



# Creative Futures:

Waltham Forest Cultural Education Partnership  
Year 3 Evaluation Report 2021 by Yasemin Crouch

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by Yasemin Crouch

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# Introduction

In 2019 London Borough of Waltham Forest (LBWF) became the first Mayor of London's Borough of Culture. In anticipation of this, a Cultural Education Partnership (CEP) was formed to ensure that the rich arts offering of the borough was reaching young people. The London Borough of Waltham Forest Cultural Education Partnership (LBWFCEP) was established with the three-to-five-year vision that 'all Waltham Forest children and young people will engage with high-quality arts and culture and develop their own creativity, so building and affirming their cultural capital and improving their well-being and life chances'. This was presented in a Theory of Change diagram which outlined the inputs, outputs and expected short to long-term outcomes (see appendix 1). Schools and colleges were seen as the central platform to successfully provide arts offerings to all young people in line with Ofsted's recommendation that schools have a responsibility in 'equipping young people with Cultural Capital to help them succeed in life' (2019). Funding of £50,000 was provided by A New Direction (AND) following an application to their Challenge London programme, which was match funded by LBWF. Initially this was for a two-year programme from 1st November 2018 to 30th November 2020, however in 2020 another year of funding at £25,000 was applied for and awarded. This was also match funded by LBWF. This third year ran from 1st December 2020 to 31st December 2021 and the objectives were to broaden and consolidate the programme and make the CEP sustainable beyond its third year. 100% of eligible local authority-funded schools and academy groups in Waltham Forest engaged with the CEP in some capacity over the three years and the networks facilitated by the CEP were instrumental in this high level of engagement.

At the end of the second year of LBWFCEP a report was published called *Working Together: a new Cultural Education Partnership for Waltham Forest 2018-2020* (Richens, 2020). It tells the story of how the LBWFCEP has grown and evaluated its actions and outcomes and analyses six aims which had been created by the CEP steering group in the early stages of the partnership. Following the evaluation of the aims, the partnership's successes were highlighted, challenges were acknowledged and next steps were laid out in preparation for the third year of funding.



Vicki Busfield (left) Leading Inclusive Dance CPD for Primary Teachers

This report will look at the third year of LBWFCEP, evaluating where developments have been made and where the next steps have and haven't been met. Feedback will be presented from teachers, young people, artists and others involved to share the impact LBWFCEP has had on individuals. Alongside this, numerical data has been analysed to capture a broader view of the impact LBWFCEP has had on the young people in the area. The first half of the report focuses on the final year of the programme, while the second half provides a comprehensive analysis of the whole three years. This work aims to conclude the narrative started in the *Working Together* report, highlighting successes and challenges that could be used as guidance for future partnerships.

Opposite Page image: Inclusive Dance CPD for Secondary & FE Teachers



# Third Year

The third year of funding for LBWFCEP was focused on extending what had been achieved over the first two years and embedding the culture that had been created. In order to clarify the objectives for the third year, the Theory of Change was revised with the support of an external consultant from AND (see appendix 1). One change that happened was the agreement of more actions and outputs. These additions included work that had been achieved over the first two years, which had not originally been envisaged. Another development was to the short/medium-term and long-term outcomes, which were re-worded so as to be more concise and measurable. For example, the long-term outcome 'more space in the curriculum for arts (including visits to arts venues)' became 'arts and creative learning are embedded within school improvement'. This became a clearer aim with an outcome that could be evidenced through school improvement plans and development. Overall, a deeper focus was given to sustainability. This is clear in the changes to the overall vision which looks more at the futures of young people in Waltham Forest, considering how the borough's arts offering will help to build cultural capital and improve their well-being and life chances.

Working from the revised Theory of Change, new provisions were put in place in the third year to ensure that the content of LBWFCEP organised events was valuable to participants. A new survey template was designed to create more consistency and to allow for broader and more accurate analysis. The data shows that many requests via these feedback forms for future Continued Professional Development (CPD) were considered in future CPD planning. For example, when asked 'What other cultural learning CPD would you like us to offer?', multiple responses requested more dance CPD. One participant, following the Dance and Drama networking event in September suggested having 'CPD for staff in primary schools to feel more confident with teaching dance'. These suggestions were acknowledged and a Dance CPD session for primary schools was held in November.



Inclusive Dance CPD for Primary Teachers

While many areas of the existing offer were developed and new areas were explored, the third year had the hurdle of COVID-19 restrictions and a lockdown. This resulted in some delays and further programme adaptations. It was a priority of LBWFCEP to understand the needs and concerns of schools during this time, through regular communication and support where it could be offered. Due to the extra demands that COVID-19 placed on teachers and educational settings, direct communications regarding Artsmark Awards and recruiting CEP leads were put on hold in the latter part of the summer term so as not to overwhelm overstretched teaching staff. The second part of the Creative Careers Primary Applied Learning Pilot (see Creative Careers section below) also had to be delayed to the Autumn Term due to the Covid-19 rules restricting secondary children visiting the link primary school to deliver workshops. LBWFCEP continued to deliver events online, especially in the first half of the year. Although virtual events presented certain limitations, it did bring a new level of convenience and accessibility to some attendees, particularly busy teachers who could participate at the end of the school day without incurring travel time.

The next steps laid out in the Working Together report for the third year were explored over the 12 months and where COVID-19, staff changes and time allowed were acted upon. Each next step will be looked at and the actions taken over the third year will be analysed.

## 1. Sustainability

The LBWFCEP will continue working with its partners to further develop a cultural learning strategy for the borough and a sustainable partnership framework for year four and beyond.



Inclusive Dance CPD for Primary Teachers

Throughout the third year, offers that have sustainable effects on educational settings and young people have been prioritised, such as CPD, networking and the Creative Careers programme. These elements of LBWFCEP provided those involved with resources, contacts, subject matter and knowledge of external arts offerings. During the third year, provisions were also put in place to allow for some aspects of LBWFCEP to continue into 2022 and beyond. When steering group members were asked which areas of LBWFCEP they anticipated would be sustainable they emphasised continued networking, communication of cultural learning opportunities, CPD events, the Creative Careers programme and the steering group meetings. To keep these areas running the previous CEP Co-ordinator, (now in her newly-created Schools Partnership Manager role for the Waltham Forest Creative Careers Cluster, funded through the ESF and supported by the Mayor of London), will continue to work half a day per week for the CEP to sustain it beyond the Challenge London programme. The role will involve chairing steering group meetings, administering the CEP Leads and artist database, managing social media, and providing a central point for disseminating networking and other cultural learning opportunities for teachers and artists across the borough. This post will also work with partners to promote creative learning opportunities to teachers.

***This continuation means that the 508 LBWFCEP email contacts, 369 subscribers to newsletter updates, 571 Twitter followers, 253 Instagram followers and 98 members of the private Facebook group will continue to receive communication regarding cultural learning opportunities in the borough and beyond.***

*“ One of the things that I think the CEP has been really good at over the last 3 years is making space for artists and teaching staff to be learning together or to be developing their practice together.”*

Morag Maguire, Director, Artillery Arts CIC

Although the LBWFCEP had initially wanted network groups to set up their own CPD and other training opportunities for teachers and artists, it became apparent that, without more funding, there wouldn't be capacity for individuals to take on this lead role. The LBWFCEP has therefore decided to focus on developing partnerships with arts organisations and promoting their opportunities to the LBWFCEP network. This includes working with Creative Schools, who have CPD and Artsmark training opportunities across six London boroughs, including in Waltham Forest. The Schools Partnership Manager will work with Creative Schools to make sure our networks are aware of Creative Schools' opportunities. Creative Schools will also ensure that there are a range of opportunities to promote to LBWFCEP's networks and to ensure planned events are well coordinated, so that resources are pooled efficiently. Due to their focus on Artsmark and Arts Award, they will also provide opportunities to link in the student voice to help shape these programmes.

Similarly, the Schools Partnership Manager will work with the William Morris Gallery to promote their Art & Design CPD opportunities, and Soho Theatre to promote the variety of drama events that they have on offer for schools to the LBWFCEP network. Soho Theatre are unable to commit to CPD training at present but are keen to explore this as an option as they look to open their spaces from September 2022. The Schools Partnership Manager will also work with the Music Service (and Lead organisation in Waltham Forest Music Education Hub) at Waltham Forest Council, who will continue to provide opportunities for both students and teachers via CPDs and their existing programme.

Some areas of LBWFCEP networking have been set up to continue independently moving into the fourth year. For example, in some events such as the Primary, SEND, and Early Years network meetings, teachers and artists took the opportunity to join a WhatsApp group where they could continue to share examples of good practice, post pictures of work and share opportunities. These groups were set up by LBWFCEP but will be maintained by the artists and teachers involved, allowing them to take the lead

*“ it's the themes that come out that I find useful as well as the connecting of all the programmes and what's happening on the ground.”*

Bex Hand, Schools Engagement Manager Barbican / Guildhall School of Music & Drama

on the development of their networking group. One primary teacher who had been invited to join a WhatsApp group following a CPD session, shared that being an arts lead or specialist in a school can at times be isolating. She was therefore pleased to have the opportunity to communicate with other specialists via the group. LBWFCEP has recommended that the other networks set up a similar channel of communication.

A core element of sustainability is the CEP steering group, who will continue to meet during term time, as they have done throughout the programme. These meetings are at the core of LBWFCEP and include members from varied organisations and settings. The sessions are a platform for building working collaboration, benefitting members' own settings as well as supporting others through exchanging ideas, opportunities and information. One steering group member highlighted the importance of this support network moving into the third year, however they stressed that this will only last while the people involved stay in their posts, unless new members continue to be recruited. LBWFCEP is also keen to continue to support artists and will be working with colleagues in Waltham Forest Council's Employment, Business & Skills team to do this, reflecting how the CEP programme has helped connect us to other departments across the Council.

Other sustainability from the CEP includes embedding cultural learning within the wider LBWF Cultural Learning Strategy. LBWF's cultural offer is split between their arts site at the William Morris Gallery and in the broader Cultural Team, who programme events across the borough. The strategy at the Gallery will have a particular focus on creative careers, via participation in the Creative Careers Cluster and an update of their existing school offer.

## **Cultural Learning Strategy summary**

At present, the William Morris Gallery has a popular school programme that includes artist-led print making workshops, as well as literacy, maths and history workshops at

the Gallery and at Vestry House Museum (which is also run by the Council). The Gallery is currently in the process of updating its Cultural Learning Strategy as it looks to new ways to work with schools, building on previous work and learnings from the CEP.

The Council has secured funding to take part in the Creative Careers Cluster and has been inspired to do this as a progression from the CEP, given the success of the creative careers work over the past three years. The Creative Careers Cluster, a group of schools which will have access to creative careers opportunities via work experience and events for students, will be crucial in the Gallery's development; and creative careers will be at the heart of this offer.

#### The Gallery will:

- Weave employability skills into all of its sessions with schools
- Within their sessions, specifically focus on how creative skills can aid a variety of careers, both within and outside of the creative careers sectors. The aim of this is to encourage students to develop their creative skills both inside and outside of the classroom and encourage them to choose arts education
- Employ more artists from a diverse range of backgrounds to work on its programme, giving young people at sessions the chance to work with and hear from a working artist
- Bring the work that the Gallery is doing outside of the walls of the Gallery itself. The Gallery will work with students on special projects and will showcase these at sites across the Borough, including at Council Town Hall in Fellowship Square, so that the creative skills of young people are visible and recognised
- Build wellbeing into sessions, with a focus on how practicing arts subjects can help achieve good mental health
- Work with the Creative Careers Cluster and be a pilot organisation that will run careers events with young people
- Proactively seek opportunities to develop arts provision within schools, particularly through partnership initiatives with organisations such as Punchdrunk
- Change its pricing structure, so that schools who have over 30% FSM

students will be able to come to our workshops for free.

#### As part of our work with the Creative Careers Cluster, the Gallery will:

- Host portfolio surgeries
- Host skills sharing events
- Host career speed networking events
- Work with students at a local college on a textile design course. The outputs from this will be displayed at Fellowship Square on hoardings.

This is in line with a new focus on creative skills and careers and as such is something the Gallery is keen to continue as part of its standard offer for schools after the Creative Careers Cluster funding ends. They aim to do this by building it into their paid-for offer for schools.

#### They have also held a CPD at the Gallery as part of the CEP programme, which will inform our strategy. Teachers were asked:

- 1 Would you (or other teachers in your school) be interested in coming to sessions that are about curriculum areas other than art & design? If so, what subjects? Would you come to sessions about other art mediums? Would you be interested in hybrid days with other local organisations which would cover more areas of the curriculum? How far would you travel to these organisations and ours on the same day?
- 2 What can the Gallery do for you on an offsite visit that you can't do in school? What criteria are you looking for when choosing an offsite visit? What time of day works best for you to attend offsite visits? What was the best external offsite visit you had and why?
- 3 How much have you paid for sessions/workshops in the past and why did you pay that amount? How long were the sessions? What type of session were they and who ran them?
- 4 If you have been to the William Morris Gallery and/or Vestry House Museum



MVP Media Trainee Sharing her Creative Career Pathway at Artists' Networking Event © Bernice Kwaku - Odoi

before, what did you like or not like about your visit? If you have not been before, what would you expect from the Gallery?

- 5 Would you be interested if there was a creative careers and/or employability focus to sessions? Would you be interested in sessions that focus on mental wellbeing? Please give details.

Data from this CPD is still being analysed and the feedback taken from it will inform the future Cultural Learning Strategy.

In addition to this, the Cultural Team is working on a wider Cultural Strategy that will include all learning and programming opportunities for all audiences across various sites in the Borough. Ambitious creative opportunities for all audiences will be at the heart of this. The team will focus on commissioning works across the borough by artists and local groups, including schools, so that more people have access to the budgets required to create ambitious arts projects and develop their creative skills.

## 2. Artsmark

The LBWFCEP will increase the number of Artsmark Award sign-ups to at least 50% of LBWF educational settings and support all schools and colleges to embed cultural learning in their improvement plans.

The Working Together report expressed increasing the number of Artsmark schools as a priority for the third year with the hope of embedding cultural learning in school development plans (Richens, 2020). Over the third year the Interim Cultural Education



MVP Media Trainee Filming Artists' Networking Event. Copyright: Bernice Kwaku-Odoi

Partnership Coordinator managed to sign up five schools and colleges who were new to Artsmark or needed support registering due to a lapse in their first award. The five signups helped to increase the overall number of Artsmark registrations in the borough, however the final number shown in the appendix (see appendix 6) only shows an increase of three schools since the end of the second year, bringing the total number of Waltham Forest schools on their Artsmark journey to **34**. This is due to changes in the Artsmark status of schools who have not continued with their Artsmark registration or award.

The first step in the recruitment process was to specifically target schools and teachers who had shown some interest in Artsmark through information events or survey responses. Following this schools who had had any connection with LBWFCEP through events and CPD were contacted. As an incentive via the LBWFCEP newsletter and direct contact, Artsmark schools were showcased and £500 grants were offered along with additional support. To encourage and support potential new signups online events were held, one hosted by LBWFCEP and one co-hosted with AND.

Where possible the Interim Cultural Education Partnership Coordinator gathered feedback on the challenges that schools were facing and considered how to resolve issues. One issue that emerged was the disruption of COVID-19. Many schools who had started an application were unable to complete it due to prioritising core subject learning through the pandemic. Through consultation with A New Direction it emerged that similar difficulties have been mirrored by schools in boroughs across London.

Support was offered to these schools with the re-registration process, as shown above in the re-sign up of two schools in the third year. Despite the incentives of a £500 grant and support in the application process, some schools still felt that they would struggle to commit the time or budget needed. Some other schools simply didn't feel an Artsmark would be beneficial to them due to other programmes they had in place or arts already being embedded in their school improvement. For example, one teacher expressed that "the school engages often with outside agencies for workshops, gallery visits, CPD, partnerships etc. and it has been felt that the Artsmark, although a valuable award, would not create more than we already do, but involve extra logistics/paperwork which would limit the amount of time that could be spent on the extra opportunities already in place."

Overall LBWFCEP signed up 15 Artsmark schools and colleges over the three years. The CEP lead in one primary school expressed that signing up to Artsmark through LBWFCEP has given them direction in their arts development. She expressed that despite the teachers having lots of enthusiasm in teaching creative subjects, due to time and resources the arts weren't embedded as much as they could be throughout the school. Since connecting with LBWFCEP through the Artsmark Funding scheme, they received support and teachers have had 'more of a purpose' when including creativity into their curriculums.

### 3. CEP Leads

To ensure effective communication of cultural learning opportunities the LBWFCEP will expand its network of CEP Leads in every educational setting throughout the borough.

During the first two years of the partnership 64 CEP Leads were recruited in schools. The aim for the third year was to expand this to as many educational settings in the borough as possible. This task was approached through recruitment at CPD events and direct contact with schools. The efforts over the third year resulted in 13 more CEP Leads bringing the total to 77 with a 20% increase. Moving into the fourth year, the expectation is that CEP Leads will continue in their roles as an advocate for arts in their settings. To maintain this, the CEP Leads database will still be managed and CEP Leads will continue to receive the fortnightly newsletter updates from the School Partnership Manager.

 **13** more CEP Leads bringing the total to **77** with a **20%** increase

 **27** CPD and networking events were held

overall response rate of **82** out of **284**



**20%** out of the **82** participants rated their session a five and **29%** rated their session a four



### 4. CPD and Arts Subject Specialist Networks

It will build on established arts subject specialist networks. These will help with identifying needs and in continuing to provide relevant and targeted CPD and networking opportunities for teachers, arts and cultural practitioners.

Throughout the third year 27 CPD and networking events were held. To understand the impact that these sessions had a survey was sent out to all attendees following each event, with an overall response rate of 82 out of 284. When asked to rate the session they had attended from one (poor) to five (excellent), 63% out of the 82 participants rated their session a five and 29% rated their session a four, showing an overwhelmingly positive response to the CPD and networking offering. The sessions were also found to be sustainable in the ways that teachers planned to use what they had learnt back at their schools and colleges. When asked 'How will you apply what you have learnt today in your workplace?' **63%** of respondents selected 'sharing with colleagues' and **63%** selected 'through implementation in my teaching' showing attendees' intentions to practically use the content of the CPDs in their classroom.

*“ We would be really interested in any networking or CPD opportunities and we love the idea of the dance showcase to work towards. It is so good to have a performance to build excitement over the course of learning or a project. I am looking at our wider curriculum and embedding dance within a variety of subjects so it is really valuable to be part of the network.”*

Teacher at Dance & Drama Networking Event

Despite many teachers attending LBWFCEP CPD and networking events, data from the third year found that many more individuals signed up to the events but did not attend. A pattern in the numbers shows that often less than half the original sign-ups made it to each event. This high number of sign-ups shows enthusiasm for the events on offer but as one steering group member highlighted, school staff have highly structured and limited time which only allows space for occasional and specific CPD. While some teachers may have been unable to attend the sessions, following each event all individuals who signed up received an email containing PDF resources, photos of the event, and links to any relevant content as well as other opportunities offered by LBWFCEP. With the large number of sign-ups to CPD and networking sessions, the follow up emails had a wide reach and encouraged teachers and artists who hadn't been able to attend to come to future events.

One example of a network event was the dance and drama meeting, held in early September. 22 participants attended from schools, colleges and dance and drama providers including Leaders Community, Sadler's Wells, Wayne McGregor Dance Company, Dash Dot Dance, Dance Days and Soho Theatre. The meeting picked up on previous network discussions about plans for a cross-borough schools dance festival which had not been taken forward due to the two COVID-19 lockdowns. It was agreed that there was an appetite for a festival whilst recognising that there were funding and resource constraints for taking this forward as the CEP was approaching the end of its three-year funding period. 100% of respondents stated that they had found the meeting useful for networking and finding out about what dance and drama opportunities were available in the borough.

*“ Being able to meet regularly with other educators and artists is a fantastic way to learn about new opportunities and develop relationships.”*

CEP Lead

## 5. Cultural Governors Network

A Cultural Governors Network is being established to support a more strategic approach to advocating Artsmark and ultimately towards more high-quality arts provision throughout LBWF.

The Cultural Governors Network Launch was held in March, initiating 15 Cultural Governors for the Waltham Forest. For the recruitment of these individuals, Governors around the borough were approached and asked if they would like to develop a cultural focus. Out of the 15 who attended the Cultural Governors Network Launch only three responded to the LBWFCEP survey, therefore there wasn't scope for a broad view of opinions. However, it did provide some insight into individual experience. One governor expressed that the speakers at the event had been informative and fascinating. When asked for suggestions and improvements for the session all three agreed that there was no need for improvements. In consideration of how they would apply what they had learnt back in their educational settings, they selected either 'implementation at board level' or 'sharing with colleagues' and one participant selected both. A follow up meeting was set to happen in September to present a draft cultural strategy. However, due to changes in staffing this was unable to take place as the learning strategy is still being developed. However, the number of Cultural Governors expanded to 22 throughout the year and they continue to receive communication through LBWFCEP.

## 6. Creative Careers

The LBWFCEP will work with local education settings and artists to extend their Creative Careers programme (including to primary schools) and to create work experience opportunities in partnership with LBWF Employment and Skills.

The Creative Careers programme was initially developed in response to the Youth Conversation assemblies in 2019 (Richens, 2020). Young people attending the event highlighted their concern around the lack of information on career options and pathways. The programme proved to have further importance due to COVID-19. A consequence of the pandemic that was flagged by Waltham Forest secondary schools



the number of Cultural Governors expanded to **22**

***“One of the better organised Zoom meetings I’ve attended in the last year, no need for change from my perspective.”***

Cultural Governor

and colleges was limitations around work experience for young people. This meant that many young people were short of skills and experience that could benefit their futures. With this in mind, the Creative Careers offering was split into three categories over the third year. Focus was drawn on extending the project to more primary settings, making the programme sustainable and providing work experience opportunities for young people in secondary schools and colleges.

1. National Careers Week

The National Careers Week was held in March. Due to COVID-19 all content was shared online. This consisted of live streamed interviews with three creative people from Waltham Forest and a two-part Creative Careers tutorial broadcast on YouTube (see appendix 8). The tutorials informed young people about potential opportunities for creative jobs and celebrated the cultural development in the borough. To help them understand what a career in the arts could look like, various creative roles were presented and local success stories were shared. The tutorials also explored how students could take steps towards these professional pathways and encouraged them to think about roles that could be suited to them through questions and activities. Students ranging from Year 7 to Year 13 responded to feedback forms following the event. Although only 14 out of 48 attendees took part in the survey there was an overwhelming positive feedback.

***When asked how useful they had found the Creative Careers Interviews with a scoring of one to five, 64.3% selected five and the remaining 35.7% selected 4. Some of the respondents offered further comments, expressing that the session had been ‘interesting’, ‘engaging’ and ‘enlightening’.***

2. Primary Creative Careers Applied Learning Programme

In partnership with Chingford Academies Trust the Primary Creative Careers Applied Learning Programme was developed into a toolkit for distribution to

***“This webinar session was very helpful. Although I’ve always wanted to work in the performing arts sector this has encouraged me even more. Really thankful for the hosts”***

Student in Year 12

Careers Leads in both primary and secondary settings. The activities have been designed around career development and are linked to the Career Development Institute Framework (CDI, 2020) which directly maps to a contribution of achieving the Gatsby benchmarks of Good Career Guidance (Gatsby, 2014). The format sees Key Stage 3 and 4 Student Leaders trained to deliver three sessions in the primary setting. These leaders receive an RSA Cities of Learning digital badge outlining their achievements on completion of the programme.

When asked to describe something that had made them think during the training session, one of the Year 9 students said, “I was thinking mostly about the creative skills and I realise they are more important.” When asked what they would remember from the sessions, another Year 9 student wrote,

After consultation with senior leaders in secondary and primary schools, Year 5 were identified as having the most as Year 6 students were already well on their way to making decisions about secondary school choices. The pilot of the programme was run from July to November with students from Leyton Sixth Form College, South Chingford Foundation School and Chingford C of E Primary School. Moving into the fourth year, plans have been put in place to roll out the toolkit to schools and colleges across the borough.

Feedback from Year 5 children who participated in the pilot was very positive. The average rating for the sessions was 5 (excellent) with an average rating of 4 out of 5 in relation to whether the workshop had increased their knowledge and understanding of creative learning.

“The skills relay was good because if you’re going to get that job in the future

***“That these are skills we need to succeed in life, education and work.”***

Student in year 9

*“ I enjoyed that all the other schools participated”*

Student

it us useful to know that these things are better than the other.”

Year 5 student

“It was fun and made me understand what good personalities most companies would want.”

Year 5 student

### 3. Waltham Forest Digital and Creative Careers Cluster

The CEP worked in partnership with Waltham Forest’s Employment Business and Skills team to successfully secure funding from April 2021 to June 2023 from the European Social Fund for a Digital and Creative Careers Cluster of eight secondary schools and three further education colleges and employers or Higher Education Institutions to support students. This was particularly for those with higher levels of need and to reduce the number who become Not in Education, Employment, or Training (NEET). The programme includes:

- **Support from the programme’s Creative Careers Adviser and Employer Broker based at Big Creative Academy.**
- **Linking with local employers who can help to enrich classroom activities.**
- **Developing students’ employability through access to a range of over 500 flexible work experience placements and internships.**
- **Meeting schools’ and colleges’ statutory obligations around careers, education and guidance.**

In recognition of the value of the previous Creative Careers work delivered by the CEP and its relationship with schools across the borough, the Cluster’s Schools Partnership Manager role incorporates a half day a week to sustain the communication networks for the CEP and other creative career-related work until June 2023.

*“ I liked singing and when my mum watched it she was proud of me”*

Student

## 7. Young People’s Voice

The LBWFCEP will listen to young people’s voices in the coming year. Through the Music Service/ Music Education Hub, William Morris Gallery’s Young Producers and other settings young people will be invited to consult on the CEP’s work and share their thoughts going forward.

The Challenge London funding application for the third-year highlights that young people should have a meaningful influence on the work of the partnership through their opinions and feedback. Subsequently, bringing young people’s voices to the forefront of the research was a priority for the third year and this report. This is also something that the wider culture team have prioritised, as they have taken a strong co-creation approach in their work to enable young people to be involved in the shaping of cultural events and activities.

Despite the challenges in gaining access to young people, time restraints and COVID-19, young people’s feedback was gathered throughout the third year of the CEP in a number of ways. Two events for young people that gathered feedback are looked at below.

### Arts Award Discover Summer Programme

#### 62 young people

LBWFCEP delivered an Arts Award Discover summer programme in partnership with the Waltham Forest Music Education Hub. The programme aimed to work with seven schools and have 100 children obtaining a Discover award. However, with staff and pupil sickness and isolation needs due to COVID-19, not all of the schools were able to complete their Arts Awards booklets. Therefore, 62 students from Mission Grove and Our Lady & St George’s primary schools obtained an Arts Award Discover. Feedback was gathered after the event and led by the classroom teacher via written forms. 34 young people responded. The forms gathered information on what the children had



Printmaking CPD linked to Young Poland Exhibition, Teachers' Evening, William Morris Gallery

enjoyed the most about the event. Many children expressed that they enjoyed the chance to perform and be on YouTube and others shared that they liked connecting with other schools. While these positive responses could be considered in the planning of future events, it may have also been valuable to gather information on how they thought the activities could have been improved.

## South Chingford Foundation School Transition Day

### 30 young people

During the summer a session was held for students moving from primary to secondary school. This event was held at the secondary school that the students were moving into and was to help them gain confidence in their transition. It was also used as an initial pilot for the Primary Creative Careers Applied Learning Programme, which put an emphasis on the importance of young people's feedback. The session was held in-person and involved a number of activities that built awareness and confidence around their personal skills and qualities. The first activity involved drawing around each other on a large piece of paper and then writing down their own positive and negative characteristics next to the drawing of their figure. To understand how useful the children involved had found it, sticky notes were used as an engaging feedback technique. Every child was provided with three sticky notes to respond to what they had enjoyed, learnt and what they would change about the session. For example one student wrote that they enjoyed 'the whole thing', they learnt 'that certain traits in a person can be ambiguous' and would change the activities 'to be a little shorter'. The young people's suggestions helped the organisers to adapt and improve the next pilot held in November.



Printmaking CPD linked to Young Poland Exhibition, Teachers' Evening, William Morris Gallery

*We shall continue to support initiatives and projects to encourage creative thinking and activity and allow teachers to foster and develop the natural sense of curiosity and self-expression in children. We are developing our approach to creativity through cross-curricular planning.*

Mission Grove - School Development Plan

## 8. Arts specialists Database

The LBWFCEP plans to develop a platform on which they can host a cultural providers' database and online collaborative exhibitions and performances in order to celebrate CEP partners achievements.

The Arts specialist database grew by 30% in the third year, increasing from 38 practitioners to 49. A focus was put on recruiting artists and cultural organisations that are local to the borough. This was done through advertisement in the LBWFCEP newsletter, invitations at events and via email and through word of mouth. A plan was put in place to build an online platform as a means to share the arts database to increase visibility of opportunities and provide more chances for collaboration and connections in the future. This was not able to happen due to a lack of funding to pay for a platform and its administration going forward. However, the database has and will continue to be sent out to schools and colleges who request it, automatically to those who have signed up for an Artsmark Award or educational settings who take part in LBWFCEP organised events. This will continue to happen as part of the sustainability strategy going forward.

# Artsmark Case Study

To gain a deeper insight into the impact of the Artsmark Award on Waltham Forest educational settings and how LBWFCEP supported these journeys; a case study was made on two LBWF primary schools. These two schools were approached for this case study as they both signed-up for Artsmark through LBWFCEP. To present two different stages of the Artsmark journey, one of the schools presented is still in the registration process and the other has achieved an Artsmark Gold Award.

## Mission Grove

Mission Grove Primary School has achieved Artsmark Gold and hopes to gain Artsmark Platinum, identifying it as a key target on the school development plan. It has found that the Artsmark has helped it to be clear on what its current arts provision is and laid the path for it to expand. Throughout their Artsmark journey pupils have been involved with E17 Arts Trail, Waltham Forest Carol service, SOHO theatre, Young Voices and Walthamstow Carnival. Children have also taken part in activities such as Bang the Drum, a guitar concert, making Jam Jars for the Walthamstow Wetlands, a school-wide art exhibition, a performance of Shakespeare by students at Islington College and dance workshops led by Dance Days. Through all these offerings the CEP Lead at Mission Grove expressed that the profile of the arts has raised around the school.

***“ We thought the Artsmark would help us get a better balance of the skills we needed and the experiences we wanted to give the children”***

CEP Lead

Alongside the positive developments that have come with the Artsmark Award, Mission Grove also experienced some hurdles. Covid-19 was a clear challenge for its arts offering, not all children were able to access online learning during lockdown and on return to school they struggled with restrictions, such as not being able to sing to prevent spreading the virus. Another challenge was around subject knowledge. Changes in staffing meant that classroom teachers had to lead music classes, which they had not previously had to teach. However, they have worked to overcome this through CPD sessions and modelling lessons by teachers who felt more confident.

*“LBWFCEP has given us the opportunity to take part in a range of events and activities that have developed and celebrated the children’s growing love and wonder of the arts.”*

CEP Lead

LBWFCEP supported the school through the process of registering for Artsmark and has continued to provide relevant opportunities. The funding provided to the school has allowed it to take workshops with a local graffiti artist. The CEP Lead conveyed that they ‘are confident that this experience will stay with the children for many years to come and teach them about new art forms they may not have experienced before.’ She felt that both the CPD offering and opportunities for young people provided by LBWFCEP had helped to develop their students ‘love and wonder for the arts’. When asked how LBWFCEP could support their Artsmark journey going forward, it was suggested that work could be done to involve the parents and carers. This could be a way to encourage families who do not regularly participate in arts and culture to engage more and as a result make the arts more accessible for their young people.

### **Chapel End Junior Academy**

Chapel End Junior School applied for Artsmark in summer 2021 and at the time of writing this report are in the registration process, aiming for Bronze or Silver. The award was suggested by one of their parent governors. The CEP lead felt that this would be a beneficial way to make the arts even more prominent in the school. She shared that there was already a broad creative offering but that the arts were not as embedded as they could be. Since registering to Artsmark, she could already see a stronger drive for the arts and that when an activity was being delivered as part of the Artsmark process it gave those involved more of a purpose. With this award being in its early stages, there had not been many challenges. Some minor concerns were around finding time to get the paperwork done and making sure they were doing the right tasks to achieve an award. However, from the positive interactions they had had with LBWFCEP it was felt that support would be available if they came across any hurdles.

Although Chapel End Junior Academy only had involvement with LBWFCEP for a short time, beginning with their Artsmark journey, the CEP Lead expressed that it had been



Jo Vasanth, CEO of MVP Media, speaking at Artists’ Networking Event © Bernice Kwaku - Odoi

a highly valuable connection. It was expressed that the fortnightly newsletter had been the most helpful part of connecting with LBWFCEP and working towards the Artsmark. It provided them with information about exciting offerings from artists that their school would not have been able to find out about without the newsletter. The incentive of the £500 offered by the CEP, helped them to buy an online programme, which provided planning and curriculum structure for their arts lessons.

# Impact on Young People

In line with LBWFCEP's overarching vision, young people were at the heart of this three-year programme. LBWFCEP aimed to reflect the diversity of the borough and reach the young people that may be less likely to receive high quality arts and gain Cultural Capital. To understand if this reflection had happened, Schools Census Data for Waltham Forest was viewed. It was found that the six schools in the borough with the highest number of Free School Meals (FSM) had engaged with LBWFCEP through Artsmark signup, CPD events and having CEP Leads. The Head of Waltham Forest Music Service/Waltham Forest Music Education Hub and LBWFCEP steering group member expressed that "wherever school projects have taken place, there have been diverse cohorts participating, as schools are by nature reflective of their location, and all our work is inclusive." With this in mind, it would seem that in cases where LBWFCEP have worked with schools that have higher levels of free school meals, they have naturally engaged with a more diverse range of pupils. A teachers' survey conducted for this research, supported the view that LBWFCEP's had helped a wider range of young people access arts opportunities. When asked 'How has LBWFCEP improved young people's cultural capital/engagement with arts in your educational setting?' half of the respondents selected 'Opened up arts opportunities to more students'.

To gain a more direct understanding of how young people in the borough felt about the arts in the borough, a focus group was conducted with three young people. They were taking part in or had just completed a paid programme in Waltham Forest with the Kickstart scheme and two of them had grown up in Waltham Forest and attended schools in the area. It should be considered that young people do not have direct contact with LBWFCEP and are unlikely to know the work that the partnership is doing. For this reason, the questions asked during the focus group were based on their general experience with the arts around LBWF. Although questions were set, the discussion was flexible and the young people were given the chance to focus on areas that they were keen to share.

The three participants expressed that they were all hoping to pursue careers in the arts but had only become interested in creative subjects later in their schooling. The

***“ wherever school projects have taken place, there have been diverse cohorts participating, as schools are by nature reflective of their location, and all our work is inclusive.”***

two who grew up in Waltham Forest shared the opinion that there had not been a strong or memorable arts offering provided to them in their early schooling (pre-CEP). One of these participants felt strongly that the arts had not been prioritised in his secondary school and he wished that creative career paths had been discussed with them as an option. In a separate interview a CEP lead at a secondary and sixth form setting expressed that there was a considerable lack of uptake of arts subjects in Key Stage 4 especially since the pandemic, despite her belief that creative skills are hugely important in today’s workforce. She felt that arts subjects and careers should be promoted early in their schooling with plenty of time for them to explore the arts before having to pick subjects in Year 9. This view echoes the young people’s opinions that arts subjects are not always valued or promoted as a future pathway in education.

The three young people all shared a passion for the arts and explained how much they were enjoying or had enjoyed their work placements. They described the experience as ‘eye opening’ and said it had taught them more about how to access roles in the creative industries. However, they did express an immediate worry about their next steps following the placement and felt a lack of confidence around areas such as branding and portfolio building. The issues that these young people shared during the focus group highlighted the relevance of the work that LBWFCEP has done, especially in the Creative Careers offerings.

***“ I really enjoy this job, just being able to get money for playing music is really an eye opening thing. I’ve done some terrible jobs in the past and this is probably the first one which I enjoy”***

***Young person on Kickstart work placement***

*Opposite Page image: Creative Careers Applied Learning Programme Training for Media & Performing Arts Students*



# Working with Challenge London

*“The AND support was fundamental to formalising networks and enabled us to establish several key groups, particularly for looking at creative careers, performing and visual arts subject networks, and learning networks for artist educators and teachers. The programme has supported people from both the education and the creative sectors, across Waltham Forest, to come together in a more strategic way”*

Mary Mycroft, Head of Music Service & CEP Steering Group Chair \\  
May-November 2021

In addition to formalising a Waltham Forest cultural learning network, the CEP also became part of a London-wide network of CEPs benefitting from regular case studies of best practice from partners across London at Connected Meet Ups and other networking events organised by AND and partners. They also found it particularly useful to receive support from AND with developing its Theory of Change as it is always helpful to have an external consultant looking at this type of development/strategic work.

# Conclusion

This report has evaluated how successful LBWFCEP has been in achieving its vision that 'all Waltham Forest children and young people will engage with high-quality arts and culture and develop their own creativity, so building and affirming their cultural capital and improving their well-being and life chances.' This vision has been analysed through the long-term outcomes outlined in the Theory of Change.

While this research did not have the scope to understand how well the arts are embedded in school improvement plans across the borough, the increase in Artsmark schools and further links to educational settings show that LBWFCEP will have made varying degrees of impact. In the Artsmark case study, the example of Mission Grove School's development plan shows a prioritisation of the arts that hopefully represents a shift away from the lack of creativity that the young people in the focus group had experienced in their early schooling. The sustainability plan for LBWFCEP has been clearly laid out and was cohesive with the expectations of steering group members and teachers with links to the partnership. While the Schools Partnership Manager for the Waltham Forest Creative Careers Cluster will continue to spend half a day per week, much of the work will continue through other partners. This will rely on the continued enthusiasm and availability of those involved.

The research highlighted that a main concern for creative young people was a lack of understanding of how to get jobs in the arts industry. The feedback from schools on the lack of work experience opportunities there has been during the pandemic, present an expectation that this may be even harder for students leaving education in the next year or so. The broad provisions that LBWFCEP has created, worked on and made sustainable, show that they are acting to tackle these issues. The Creative



The Creative Careers opportunities help towards the aim of building cultural capital in young people and improving their life chances through career support.

Careers opportunities help towards the aim of building cultural capital in young people and improving their life chances through career support. Findings showed that reaching children in earlier stages of education and making them aware of the array of creative subjects is key to keeping them engaged in the arts. This message was shared through both young people's and teachers' perspectives. LBWFCEP achieved this through their Primary Creative Careers Applied Learning Programme and would be a recommended area to prioritise into the fourth year.

From the data collected for this report it is apparent that LBWFCEP has centred its work around young people. It did this primarily by gathering feedback and communicating with schools to understand their students' needs. It also took opportunities to listen to young people's opinions. However, this could have sometimes been utilised further by finding what improvements they would like in their arts offering. With more scope it could have been beneficial to have opportunities for young people to make a more direct impact on events and even be part of the design process. It is not possible to fully understand whether the young people who have engaged with LBWFCEP mirror the diversity of the borough. However, with the vast links that LBWFCEP has made with educational settings, including SEND schools and schools with high numbers of Free School Meals suggest that they have had a broad reach. Overall, through resources, training, high-quality arts offerings, and the embedding of cultural learning in schools, it seems that LBWFCEP have increased young people's arts provisions across the borough and in some cases will have had an impact on their creative futures.



**LBWFCEP has centred its work around young people.**



*Opposite Page image: Artists' Networking Event at Crate © Bernice Kwaku - Odoi*

# Methodology

The research process began with a collection of data from LBWFCEP and partner organisations. This included gathering numbers of events, sign ups, attendees and feedback from surveys. Where relevant these numbers were compared against baseline numbers from the end of the second year, to record improvement. Some wider data comparisons were also made to see how LBWFCEP reached more disadvantaged schools over the three years.

With the purpose of covering areas lacking in feedback and to collect some richer data, the external evaluator conducted further research for this report. From viewing the existing data, some gaps and areas that required more research emerged. In consideration of these established needs the external evaluator used a mixed methods approach to data gathering. Two surveys were designed, one for teachers and senior leaders in Waltham Forest and one for artists and creative organisations on the LBWFCEP database. The design of these questionnaires provided an opportunity to gather broad feedback from nominal and ordinal answers and text boxes for more individual experiences and opinions. Both these surveys relied on response rates as a sampling method following email distribution.

The qualitative research conducted consisted of interviews, focus groups and email communication. When initially planning these research methods, there was an aim to speak to teachers who were from settings with high and low LBWFCEP engagement. However, with the short time frame and challenges in communicating with less involved schools and colleges, the participants were mostly from educational settings and organisations with a strong arts offering and links to LBWFCEP. While this meant that there could have been more diversity in the groups, there was still some range in the types of educational settings spoken to. For example, some schools spoken to had been involved from the start of LBWFCEP and others only in the third year.

Further to all the data gathered, individual feedback was also collected via direct emails and calls with steering group members, artists and teachers. Overall, all data was analysed by allowing patterns, links and absences to emerge. Where credible, comparisons were drawn from the findings and against baseline data to show the differences that have and haven't been made over the three years.

# Reflections from the LBWF Team

## Evaluation

If evaluating a project like this again, we would attribute more budget to evaluation and hire an evaluator from the start of the project. This will help us understand the key questions we need to ask when undertaking project work and will ensure that there is enough time to critically address the programme, so we can learn what worked and what could be improved in more detail.

## Restructure

Due to a restructure, there have been staff changes internally which resulted in less staff working on the project from May-September 2021. This presented capacity challenges as well as management challenges; however, this provided an opportunity for the Assistant Director of Culture to have more involvement of the CEP and its activities, which has resulted in better connections with initiatives across the council. When the new Cultural Learning & Skills Manager was appointed, it also took some time to understand how the CEP works and have clarity on what was needed in the last few months of the programme. The team has worked well together to overcome these challenges and these difficulties have been short-lived.

Although the pandemic and COVID restrictions have been disruptive and have put extra pressures and workload onto teachers and schools, the shift to online events has worked well for many teachers and practitioners. We were able to share recordings of CPD & network events, as well as share resources with signups who were unable to attend at the last minute. These have often been very gratefully received and longer-term relationships between the CEP and practitioners have been established. However, although maintaining relationships online has been effective, building new ones has been challenging. The two CPD events that were held in person, at CRATE St James Street for artists and at William Morris Gallery for teachers demonstrated how being in person brings participants together and forges new relationships. The Gallery, for example, has secured two bookings for secondary school students from this event, something that the Gallery has traditionally struggled to achieve. The flow and ease of conversation in comparison to working online was also noted by event staff.

## Artsmark

Signing schools up for Artsmark has been popular over the course of the three years, and it has been useful to have a set of standards that schools can sign up to and follow to ensure that arts provision is embedded within their curriculum and school culture. At times, the interim Cultural Education Partnership Coordinator felt that asking teachers directly what they needed would have been more beneficial than asking them to sign up to Artsmark. A decision was made to stop pushing to hit our target and instead listen to schools' concerns about signing up (as highlighted in the Artsmark section above). Something that consistently was reported to the interim Cultural Partnership Coordinator was the benefit of being part of an organisation that bridged the gap between local freelance arts and schools who they can contact to connect and collaborate.

## Scope of the programme

Due to the amount of administration involved in working with schools and teachers (whose roles change regularly) and the logistics of planning and marketing CPDs, lots of time was spent on managing the administration of the CEP. This was essential to the role, but in hindsight the programme was ambitious in its scope given the amount of time allocated to management and administration. Focusing on fewer activities in more depth would have allowed us to do more focused and targeted work in the sector. It also would have allowed for the interim Cultural Education Partnership Coordinator to have more time on outreach visiting schools and artists in person. It would also have been beneficial to focus on doing more events that linked both artists and teachers together, finding ways to build the arts into the existing curriculum, building on the work we already did in this area and allowing them to learn together.

Moving forward, our sustainability strategy focuses on creative careers as a specific area, something that has been a real success in the CEP. This will allow us to go into that depth and make a real impact on pupils. This focus on the creative sector as key for the future wellbeing for the borough is recognised by the Council, and a culture Jobs Academy is currently being developed to support local young people into jobs in the cultural and creative sector. This will link into the Creative Careers Cluster to maximise local opportunities and work with our partners (and active CEP participants) including Soho Theatre Walthamstow and the Barbican.



Artists' Networking Event at Crate © Bernice Kwaku - Odoi

## CPDs

The CPD sessions were a huge success, and despite the challenges of delivering these during COVID, we have been thrilled with attendance and feedback, as highlighted in the CPD section of this report.

However, the cultural learning CPD offer in London is already rich and so our close relationship with Creative Schools will allow us to streamline CPD opportunities to our network, rather than duplicating them ourselves. We are really excited about this partnership and its potential for giving our network better access to training and networking opportunities across East London.



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# Appendices

1. Theory of Change
2. LBWFCEP Steering Group
3. Workshops & Events for Young People
4. Database of Artists and Cultural Organisations
5. Continuing Professional Development (CPD)
6. Education Settings
7. Survey Data Examples
8. Survey for Educational Settings
9. Creative Careers Tutorial Links

## 1. Theory of Change

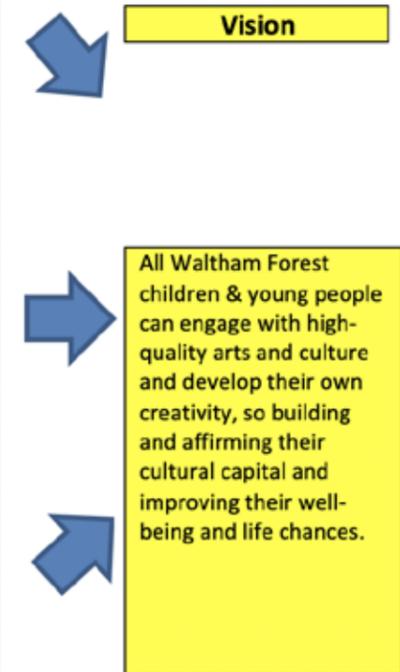
### Waltham Forest Challenge London – Theory of Change

Inputs
4) 3-year investment £150K: Challenge London funding from AND with match from LBWF – Noc 2018- Dec 2021
1) 0.5 CEP Co-ordinator, supported by Education Partnership Manager (Sharon) and Music Education Hub (Mary)
2) CEP Steering group with links to Head teacher forums
3) LBoC19 year-long programme of high profile arts activity in Year 1
4) Input and shared programmes with LBWF stakeholders.

Activities & Outputs
1) Creation & dissemination of WF Cultural Learning Advocacy pack
2) Establishment of Cultural Governors' Network
3) CEP sustainability plan created
LBWF Cultural Learning strategy developed
4) Assemblies & tutorials on careers and work experience in the creative industries.
5) Research and monitoring of cultural learning provision.
6) CPD and network support for teachers and arts organisations.
7) Artsmark and Arts Award support.
8) Brokerage of projects linked to LBoC 19 and other LBWF stakeholders
9) Funding database for partners & partnership;
10) Termly (meetings of the CEP steering group
11) Dedicated website & fortnightly updates
12) Youth Voice & inclusion initiatives

Short/Medium-term Outcomes
1) Increased awareness at SLT-level in schools of the value of arts and creativity
2) Parents/carers and CYP have increased awareness of the value of arts and the opportunities for engagement and creative careers. (Alumni network?)
3) Increased skills & confidence of education workforce to teach arts and creativity
3) Improved support and CPD for artists and arts organisation to develop relevant work for schools/colleges.
4) Improved support for artists and arts organisations to develop partnerships with schools with a focus on under-served communities
5) Education and arts sectors work together to access funds for arts projects that are accessible for all young people.
6) Improved communication in the borough so that all schools/colleges are aware of the cultural offer.

Long-term Outcomes
1) Arts and creative learning are embedded within school improvement
2) Partner cultural organisations' are supported to reflect school and young peoples' needs in their learning offer
3) Effective and sustainable model of partnership working established for the CEP
4) Young people are have opportunities to build creative skills and access pathways to creative careers
5) Opportunities and participation reflect the diversity within the borough and young peoples' voices are heard



## 2. LBWFCEP Steering Group

Steering Group	Members Job Title	Organisation
Sophie Alonso	Cultural Learning & Skills Manager and CEP Lead	LBWF
Adam Bennett	Headteacher	Stoneydown Primary School
Gill Burbridge	Principal	Leyton Sixth Form College
Debbie Chapman-Andrews	Assistant headteacher Coaching and Partnerships	Willowfield
Lizzie Crump	Governor	Leyton Sixth Form
Helen Currie	Headteacher	Churchill and Low Hall Nursery Schools
Lara Deffense	Local Programme & Partnership Manager	The Barbican
Jess Draper	Head of Creative engagement	Soho Theatre
Bex Hand	Schools Engagement Manager	The Barbican
Jules Haworth	Executive Producer	Soho Theatre
Richard Hodgkiss	Manager for Culture and Community	Leyton Sixth Form College
Linda Leigh	Head of WF Careers Service	LBWF
Morag McGuire	Director of Participation	Artillery
Chantelle Michaux	Schools Partnership Manager, WF Digital & Creative Careers Cluster	LBWF
Mary Mycroft	Head of Music Service and CEP Steering Group co-Chair	LBWF
Dimple Pau	Education Coordinator	Soho Theatre
Keda Richens	Interim Cultural Education Partnership Coordinator (until December 2021)	LBWF
Clive Rosewell	Headteacher	Willowfield
Vicki Spence	Director of Operations	Big Creative Academy
Will Stallibrass	Chair	Waltham Forest Arts in Education Network
Peter Whelan	Arts Lead	Whitefield Schools & Centre
Dr Lucia Yandoli Fran Gotski	Programme Manager (job share)	Creative Schools & Colleges

## 3. Workshops & Events for Young People

Event Title	Date	YP attended recorded by LBWFCEP
Dance Days Online Dance Whole School Offer - Primary	March 2021	9057
Dance Days Online Dance Whole School Offer - Secondary	March 2021	4336
Creative Careers Online Interviews	March 2021	48
Playing with Pattern Maths & Art	June & July 2021	120
Careers & Progression Day	July 2021	6
Our Lady & St George's & Mission Grove	July 2021	62
South Chingford Foundation School Transition Day (pilot for Creative Careers Applied Learning Programme)	July 2021	30
Leyton Sixth Form College – Creative Careers Applied Learning Programme Training for Year 12	November 2021	7
South Chingford Foundation School – Creative Careers Applied Learning Programme Training for Year 8	November 2021	7
Chingford C of E Primary School – Creative Careers Applied Learning Programme delivery for year 5 students	November 2021	39

## 4. Database of Artists and Cultural Organisations

Marysa	Photography
Paula David	Poet, Theatre director, Playwright
Kally Laurence	Visual arts - painting, printmaking, sculpture, drawing, textiles
Chantelle Michaux – Mbilla Arts	African drumming, African dance, African storytelling
Milli Walker – Making it Mindful	Dance, Drama and Mindfulness
Esther Neslen	Sculpture, animation
Sba Shaikh – Mehraj Arts	Textiles and visual art
Maud Milton	Mosaics, murals, painting, ceramics
Kat Hall – Arts Generation	Mosaic/ painting/ sculpture/textiles
Neal Zetter – CCP Workshops	Children's author/comedy performance poet
Jane Farrier – Orion Harriers	Athlete Fit
Helen Bigham - Suntrap Forest Education	Forest Education
Helen Wilson – Chingford Morris Men	Dance
Stephanie Ampofo	Spoken Word artist
Emmanuel Nwaohai	Emmanuel Speaks
Lemzi	Performer /mentor/
Kasima Whittingham – Break Tha Cycle	Youth Mentoring/Outreach
Richard Nyeila	Director
Franklyn Sweeney	Carnival arts, making and performance
Darren – Dance Days	Dance
Nick Corston - SteamCo	Steam.co Technology
Anna Alcock – Inky Cuttlefish	Printmaking
Fran Gkotski – A Little Learning	Creative Schools
Vicki Busfield – DashdotDance	SEND dance
David Anglin	Red Light Busking
Henry Kamara	Photography
Joel Cahen -Newtoy	Music production

## Number of artists and cultural organisations on LBWFCEP database: 49

Claire Ward-Thornton – Art Hoppers	Arts Activities for schools & children
Anna Van Der Poorten	Visual arts - painting, printmaking, sculpture, drawing, textiles
Diana Chappalley	Painting
Antonietta Torsietto – Torsiello London	Printmaking
Lesley Palmer - Scribble & Smudge	Visual arts, within education setting, participatory, community, public arts
Joanna Vasanth - MVP Media	Creative arts -music production, singing/song writing, gaming, comic book design, video production, graffiti,
Sophia Tupy – Kinaesthetic Studio	Physical theatre/movement
Nicola Savill – Avola Dance	Dance
Pip Kings	Choral music (classical, popular, traditional)
X7eaven Academy	Performing arts
Vicky Coffey - Ideaspac	Visual/Literary/Social Arts: drawing, spoken word, sculpture, film, photography, installation.
Lucy Brown – Fizz n Flow Dance	Creative movement and dance
Keda Richens – Inside the box	Visual and literary arts education EYFs to HE - drawing, writing, sculpture, bookbinding, movement, singing and spoken word, textiles and creative curricula
Sharon Trotter	Visual Arts supports arts learning project development, resources, and bid-writing
Becky Bolton – Good wives and warriors	Painting and illustration
Michael Mann	Author
Rebecca Evans – Pell Ensemble	Dance and Digital (teaching the computing curriculum through movement and physical computing)
Lily Dettmer – Studio Wayne McGregor	Dance
Lily Dettmer	Dance
Daniel Ryder – Angry Dan	Limerick writing workshops, poetry, painting, street art, mural.
Jimena Pardo – Bordando por La Memoria	Textiles and visual art
Delyth Taylor – A Little Learning	Early Years Visual Arts

## 5. Continuing Professional Development (CPD)

Total number of participants: 284 Total number of CPD events: 27

Date	LBWF CEP CPD Event	Sign ups	Attendees	Virtual or In-person
6/1/2021	Supporting Mental Health through the arts in schools CPD	40	26	Virtual
27/1/2021	Charanga Primary CPD		8	Virtual
2/2/2021	Dance Days offer for Chinese New Year		12	Virtual
24/2/2021	Dance Days offer for St Patrick's Day		12	Virtual
10/3/2021	Creative Writing & Music for Wellbeing CPD with Adisa The Verbalizer	14	6	Virtual
18/3/2021	WF Cultural Governors' Network Launch	37	18	Virtual
24/3/2021	Sing well session for teachers		6	Virtual
21/4/2021	Story Making Together EYFS CPD pt 1 (Twilights)	10	12	Virtual
22/4/2021	Playing with Pattern Maths & Art CPD	21	8	Virtual
24/4/2021	Story Making Together CPD pt 1 (Saturdays)	18	6	Virtual
29/4/2021	Network and MMC support meeting		5	Virtual
1/5/2021	Story Making Together CPD pt 2 (Saturdays)	18	6	Virtual
10/5/2021	Story Making Together EYFS CPD pt 2 (Twilights)	10	12	Virtual
19/5/2021	Discover Artsmark for Waltham Forest Schools	19	9	Virtual
26/5/2021	Arts Award Discover Twilight CPD		6	Virtual
16/6/2021	Primary MMC focussed training		8	
23/6/2021	Artsmark Development Training For WF Schools		6	Virtual
1/9/2021	Artists in Schools Networking CPD	19	13	In-person
6/9/2021	Dance and Drama Network - (Primary & Secondary)	29	22	Virtual
04/10/2021	WF Music Network - Secondary			Virtual
6/10/2021	CPD: Textiles & Secondary Art & Design & DT Network	20	8	Virtual
19/10/2021	CPD: Sculpture & Primary Art & Design Network	21	15	In-person
3/11/2021	Charanga MMC CPD & Primary Network meeting			
10/11/2021	SEND Network Meeting & CPD	18	11	Virtual
17/11/2021	EYFS Network Meeting & Creative Storytelling CPD	52	38	Virtual
25/11/2021	Dance CPD - Primary (morning)		7	In-person
25/11/2021	Dance CPD - Secondary (afternoon)		4	In-person

## 6. Education Settings

Total number of Educational settings who have connected with LBWFCEP: 81

Establishment Name	Type Of Establishment	Phase Of Education	Has CEP Lead	Artsmark
Acacia Nursery	Local authority nursery school	Nursery	Yes	-
Ainslie Wood Primary School	Community school	Primary	Yes	-
Barclay Primary School	Academy converter	Primary	Yes	Post-CEP
Barn Croft Primary School	Community school	Primary	-	-
Belmont Park School	Community special school	Secondary	Yes	-
Big Creative Academy	Free schools 16 to 19	16 plus	Yes	
Burnside Secondary PRU	Pupil referral unit (Hawkswood Group)	Secondary	Yes	-
Buxton School	Foundation school	All through	Yes	-
Chapel End Infant School and Early Years Centre	Community school	Primary	Yes	Post-CEP
Chapel End Junior Academy	Academy sponsor led	Primary	Yes	Post-CEP
Chase Lane Primary School	Community school	Primary	Yes	Pre-CEP
Chingford CofE Primary	Voluntary controlled school	Primary	Yes	Post-CEP
Chingford Foundation School	Academy converter	Secondary	Yes	Post-CEP
Church Hill Nursery School	Local authority nursery school	Nursery	-	-
Connaught School for Girls	Academy converter	Secondary	Yes	-
Coppermill Primary School	Community school	Primary	Yes	Post-CEP
Davies Lane Primary School	Academy converter	Primary	Yes	-
Dawlish Primary School	Community school	Primary	Yes	Post-CEP
Downsell Primary School	Community school	Primary	Yes	Pre-CEP
Eden Girls' School Waltham Forest	Free schools	Secondary	Yes	Post-CEP
Edinburgh Primary School	Community school	Primary	Yes	Post-CEP
Emmanuel Community School	Free schools	Primary	Yes	-
Forest School	Independent school	Not applicable	-	Pre-CEP
Frederick Bremer School	Community school	Secondary	Yes	-

George Mitchell School	Academy converter	All-through	Yes	-
George Tomlinson School	Community school	Primary	Yes	Pre-CEP
Greenleaf Primary School	Community school	Primary	Yes	Pre-CEP
Gwyn Jones Primary School	Community school	Primary	Yes	-
Handsworth Primary School	Community school	Primary	Yes	-
Hawkswood Primary PRU & therapeutic schools	Pupil referral unit & SEND	Primary	Yes	-
Heathcote School & Science College	Community school	Secondary	Yes	-
Henry Maynard Primary School	Community school	Primary	Yes	Post-CEP
Highams Park School	Academy converter	Secondary	Yes	-
Hillyfield Primary Academy	Academy converter	Primary	Yes	Pre-CEP
Holy Family Catholic School	Voluntary aided school	Secondary	Yes	-
Hornbeam Academy	Academy special converter	Special	-	-
Independent School	(BCE Training)			
Joseph Clarke School	Academy special sponsor led	Special	Yes	Post-CEP
Kelmscott School	Community school	Secondary	Yes	-
Lammas School and Sixth Form	Academy converter	Secondary	Yes	Post-CEP
Leyton Sixth Form College	Further education	16 plus	Yes	Post-Cep
Leytonstone School	Community school	Secondary	Yes	-
Lime Academy Larkwood	Academy converter	Primary	Yes	-
Longshaw Primary School	Academy sponsor led	Primary	Yes	-
Low Hall Nursery School	Local authority nursery school	Nursery	Yes	-
Mayville Primary School	Academy converter	Primary	Yes	-
Mission Grove Primary School	Community school	Primary	Yes	Post-CEP
Newport School	Community school	Primary	Yes	Post-CEP
Norlington School and 6th Form	Academy converter	Secondary	-	-
Oakhill Primary School	Community school	Primary	Yes	-

Our Lady and St George's Catholic Primary School	Voluntary aided schoolParkside	Primary	Yes	Pre-CEP
Primary School	Community school	Primary	Yes	Pre-CEP
Riverley Primary School	Academy sponsor led	Primary	Yes	Pre-CEP
Roger Ascham Primary School	Academy converter	Primary	Yes	-
Salisbury Manor Primary School	Academy converter	Primary	Yes	-
Selwyn Primary School	Academy converter	Primary	Yes	Pre-CEP
Sir George Monoux College	Further education	16 plus	Yes	-
South Chingford Foundation School	Academy sponsor led	Secondary	Yes	Post-CEP
South Grove Primary School	Community school	Primary	Yes	Pre-CEP
St Joseph's Catholic Infant School	Voluntary aided school	Primary	-	-
St Joseph's Catholic Junior School	Voluntary aided school	Primary	-	-
St Mary's Catholic Primary School	Voluntary aided school	Primary	Yes	-
St Mary's CofE Primary School	Academy converter	Primary	Yes	-
St Patrick's Catholic Primary School	Voluntary aided school	Primary	Yes	-
St Saviour's CofE Primary School	Academy converter	Primary	Yes	Post-CEP
Stoneydown Park School	Community school	Primary	Yes	Post-CEP
Sybourn Primary School	Academy sponsor led	Primary	Yes	-
The Jenny Hammond Primary School	Community school	Primary	Yes	Pre-CEP
The Winns Primary School	Community school	Primary	-	-
The Woodside Primary Academy	Academy sponsor led	Primary	Yes	-
Thomas Gamuel Primary School	Academy sponsor led	Primary	Yes	Pre-CEP
Thorpe Hall Primary School	Community school	Primary	Yes	-

Waltham Forest College	Further education	16 plus	Yes	-
Walthamstow Academy	Academy sponsor led	Secondary	-	-
Walthamstow Primary Academy	Free schools	Primary	Yes	-
Walthamstow School for Girls	Community school	Secondary	Yes	-
Whitefield Schools	Academy special converter	Special	Yes	Pre-CEP
Whitehall Primary School	Community school	Primary	Yes	-
Whittingham Primary Academy	Academy converter	Primary	Yes	-
Willow Brook Primary School	Academy sponsor led	Primary	Yes	Pre-CEP
Willowfield School	Community school	Secondary	Yes	Pre-CEP
Woodford Green Primary Academy	Academy converter	Primary	Yes	-
Yardley Primary School	Academy converter	Primary	-	-

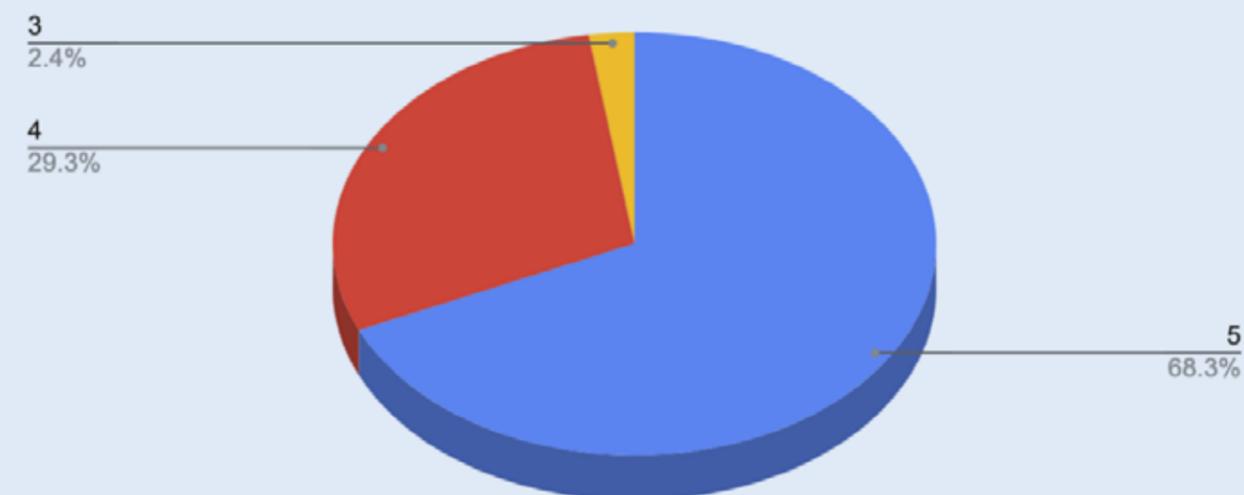
## 7. Survey Data Examples

CPD Feedback forms

Data from 82 surveys

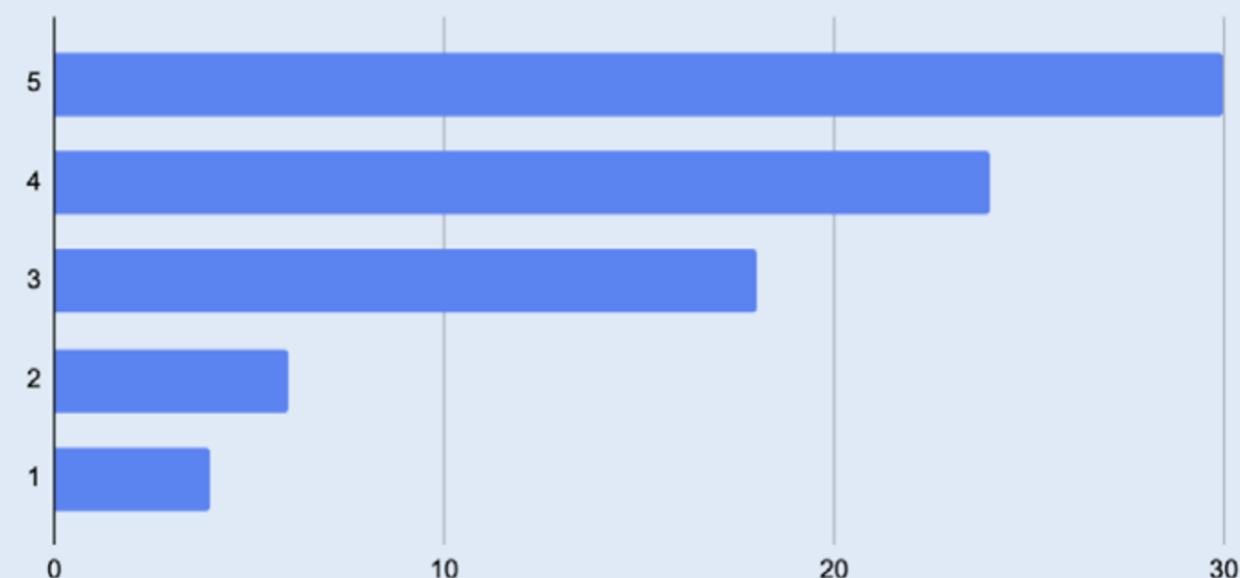
Please rate today's CPD from 1(poor)-5(excellent)

From 82 surveys



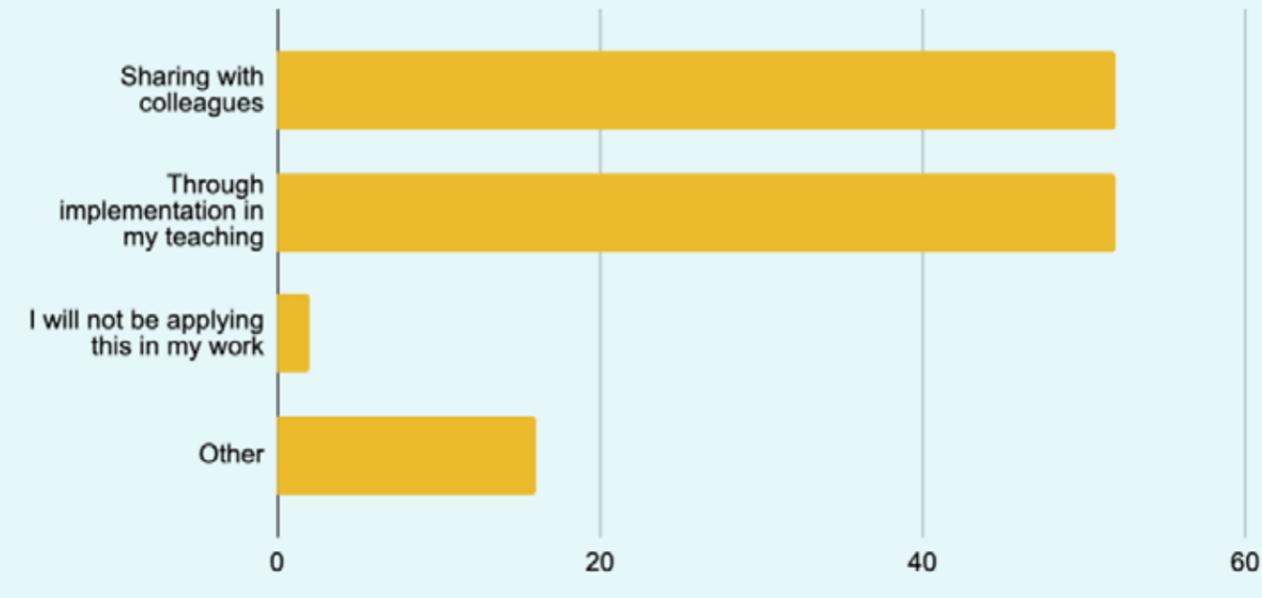
How much would you say this CPD has increased your skills & confidence in delivering creative learning?

From 82 surveys



## How will you apply what you have learnt today in your workplace?

From 122 selections



### 'Other' answers

- I want to connect with the different groups to bring these skills into my school
- With my 8 year old son and his friends
- I hope to incorporate this into our curriculum which is being reviewed at the moment
- Starting conversations about collaborating
- Developing projects
- contacting artists

### Making connections:

- Thinking of projects to apply for funding
- Personally as well as sharing with others
- Implementation at Board level in our setting x2
- trying to set up/make connections
- I was a practitioner for the Roger Ascham project and I would very much like to deliver more workshops in the area with other groups and/or be involved in the discussed dance event

In storytime settings; as part of consultation with young children; sharing with teachers

I work with to highlight creativity in action in young children

Using this during my nursery work

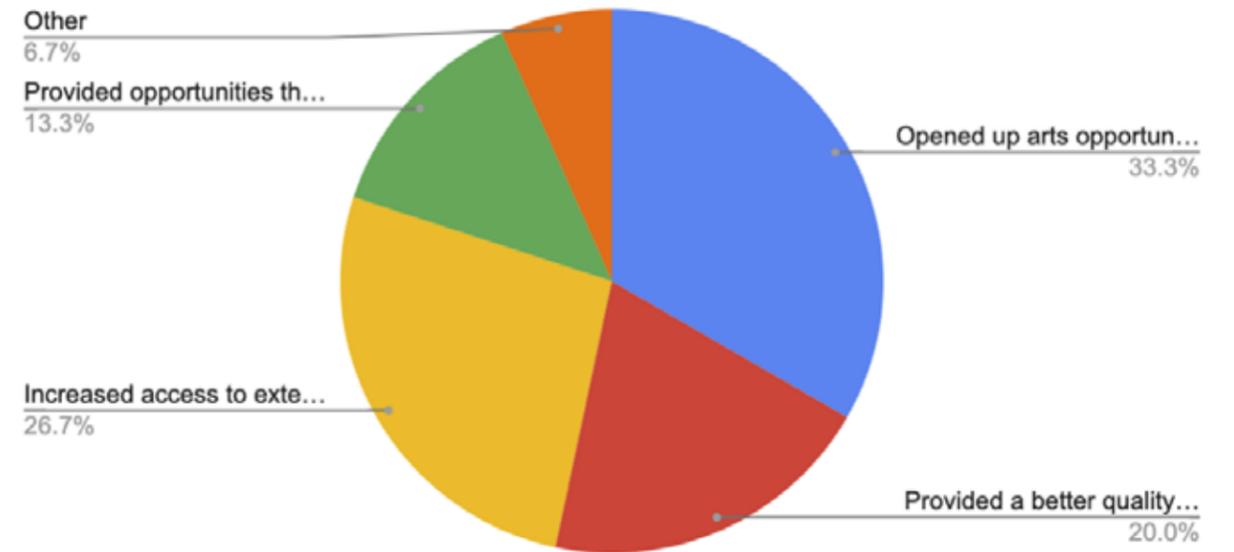
Share with my teams and try in small group with children first

## 8. Survey for Educational Settings

Data from 15 surveys

### How has LBWFCEP improved young people's cultural capital/engagement with arts in your educational setting?

From 15 selections



### Full answers:

- Opened up arts opportunities to more students
- Provided a better quality offering of external arts provisions
- Increased access to externally delivered arts provisions
- Provided opportunities through the Creative Careers programme was a practitioner for the Roger Ascham project and I would very much like to deliver more workshops in the area with other groups and/or be involved in the discussed dance event

## 9. Creative Careers Tutorial Link

Creative Careers Tutorial Part 1:

[https://www.youtube.com/watch?v=vwYK\\_Z\\_bXCg&t=413s](https://www.youtube.com/watch?v=vwYK_Z_bXCg&t=413s)

Creative Careers Tutorial Part 2:

<https://www.youtube.com/watch?v=8XVkJW7nALE>

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[be3c3a19d17644b88f6d40ad8a7c9291.pdf](https://69c9618f-9fd1-4273-ae93-722c4d8b52bd.filesusr.com/ugd/7dcb1f_be3c3a19d17644b88f6d40ad8a7c9291.pdf) (Accessed 19/11/21)

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## Yasemin Crouch

Yasemin Crouch is an external research consultant with a specialism in arts education. She has an MA in Education in Arts and Cultural Settings from King's College London and has evaluated arts programmes for both schools and arts organisations.

Thank you to our funders

