in families that are in work**
- **Outer London** boroughs are seeing **rising levels of poverty** but in inner London poverty remains most intense and higher than anywhere else in the country
- **One in four** young people in London **lives in an overcrowded home**



Credit: Simon Way

Percentage of pupils registered for Free School Meals

GLA, 2014



Source: GLA

Percentage of pupils registered for Free School Meals



Source: GLA, 2014

Total pupils in all schools

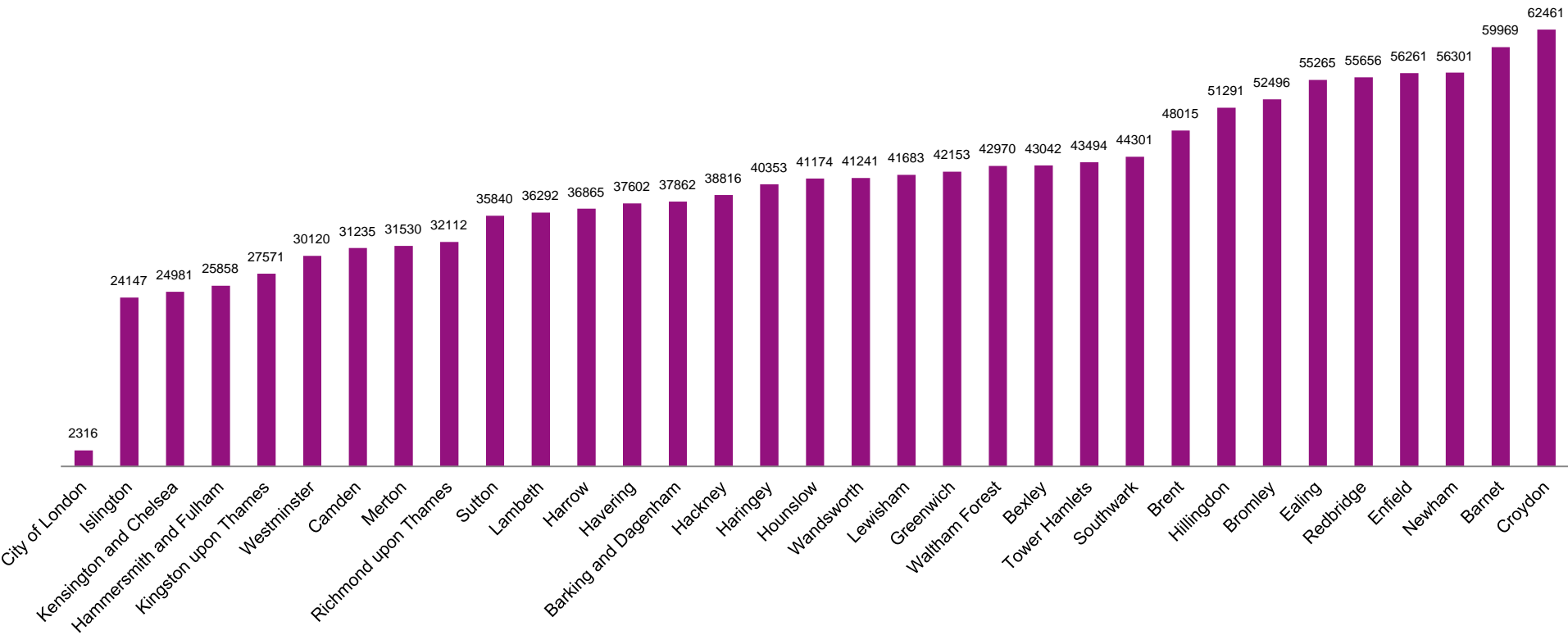
GLA, 2014



Source: GLA, 2014

Total pupils in all schools

■ Total Pupils



Source: GLA, 2014

% increase in population of 5 – 12 year olds by 2020

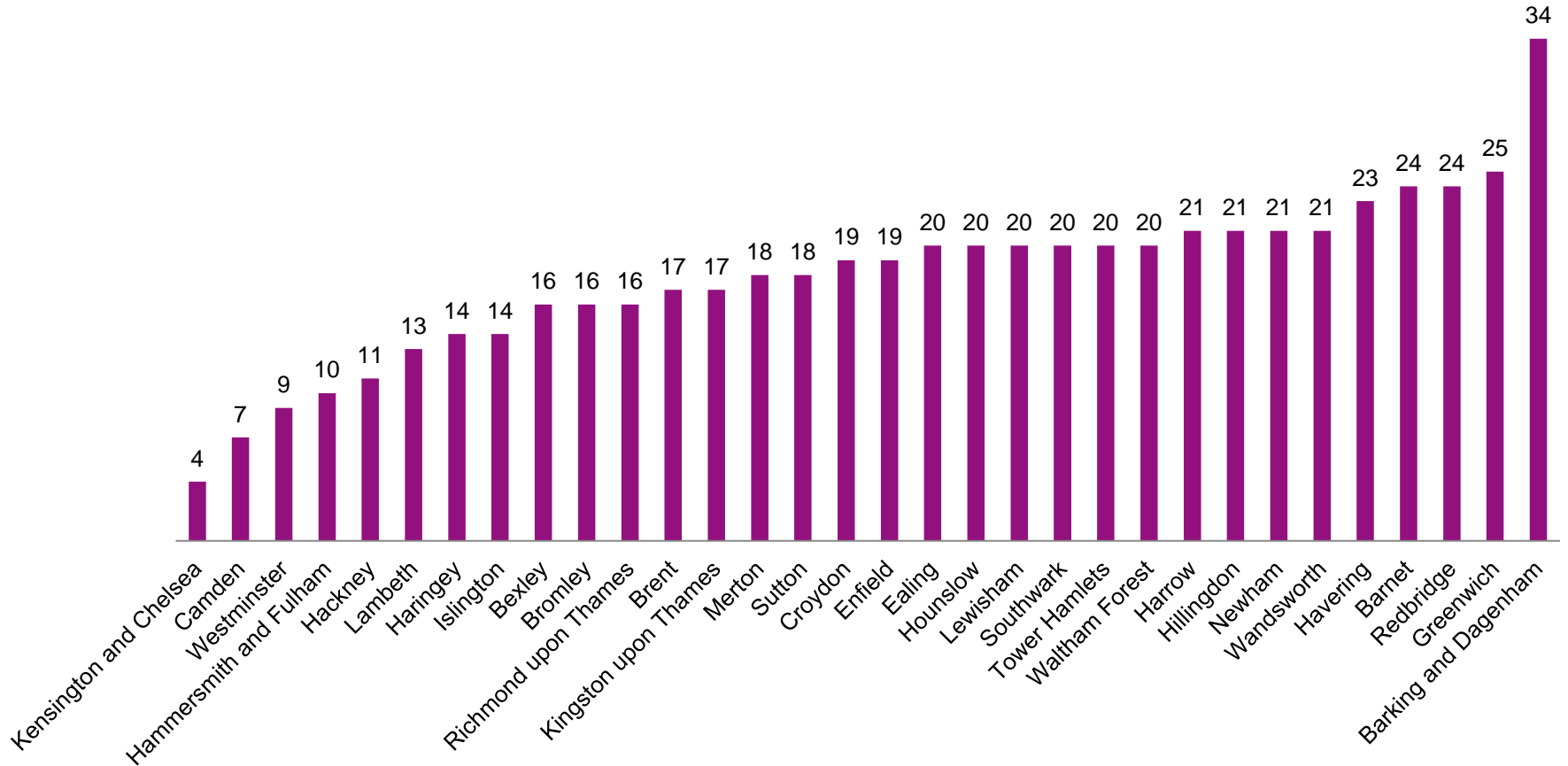
GLA, 2014



Source: GLA, 2014

Percentage increase in 5 - 12 year olds by 2020

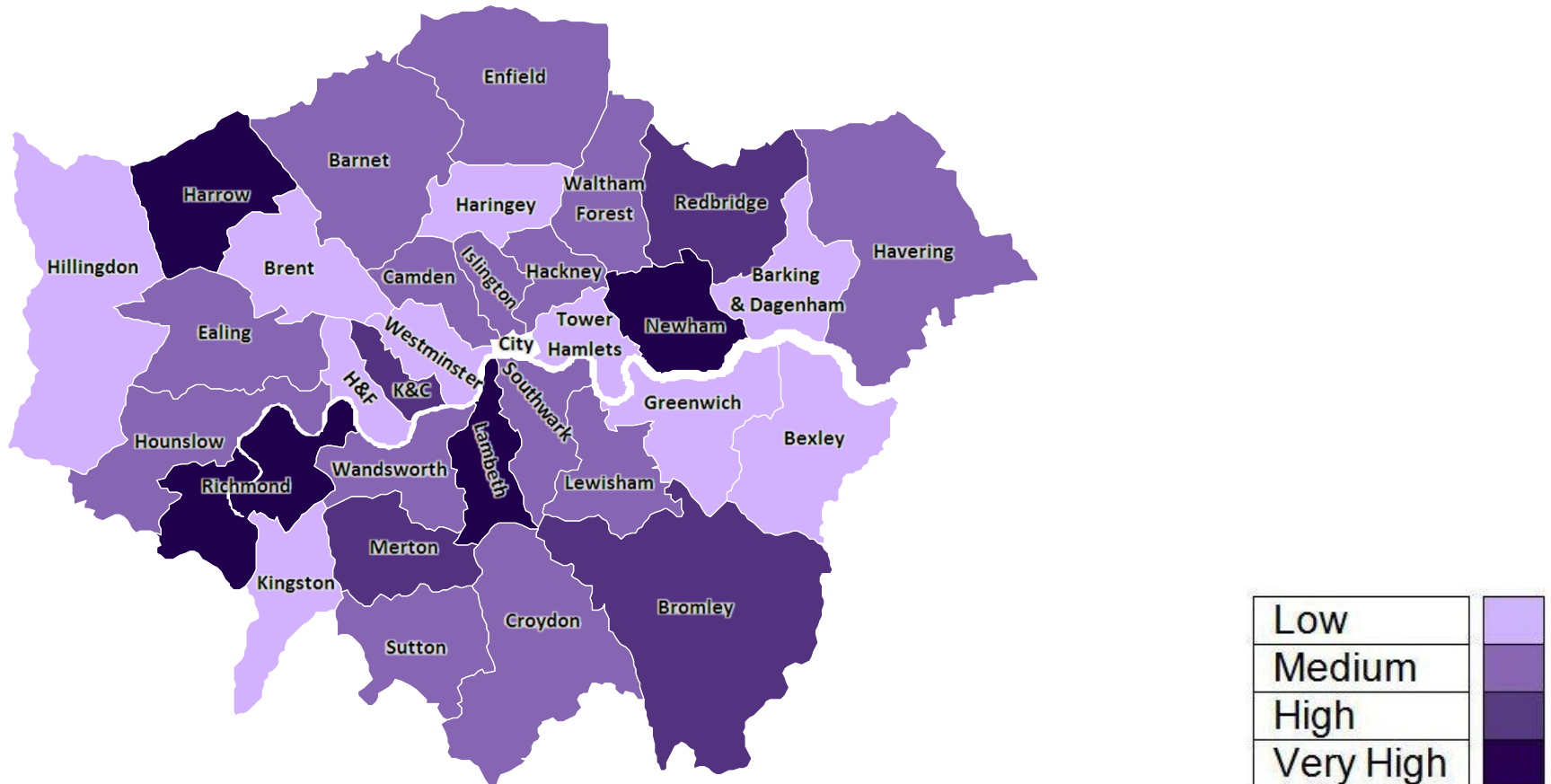
■ Increase in 5 - 12 year olds (%)



Source: GLA, 2014

Percentage of schools with Artsmark in the borough

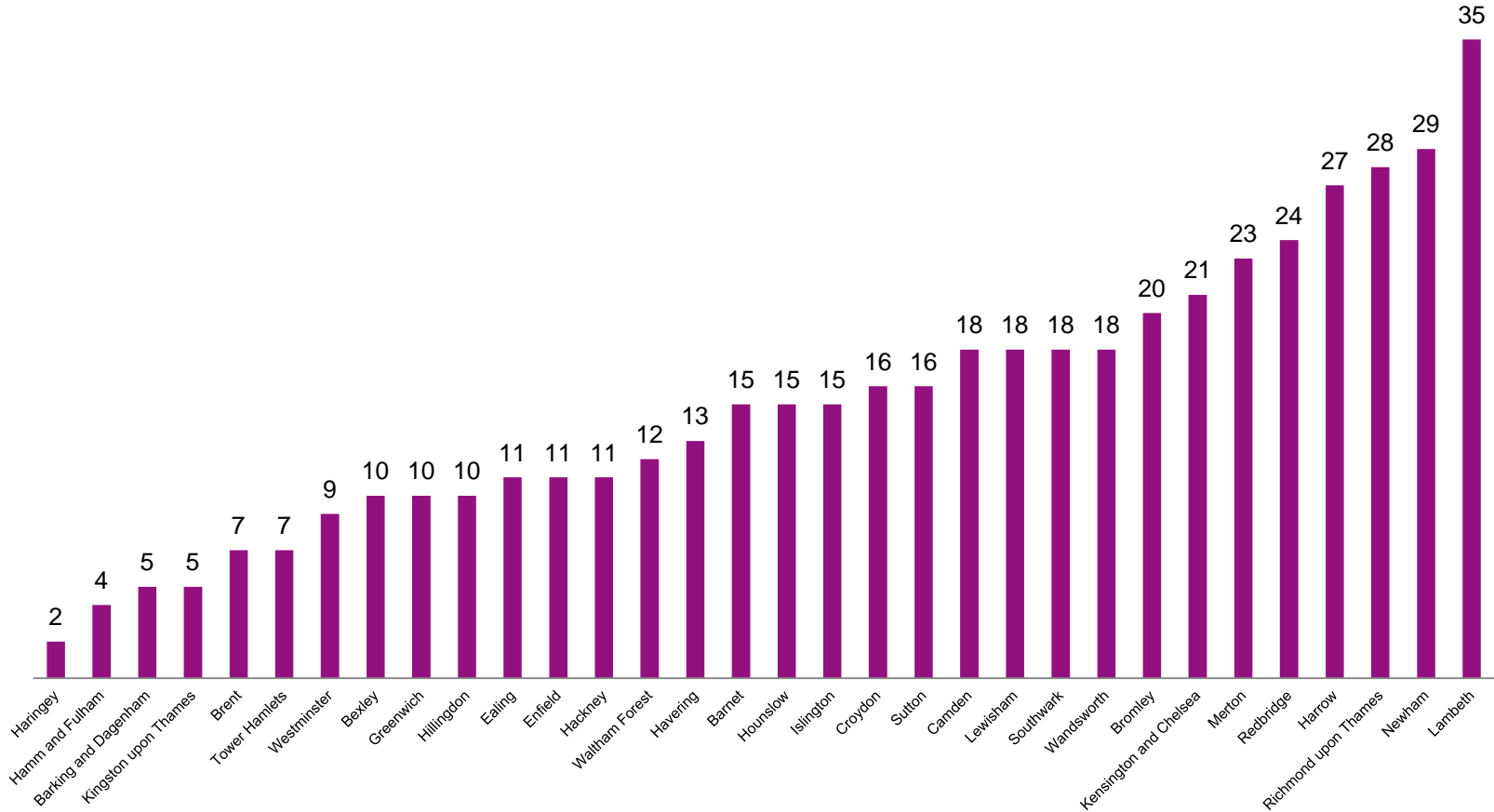
A.N.D, 2014



Source: A.N.D, 2014

Percentage of Schools with Artsmark in the Borough

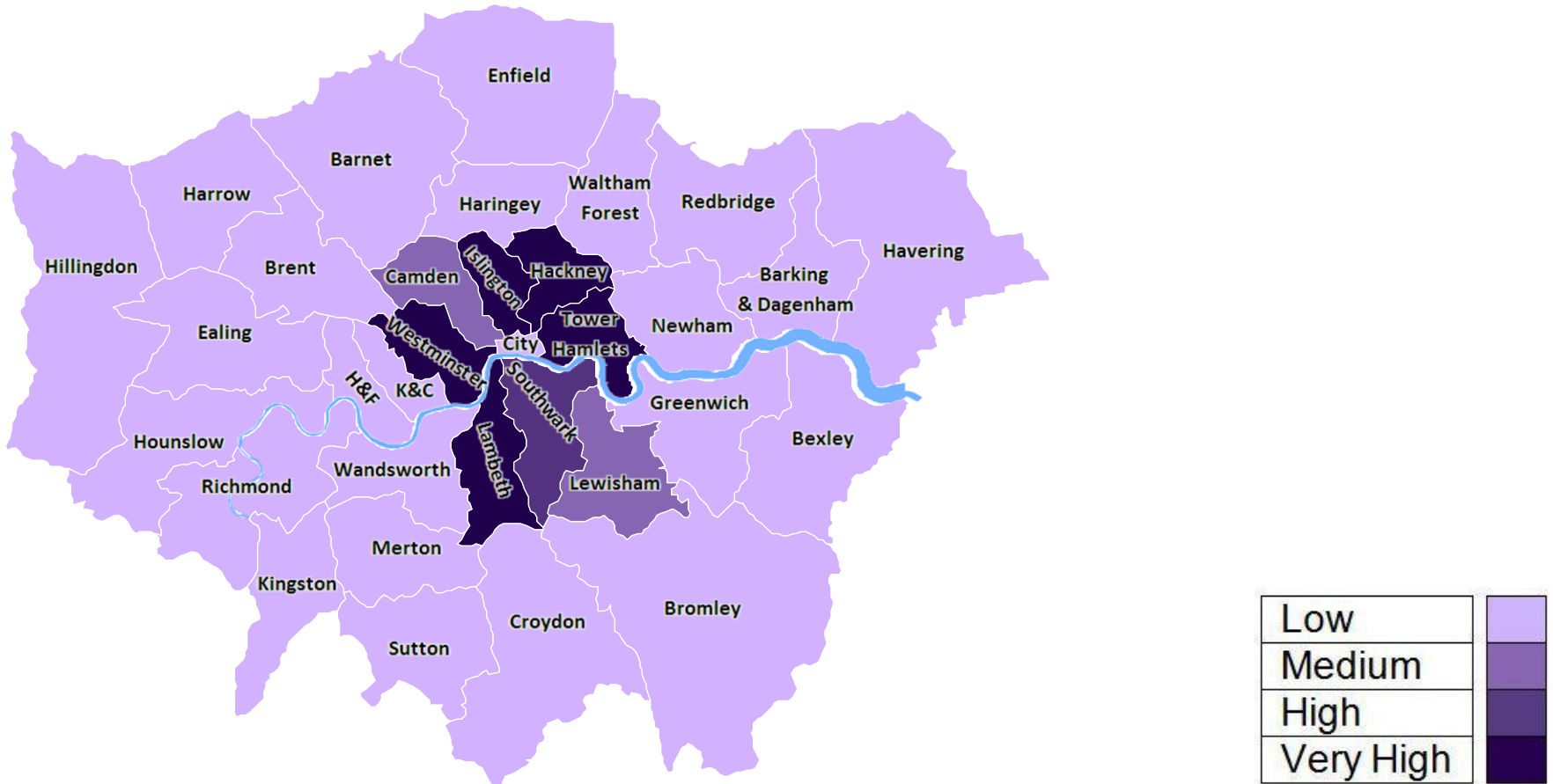
■ Percentage of Schools



Source: GLA

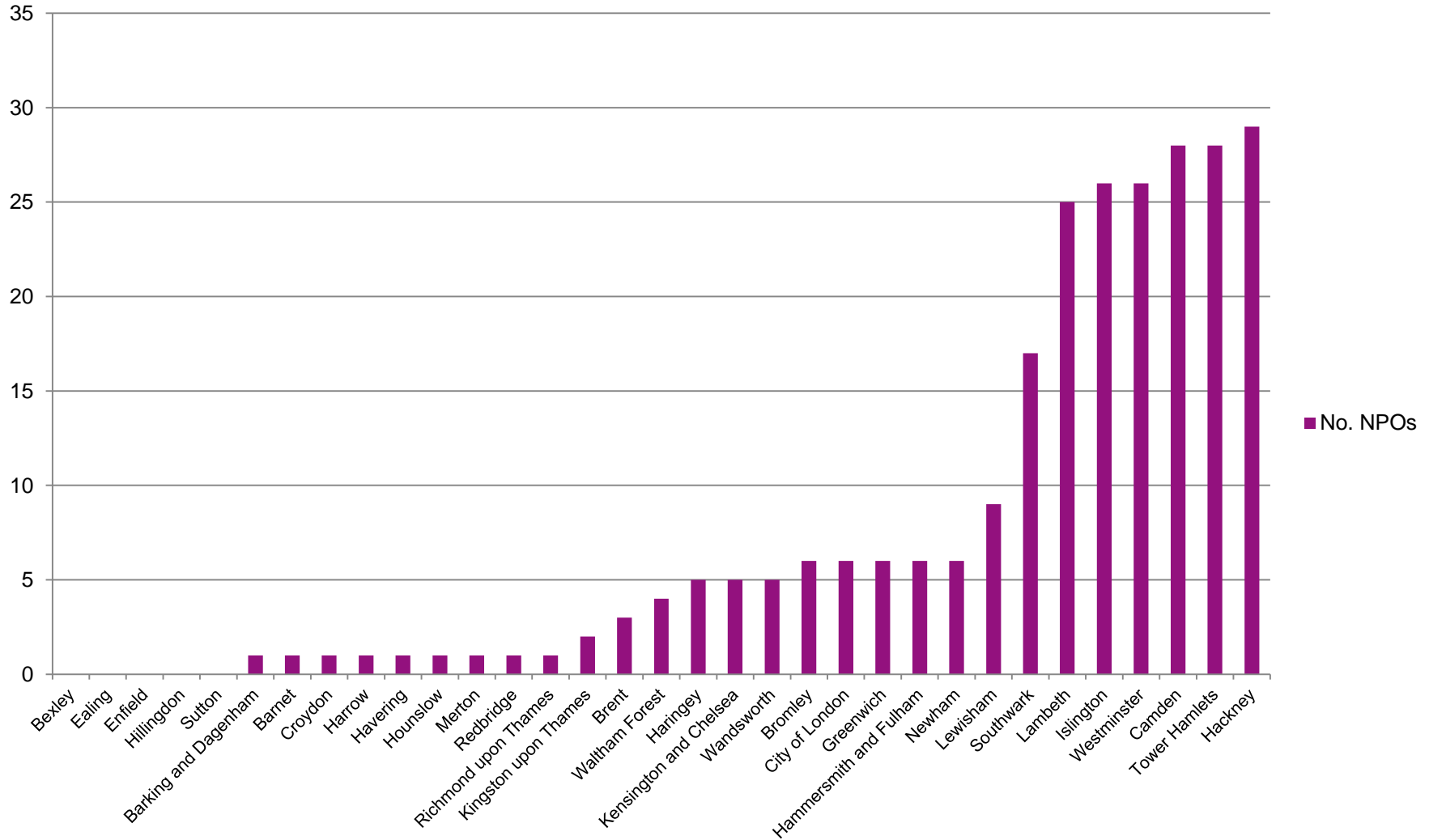
Number of NPOs per borough

Arts Council England, 2014



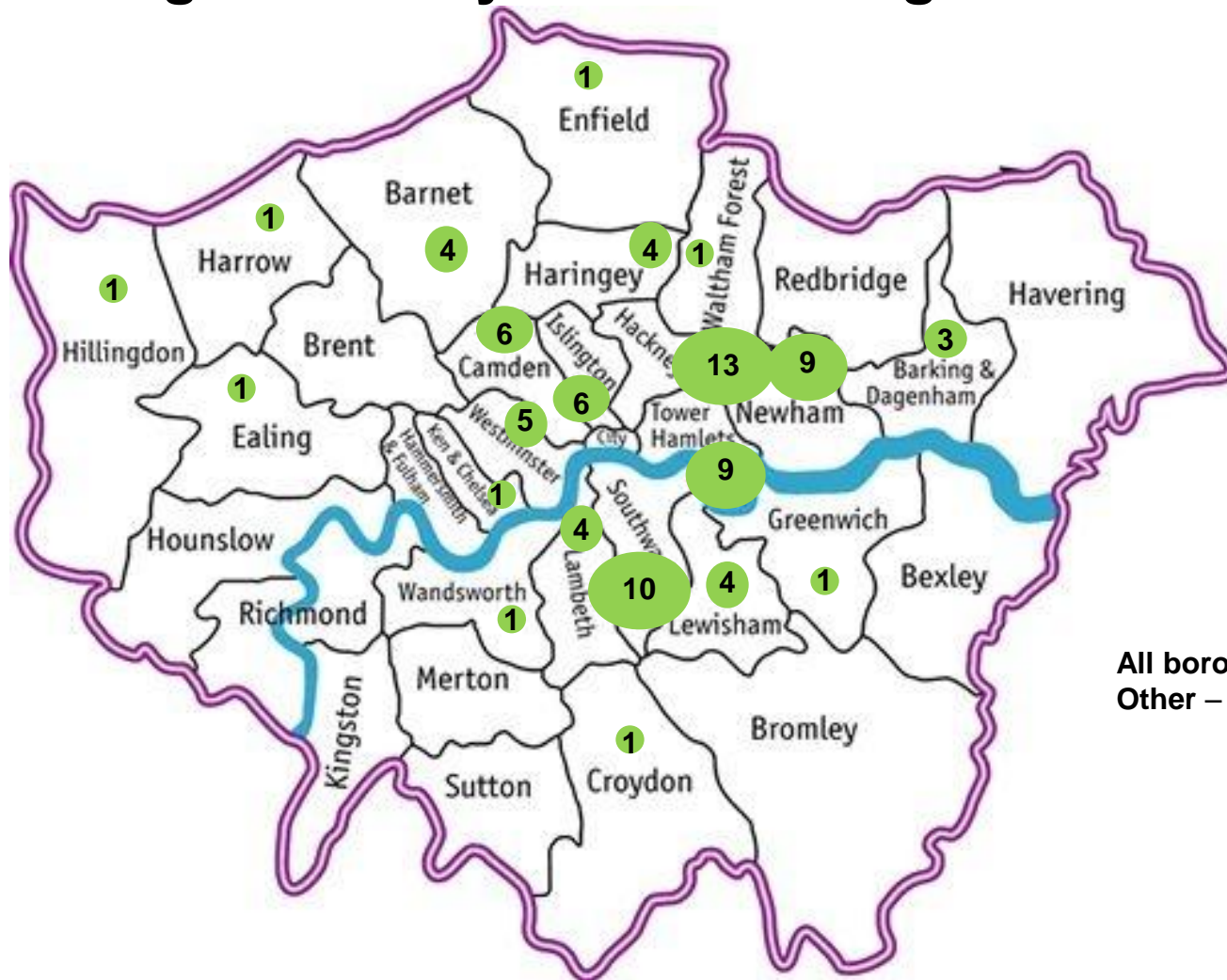
Source: Arts Council England, 2014

Number of NPOs by Borough



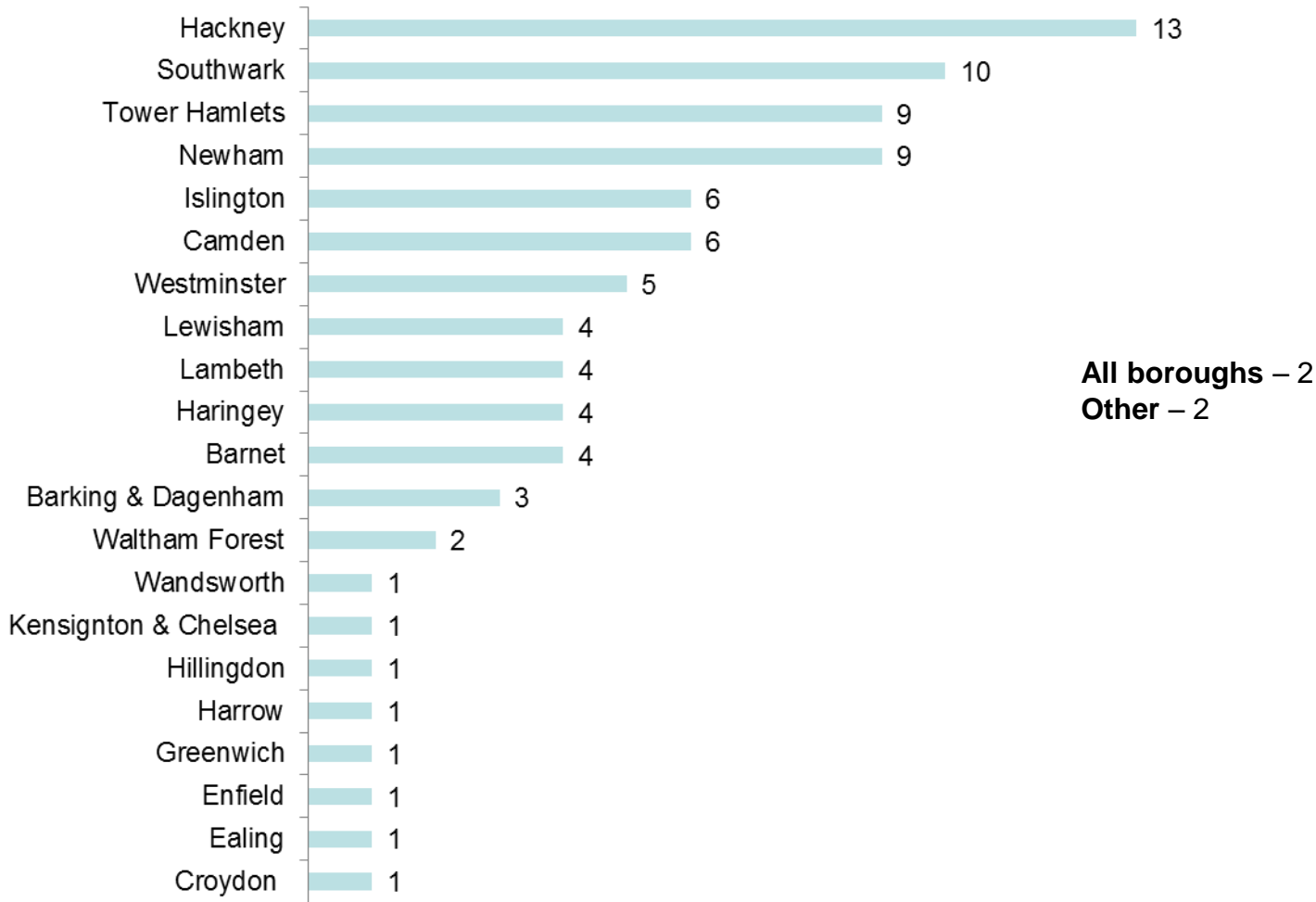
Source: Arts Council England, 2014

Top 2 boroughs where you are working...



All boroughs – 2
Other – 2

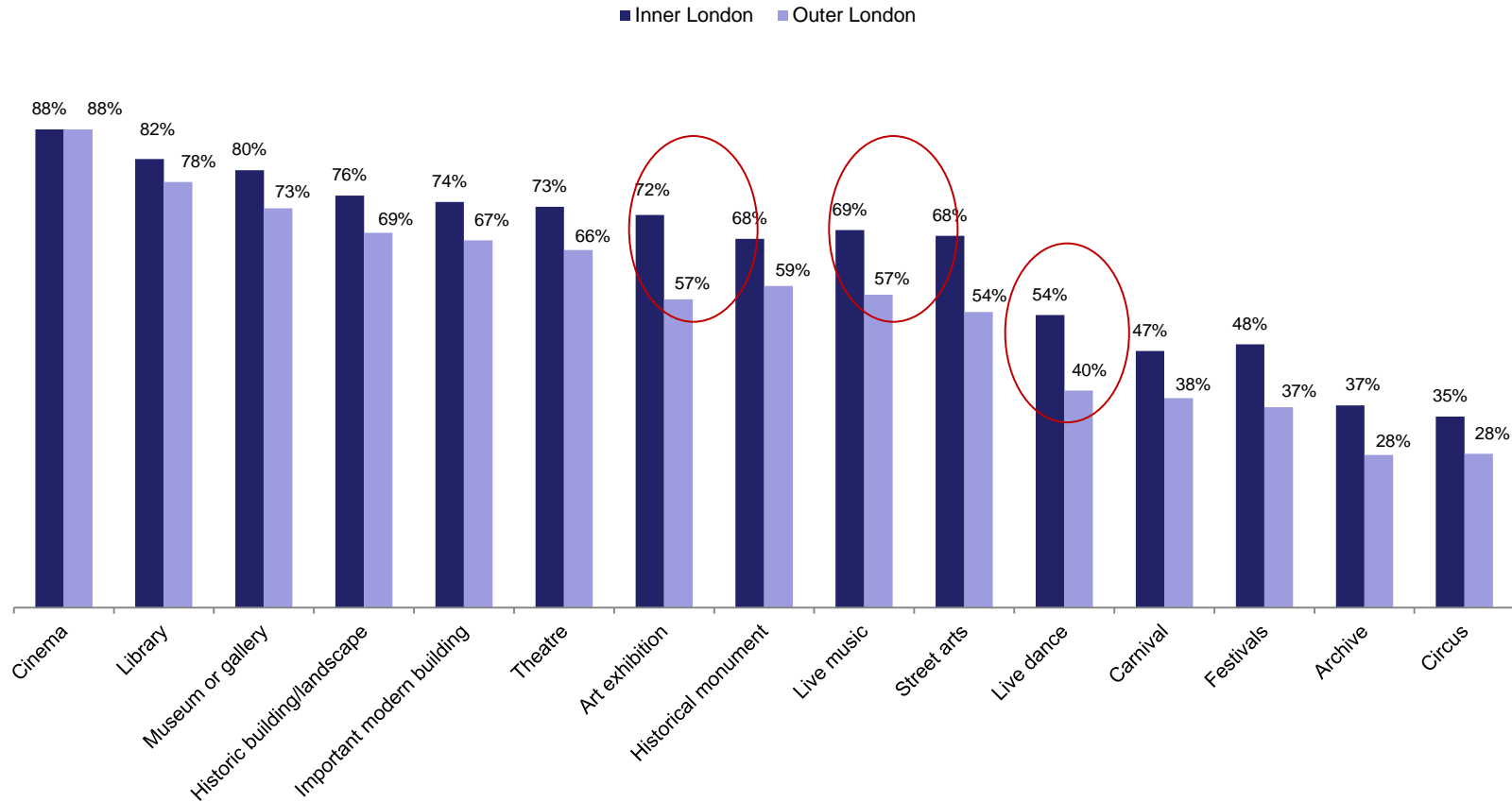
Top 2 boroughs where you are working..



Q: What are the top 2 London boroughs where you do most of your work in schools?

Base: 43 responses

Proximity to cultural opportunities influences engagement

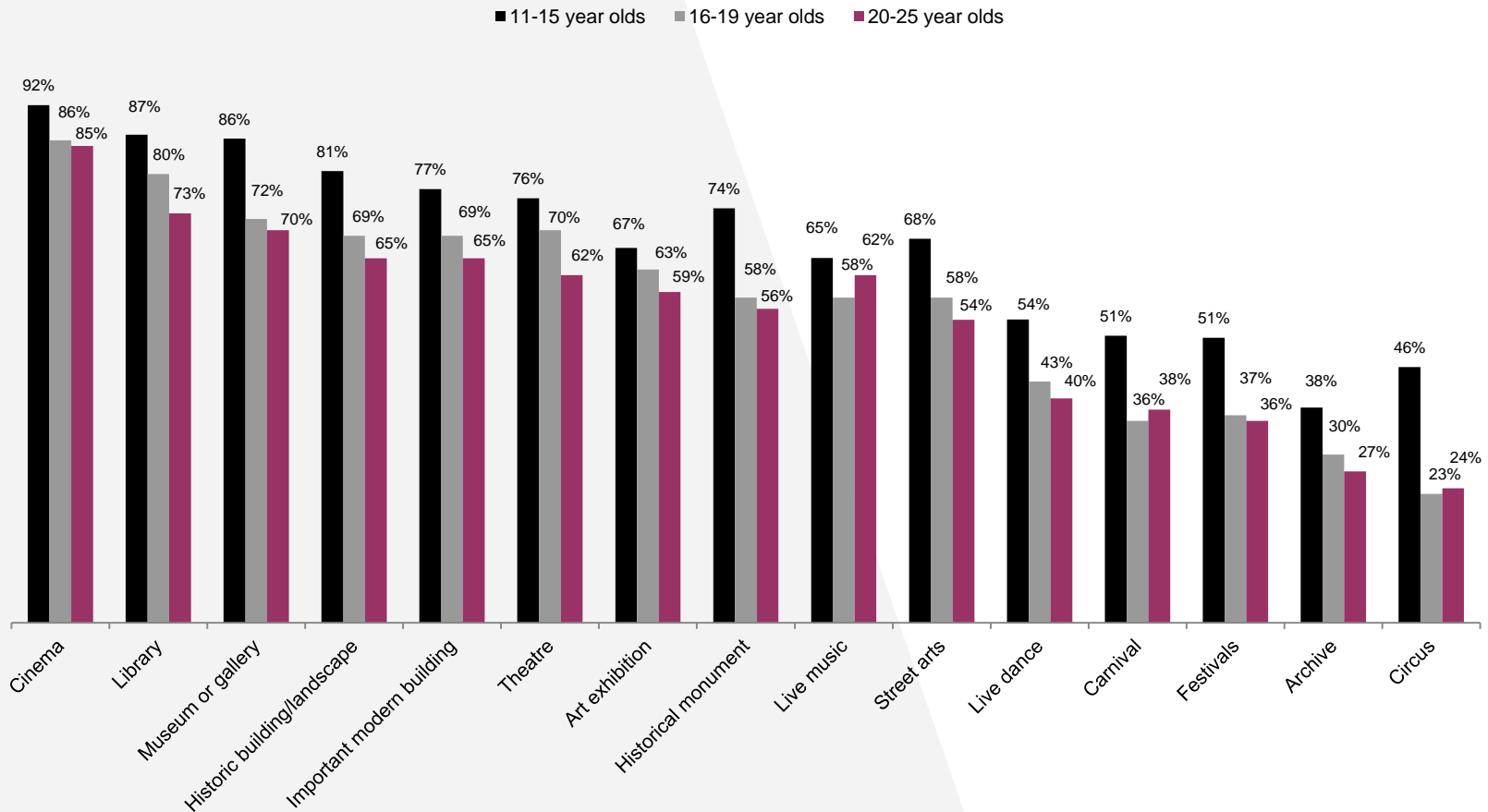


Q: "Have you attended or visited any of the following in London over the last year?" This could be for study, for work or in your own spare time (PROMPTED)

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

Source: AND/TNS

Engagement with cultural activities declines post 16

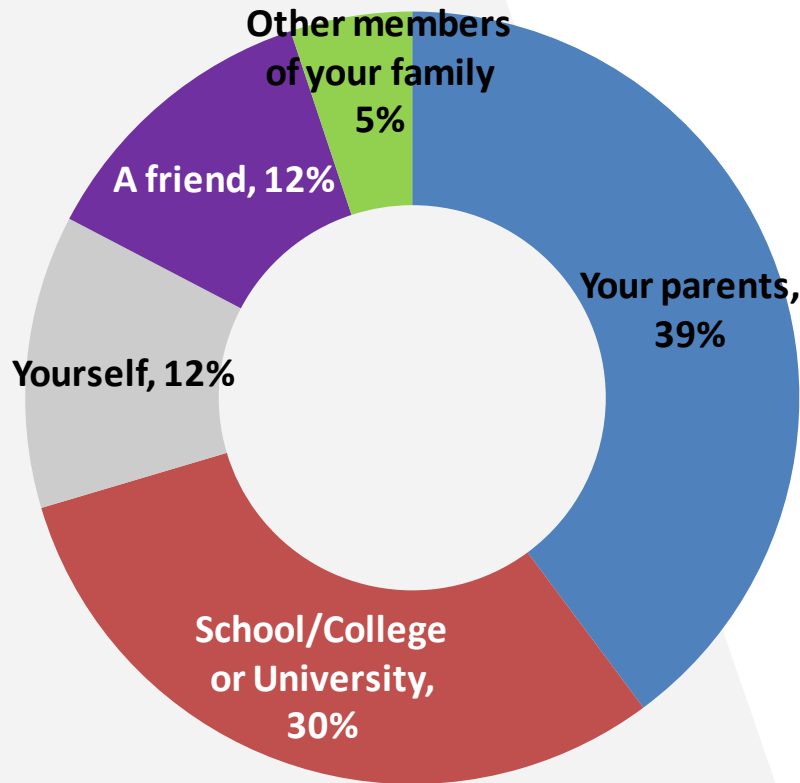


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Source: AND/TNS

First memorable experience of cultural trips



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

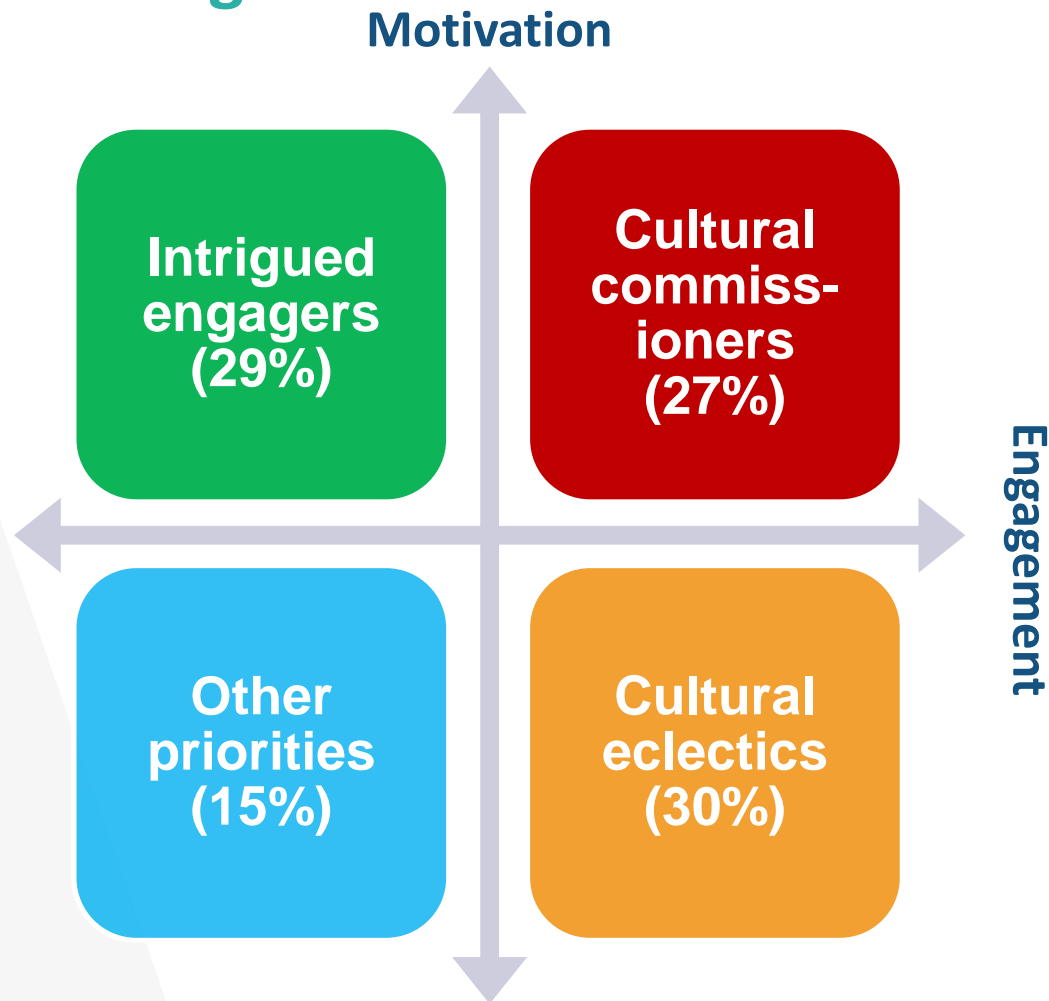
35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups

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

London schools segments



Engaged schools

There is a percentage of our pupils who come to us with quite limited social and cultural experiences through no fault of their own or their families. We see broadening that experience as absolutely vital in 'closing the gap' in terms of achievement, but also in making them fully rounded and confident people, who can be successful in any chosen pathway.

Research method

The Arts are absolutely crucial in terms of those experiences; I think it's due to all the extra-curricular things we do but also in large part to the enrichment offered by arts and culture.'

UN Convention on Rights of the Child

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities

Ofsted

Promoting and evaluating pupils' spiritual, moral, social and cultural development

Aligned terms

- Cultural Literacy – familiarity with cultural norms and canon, Ed Hirsch
- Cultural Education – Henley review, expectations of cultural activity at each age group
- Creative Learning – expression-led, not ‘arts specific’

None of the above are ‘rights’

Key Initiatives

All Our Futures – 1999

Artsmark – method of validating schools arts offer as a proxy for an entitlement

Arts Award – way of enabling and validating individual arts engagement and progression

Not rights driven, no compulsion

Key Initiatives

Find Your Talent (FYT)

Pilot programme in ten areas across England from 2008-2010. The programme was set up to find out what it would take to provide high quality cultural experiences for all children and young people, regardless of age or ability. Around £1 million per place. Tower Hamlets.

Cultural Education Partnership Group – 2012-2015

Testing models of integrated cultural education provision in localities (Barking and Dagenham, Great Yarmouth, Bristol)

No Funding

Government expectation – Henley

Our ambitions for world-class cultural education

1. Cultural opportunities for all pupils
2. Nurturing talent and targeting disadvantage
 - Young people with exceptional talent, irrespective of background, deserve exceptional programmes to support them.
3. A high-quality curriculum and qualifications offer in arts subjects
 - Our curriculum and qualification reforms will secure high-quality teaching and qualifications in arts subjects.
4. Excellent teaching
 - All young people should experience excellent teaching which helps them develop their cultural knowledge, understanding and skills.
5. Celebrating national culture and history
6. Creating a lasting network of partnerships to deliver our ambitions, now and for the future.

Schools remain the single most important place where children learn about Cultural Education. This takes the form of structured curriculum lessons in subjects as history, English literature, art and design, design technology, drama, dance film studies and music alongside programmes of after school activities for children who wish to pursue a passion for a particular art form.

“There should be a minimum level of Cultural education that a child should expect to receive during his or her schooling as a whole”

Darren Henley, “Cultural Education In England” 2012

Findings

- Over half cultural organisations believe they are effective at engaging with schools but two thirds would like to have a greater understanding of how best to communicate with them
- Not clear of strategy from cultural organisations in terms of which schools they target – reinforces small number of schools - get a lot
- No real coordination across cultural organisations
- Schools (particularly least engaged) find off the shelf packages easier to deal with than bespoke partnership work – lack of interest in more engaged commissioning
- Schools commission based on past experience
- Schools want a web portal
- Schools value ‘school appropriate’ work and time saving
- Schools open to free opportunities – hard to make them pay for brokerage

Conclusions

Insights

- Risk is everything – teachers are quite risk averse – so are many cultural organisations
- Schools and teachers exist on a spectrum of engagement and not all will respond to the same brokerage technique
- Web based solutions need to be enacted but they will only have a limited impact and could be costly to maintain (and schools are unlikely to buy-in)
- More sophisticated models can be trialed with more highly engaged schools
- Still a need for effective advocacy not just brokerage – hierarchies of need

Actions – AND strategy going forward informed by research findings

- AND trialling web portal in Islington
- Creating tiered networking offers
- Creating ‘how-to’ commissioning guides

Digitally connecting schools, arts & culture

#ANDtogether beta site

Over the coming months, we will be trialling a beta site that aims to:

- bring schools and arts / cultural organisations together
- share information & resources
- signpost opportunities
- collate useful links and feeds from social media.



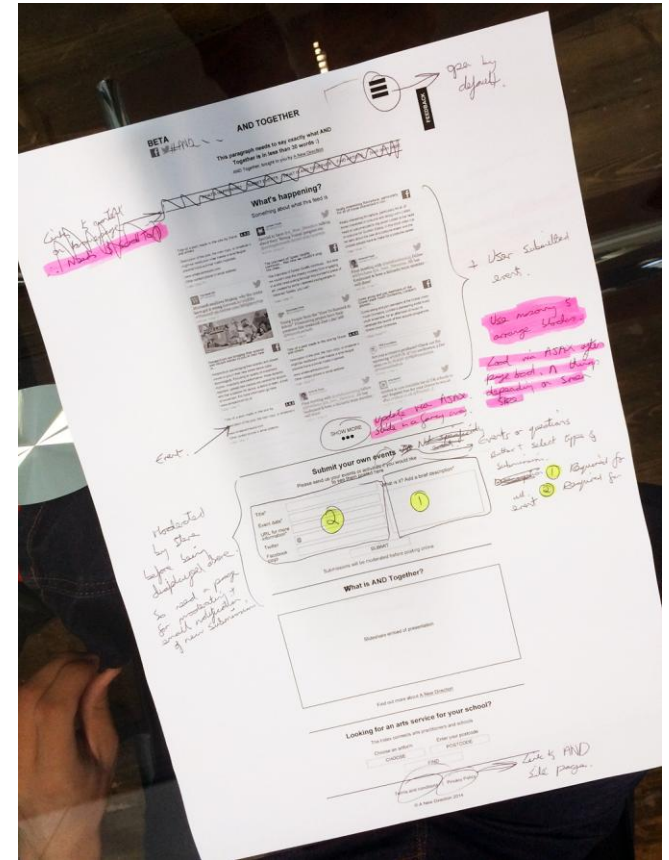
#ANDtogether beta site

www.anewdirection.org.uk/ANDtogether

The site will include:

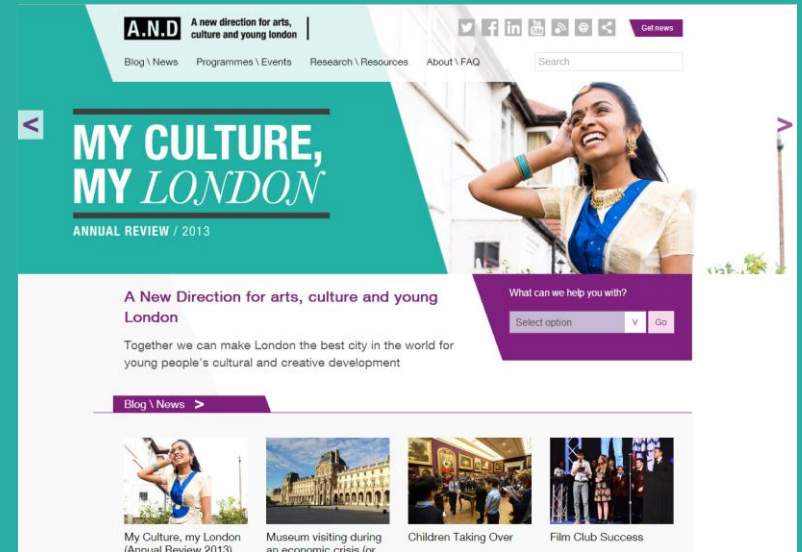
- a stream of relevant social media content
- opportunities for schools
- call outs from schools
- an index of organisations that schools can navigate and contact

If you are interested in feeding into this experiment, you can follow the conversation via the **#ANDtogether** hashtag, and take part in the online survey via the site from **w/c 20 October 2014**.



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Thanks



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