



Working together: a new cultural education partnership for Waltham Forest

Evaluation Report 2018-2020

How the experience of London's first ever Borough of Culture 2019 is helping to embed new ways of working to improve young people's access to the arts in Waltham Forest

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Evaluation Report 2018-2020 by Keda Richens

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Creative Writing CPD led by Punchdrunk Theatre Company at Vestry House Museum



Waltham Forest London Borough of Culture 2019 opening night Nest by Marshmallow Laser Feast © Andrew Baker

Highlights

Where we started

In 2018 the cultural education sector in the London Borough of Waltham Forest (LBWF) was fragmented with no overall lead or infrastructure, despite there being a number of arts and cultural organisations and schools doing good work. LBWF schools Key Stage 4 entries to arts subjects in 2016 followed national trends which had fallen to the lowest in a decade (EPI2017), and there was little formalised borough-wide arts networking or practice sharing. OFSTED introduced a section on ‘Cultural Capital’ into its inspection framework handbook for schools and colleges (2019), asserting that cultural knowledge and experience were crucial to success in life. However, teachers had expressed concerns about delivery and felt there was a strong need for more borough-wide arts and cultural education advocacy as they were a low priority with senior leaders.

Consultations showed that arts organisations and cultural practitioners wanted more communication with educational settings and increased visibility. Children and young people needed advice on careers in the arts and cultural sector and wanted more opportunities to participate in arts and cultural activities that were designed with them in mind. There was a need for more opportunities to help engage non-involved schools and to help local arts and cultural practitioners develop programmes which were relevant to current school needs.

 **419** contacts including **86** artists & arts organisations and **255** teachers

The overall aim for the London Borough of Waltham Forest Cultural Education Partnership (LBWFCEP) was to increase awareness of the value of arts and creativity and enable all young people in the borough to access high quality cultural experiences through their schools and colleges

The choice of Waltham Forest as the first London Borough of Culture (LBoC) 2019 offered a unique catalyst to address these issues, utilising established partnerships and creating new ones in order to embed cultural learning more strategically within the borough. A successful application to A New Direction’s “Challenge London” programme, along with matched funding from LBWF Culture provided the means to initiate this work over a 2-year period, now further extended to 3 years.

What we have achieved

Aim 1:

Establish a borough-wide strategic framework and sustainable legacy to support cultural learning within the borough.

What we have achieved:

The LBWFCEP currently has a membership of 114 partners, and has a core steering group of 17 which includes representatives from schools and FE settings across the borough as well as arts organisations, artists and borough agencies including the LBWF Business Growth, Investment and Employment Team.

88 education settings engaged
(100% of local schools)



“ A trip at the @WMMGallery was just what I needed to spark new ideas for my art lessons. Thanks to @LBWFCEP for organising such a fantastic trip and bauhaus workshop. It was truly inspiring.”

A teacher from Eden Girls' School, on Twitter

The Steering Group has created a strategic framework and action plan focussing on five main strands of work to address identified needs. These are; *Consultation and Strategic Mapping, Partnership Building and Cultural Advocacy, Continued Professional Development (CPD), Increasing Opportunities, Inspiring Excellence, and Creative Careers*. They have initiated planning for longer-term sustainability of the CEP and a borough-wide Cultural Education Strategy’.

Aim 2:

Improve access for all young people across Waltham Forest to high quality arts and culture and significantly increase the number of cultural learning opportunities offered to, and taken up by schools.

What we have achieved:

The LBWFCEP has engaged with all 88 educational settings within Waltham Forest. It has run assemblies in which representatives talked with children and young people about their cultural experiences, and held CPD events and workshops for teachers and arts practitioners. 99% of evaluations rated these events as good or excellent. Over 75% of survey respondents from educational settings said the CEP had increased awareness of the benefits of arts and cultural education, and 100% said the CEP had benefitted both their setting and children and young people. Working with the LBoC19 programme, it has also helped to broker and facilitate over 270 events with arts practitioners and cultural organisations which have attracted over 47,000 participants.



23 artists commissioned to provide CPD and other events

“ The CEP has brought together a network of people passionate about arts education, enabling collaboration and opportunities for Waltham Forest’s next generation of artistic talent”

Director of Careers, Research and Partnerships at Big Creative Education

Aim 3:

Support teachers and education settings to extend and embed creative learning, arts, and culture within their existing curricula through a high quality CPD programme, through supporting them to become Artsmark Schools, and encouraging Arts Awards.

What we have achieved:

The LBWFCEP has helped 14 schools begin their Artsmark journey. It has also delivered 44 high quality CPD events to 585 teachers and arts practitioners, and helped develop and deliver the LBoC bespoke Discover and Bronze Arts Awards to 56 children and young people.

Aim 4:

Encourage LBWF schools to adopt a Cultural Education Lead and include cultural learning within school improvement plans (aim for 75% of schools).

What we have achieved:

The LBWFCEP has enlisted 64 CEP Leads in education settings across the borough (77%), thereby achieving its original goal of 75%. Educational settings survey respondents reported that 70% of their settings now have arts and cultural learning within their school improvement plans.

Aim 5:

Improve support and provide CPD for artists and arts and cultural organisations to develop partnerships and ensure their offers are relevant for educational settings.

64 CEP leads recruited in schools



“ Being able to bring in external training is hugely valuable in supporting the workforce with specialists’ input”

Head of Waltham Forest Music Service

What we have achieved:

The LBWFCEP has established both an Artists in Schools database and a fortnightly newsletter which enables communication around arts and cultural activities and opportunities on offer. It has have run many networking and CPD events for arts and cultural practitioners and has commissioned 22 artists to deliver CPD themselves.

Aim 6:

Provide opportunities for young people to develop new skills and knowledge related to arts and culture, to enable them to access fulfilling creative careers and employment.

What we have achieved:

The LBWFCEP’s Creative Careers Week reached 629 students, leading to the development of new resources that can be shared across settings. Teachers, students and practitioners all gave very positive feedback, which has encouraged stakeholders to set up a creative careers sub-group to report to the steering group.



Next Steps

The LBWFCEP will continue to develop its Cultural Learning Strategy for the borough and expand a sustainable framework for Year 4 and beyond. Plans include devolving some of the functions to partners and identifying an overall strategy for effective facilitation.

As well as continuing their recruitment of CEP Leads in schools and establishing a Cultural Governors network it will advocate Artsmark and high quality arts provision throughout LBWF. Through subject specialist networks the LBWFCEP will also continue to identify need and provide relevant and targeted CPD and networking opportunities for teachers and for arts and cultural practitioners.

Partners have identified the need for an arts-based ‘Transitions’ project with primary and secondary schools, which the LBWFCEP will explore with funders. It will continue to extend the Creative Careers resources and work with partners to support work experience opportunities in the creative/cultural sector across the borough.

The LBWFCEP will also increase focus on young people’s voices in the coming year. Through the Music Hub, William Morris Gallery and other settings young people will be invited to consult on the CEP’s work and share their thoughts for our next phase.

Introduction

Local Cultural Education Partnerships: a Brief History

Over the last decade a swathe of high profile research (The Warwick Commission, 2015; DCMS, 2016; Durham Commission, 2019) has found that the arts, culture and creativity are a critical element of education. The Durham Commission (2019) stated: “Arts and culture should be an essential part of the education of every child”. Among its many recommendations it stressed that all children should be able to access cultural opportunities within schools, and that continuing professional development (CPD) is crucial for teachers and the wider cultural workforce.

In his report on cultural education for the DCMS and DofE in 2012, Darren Henley acknowledged a growing concern that cultural subjects such as art and design, design technology, dance, drama, film studies and music were being devalued within schools (EPI, 2017), despite their importance in building cultural knowledge and understanding, creative skills and emotional wellbeing. Following Henley’s report, the Government’s White Paper (DCMS, 2016), pledged to increase cultural participation for people who previously felt excluded, stating: “Everyone should enjoy the opportunities culture offers, no matter where they start in life” (Ibid). They also pledged funding for cultural and creative industries, and toward a creative careers service (DCMS, 2018; Chung et al, 2018, 2019; CIF, 2019). In line with this trend, OFSTED’s most recent inspection framework and handbook for schools and colleges includes a section on ‘Cultural Capital’ describing it thus: “It is the essential knowledge that pupils need to be educated citizens”. They added that it helps “engender an appreciation of human creativity and achievement.” (DfE, 2014, 3.1 in: OFSTED, 2019).

Henley’s study found that although there was a wealth of private providers offering high quality extra-curricular arts and cultural activity, much of this was dependent on parents’ ability to pay for membership and classes, thus excluding many from disadvantaged backgrounds. To this end Henley called for the formation of the ‘National Cultural Education Plan’. He proposed the development of a framework by which arms length bodies like Arts Council England (ACE) and the British Film Institute (BFI) could work in partnership alongside smaller arts and cultural organisations working with schools to form local partnerships and collaborative bodies. He also suggested that all schools should nominate a senior leader or governor to become



Art & Maths Project; Greenleaf Primary School with artist Sba Shaikh and volunteers

a Cultural Education Champion (or lead) and that Artsmark and Arts Award be recognised as valuable qualifications. Furthermore he proposed that there should be an increased emphasis on CPD for teachers, freelancers and cultural workers within arts organisations.

Soon after its publication in 2012, Henley’s review led to the formation of a new strategic partnership; the Cultural Educational Partnership Group (CEPG). The CEPG comprised representatives from ACE, BFI, English Heritage (EH), and Heritage Lottery Fund (HLF), and reported to a cross-party parliamentary group. The CEPG quickly established three pilot Cultural Educational Partnerships (CEPs) across the country in areas that were keen to develop their collaborative potential to improve cultural engagement and learning.

Following the pilot projects, reports from ACE and participants highlighted the improvement to both the quality and quantity of cultural provision within a short time (Harland & Sharp, 2015; LBBD, 2015). These CEPs have continued to work closely with young people and cultural and educational providers supporting cultural leadership and helping young people access jobs in the cultural sector (LBBD, 2019). New CEPs have thus been formed in boroughs around the UK including Waltham Forest.

London Borough of Waltham Forest CEP

Following the success of these initial CEP pilots, the London Borough of Waltham Forest Cultural Educational Partnership (LBWFCEP) was formed in late 2018. The intention was for the programme of London's first ever Borough of Culture 2019 to act as a catalyst to engage all the borough's schools in high-quality cultural activities. The CEP was initially built on existing partnerships which had emerged between the William Morris Gallery (WVG) and the Waltham Forest Music Education Hub (WFMEH), with local educational settings represented by the LBWF Learning Partnership Board (LPB) plus other strands of the LBWF Council, and a number of local arts and cultural organisations. Funding was secured from A New Direction (AND) - the Challenge London Strand - with match funding from London Borough of Waltham Forest for an initial 2-year period (since extended to three years). This enabled the appointment of a CEP Coordinator to co-ordinate and oversee activities and events. The WVG Learning Manager supported by the Head of the Waltham Forest Music Service manages the LBWFCEP. A steering group was established from among the partners and regular meetings were held, enabling a co-ordinated strategic approach to the development of good practice around cultural and creative learning. The London Borough of Culture would provide the LBWFCEP a unique opportunity to begin connecting communities and arts and cultural organisations through access to additional funding streams and form new collaborative partnerships (Brennan & Marshall, 2019). This report will consider what Waltham Forest has achieved during the first two years of this partnership and evaluate the impact its work has had on young people, artists and teachers.

“I gained an insight into how to approach funding, and some clear guidelines, ways into making partnerships with other companies and schools”

Feedback from CPD fundraising webinar attendee

Aims

Following Henley's recommendations and findings from the CEP pilot studies, the LBWFCEP steering group identified a number of priorities. A Theory of Change (Appx.1) with a 3-5 year vision was created. This stated: 'All young people in the borough will be able to access high quality cultural experiences through schools and colleges'. The LBWFCEP's aims included improving engagement and dialogue, greater collaboration between schools and arts organisations, the mapping of provision and the tracking of outcomes. Specifically these were:

1. Establish a borough-wide strategic framework and sustainable legacy to support cultural learning within the borough.
2. Improve access for all young people across Waltham Forest to high quality arts and culture and significantly increase the number of cultural learning opportunities offered to, and taken up by schools.
3. Support teachers and education settings to extend and embed creative learning, arts and culture within their existing curricula through a high quality CPD programme, through supporting them to become Artsmark Schools, and encouraging Arts Awards.
4. Encourage LBWF schools to adopt a Cultural Education Lead and include cultural learning within school improvement plans (aim for 75% of schools).
5. Improve support and provide CPD for artists and arts and cultural organisations to develop partnerships and ensure their offers are relevant for educational settings.
6. Provide opportunities for young people to develop new skills and knowledge related to arts and culture to enable them to access fulfilling creative careers and employment.



Jimmy Rotheram, Global Teacher Award Finalist on the transformational power of Music at the Making the Case for the Arts conference, March 2020



Consultation event with The Big Youth Conversation Youth Task Force at William Morris Gallery

Outputs & Approaches

In order to fulfil these aims a wide range of outputs and activities have been undertaken across the borough since January 2019. This next section takes a closer look at five of LBWFCEP's most significant strands of work; *Consultation and Strategic Mapping*, *Partnership Building and Cultural Advocacy*, *Continuing Professional Development (CPD)*, *Increasing Opportunities; Inspiring Excellence and Creative Careers*. Each of these sections presents an insight into the work that took place, sharing case studies of individual events and projects and feedback from participants.

i. Consultation and Strategic Mapping

The LBWFCEP began by undertaking consultation in order to establish a strategic framework through which it could proceed (Aim 1).

The LBWFCEP worked collaboratively with LBoC19 and LBWF's Big Youth Conversation (BYC) to support the delivery by young people of 31 consultative assemblies to over 3000 secondary school students. LBoC19 funded the production of an accompanying film 'What does culture mean to you?', made with and by young people, including film students from Leyton Sixth Form College. These assemblies encouraged engagement with LBoC19 events and initiatives and sparked conversations around culture, while surveys gathered data around what type of cultural engagement young people wanted and needed (Aims 2 & 6) as well as more general views on their experience of living in Waltham Forest.

How do you think cultural activities could be improved in the borough?

"They should aim activities at younger people more"

"Advertise it more because I didn't know about any of the events going on"

"More accessible, more fun (aimed at our generation a bit more)"

Sample responses from children & young people at the Assemblies

At these assemblies, the BYC also conducted a large-scale survey to understand how young people felt the council could work to improve their life chances (LBWF, 2019). This garnered over 1300 responses and concluded that the top two areas that young people felt would help them most in the future were a) *opportunities for work-experience, traineeships and part-time jobs*, and b) *careers advice*. When asked "What are the things you are most concerned about that are hard to talk about?" young people cited the ability to talk about their career as their top concern in a range of 17 choices. These concerns were therefore taken into consideration when planning the LBWFCEP's Creative Careers programme going forward.

Alongside these assemblies and surveys other consultation and networking events (e.g. *Working with Schools* Jan 2019, 56 attendees) were organised. These gathered feedback on arts and cultural learning provision from artists, cultural learning providers and teachers (Aim 5). Surveys were also sent to educational settings to establish a baseline of current provision and to garner information on what schools and teachers wanted and needed from the CEP (Aim 3). These received on average a 25% response rate reflecting the difficulty of persuading schools to complete surveys. However, the returned responses were from people at very senior levels, with 65% of respondents being headteachers.

These initial consultations identified the need for improved communication of cultural learning offers between education settings and providers and more knowledge and understanding by artists and arts organisations of schools' needs. Arts networking across the borough was seen to be inconsistent, and opportunities for CPD to build both subject specialist and capacity-building skills such as fundraising were also sought. This data fed into the development of a detailed CPD and networking programme, which was initiated from March 2019 alongside engagement with the LBoC19 events programme.

Review and further consultations with partners and LBWF stakeholders are again underway to align shared goals so as to develop a Waltham Forest Cultural Learning Strategy in Year 3. This will offer a sustainable framework CEP as a legacy to the Challenge London project. The steering group currently has 17 members who were recently surveyed to identify their 3 main priorities going forward. They highlighted:

- 'Promoting the value of cultural learning e.g. through Artsmark, advocacy of good practice and a Cultural Governors' network' (75%).
- "Skill building and good practice sharing: CPD and networking for teachers and artists" (62%).
- "Fundraising to help support arts education projects" (62%).

Members have also fed back that although most would be unable to contribute towards an annual subscription to support the LBWFCEP's work, they would be willing and able to help in a wide range of other ways. Half of all respondents said they could plan and host events and would advocate arts and culture through attending meetings and promoting Artsmark. Almost 40% also said they would also help "Collate and maintain updates on a website or other shared learning resource" and host and collaborate in subject specialist network and creative careers sub-groups. Two schools also responded that they would be willing to support hosting, planning and delivery of CPD but would require funding and it would have to fit in with their schools' strategic aims. The LBWFCEP is planning to take this structure forward in Year 3.

This demonstrates a commitment from steering group members towards building a sustainable network, however consultation with a larger number of partners and stakeholders is ongoing. The Cultural Learning Strategy is set for completion by summer 2021.



Artists Jessica Voorsanger and Bob & Roberta Smith at the Making the Case for the Arts conference March 2019

ii. Partnership Building and Cultural Advocacy (Aims 1, 2 & 5):

Improving Communication

Collaboration and the building of relationships has been crucial to the work of the LBWFCEP. Educational settings and arts organisations were invited to be involved in the CEP and other initiatives through websites such as Waltham Forest Culture and the Waltham Forest Music Hub, and via local social media platforms and word-of-mouth. The LBWFCEP currently has 114 subscribed partners, and has 419 contacts including 86 artists and local arts organisations and 255 teachers. A mailing list has also been established and fortnightly newsletters are sent to 280 arts and cultural educators, artists and arts organisations detailing upcoming events and opportunities.

The LBWFCEP steering group has been a highly effective tool in bringing together representative senior leaders from all education phases, smaller and larger arts organisations and council departments who would not normally meet, resulting in new synergies. For example the CEP staff team, Big Creative Education (BCE), and Leyton Sixth Form, combined with LBWF Business Growth, Investment and Employment Team as lead, have worked together to make a major bid to the GLA's European

Social Fund for £400K over 3 years in order to set up 10 Creative Careers Clusters. The outcome has been delayed, but even if unsuccessful Business Growth, Investment and Employment are still using planning within the bid for work experience brokering and closer relationships with schools.

Communication is also cascaded via CEP leads within schools who can communicate opportunities on offer and advocate the embedding of cultural learning - 64 have signed up so far. A number of arts subject specialist networks are in place and a Cultural Governors Network is also being developed.

Advocacy Tools

To equip teachers and artists to be effective advocates for the value of arts learning, the LBWFCEP organised a *'Making the Case for the Arts in Schools'* Conference in March 2019. This had over 60 attendees including 35 teachers and featured a range of presentations, case studies and discussions. The artist Bob and Roberta Smith and Lead HMI for the Arts, Susan Aykin were among a number of national speakers. Resources were developed from this conference including a ten-minute Waltham Forest Arts Advocacy online toolkit which teachers and artists can use when presenting projects. This will be fully disseminated in 2021.

Working with Artists

Building lasting relationships between educational settings and cultural learning providers has also been a priority in building a sustainable legacy. The LBWFCEP has therefore worked collaboratively, helping broker and facilitate a wide range of events and projects led by partner organisations in the borough (Appx. 3&4), as well as producing its own. It has commissioned 23 artists to facilitate networking and CPD events. The first 'Artists in Schools' networking event in January 2019 had 56 attendees including 24 teachers and 22 artists/arts organisations. As well as a chance to network and meet one another, attendees were shown presentations on previous successful collaborative arts projects, briefed on the latest OFSTED changes and given guidance on applying for funding. One participant reported that it was a *"very valuable experience for both artists and teachers, in a space that allows us to constructively speak about collaboration"*. Through this and other networking events the LBWFCEP also invited artists and arts organisations to add their names to an Artists in Schools database.

" [The CEP] has been very supportive and including us in on events and ideas, which is really appreciated, especially at this time of worry"

Artists & Arts Organisations Survey respondent

Artists in Schools Database

Artists and cultural practitioners can sign up to this if they would specifically like to work with education settings within Waltham Forest. There are currently 38 individual artists, arts organisations and cultural education providers listed in the LBWFCEP's database (Appx. 5). The database holds detailed information on past projects that artists have completed with schools and children and young people, and through this the CEP team can support educational settings to find and make contact with local artists whose work might be applicable to them.

For this evaluation emails and an online survey were sent to all those on the artists database and 25% responded. 100% of respondents reported that they had participated in one or more events facilitated by the LBWFCEP, the most common being networking and CPD events. All respondents also reported that they felt the establishment of LBWFCEP had benefitted their organisation and local children/young people in a wide range of ways. It was felt that the LBWFCEP had increased the visibility of local arts and culture, increased CPD opportunities and facilitated better quality and more relevant externally delivered arts provision. Some areas suggested for improvement were requests for further relevant CPD and networking opportunities and direct contact with schools, accessed through a front facing database or website.

iii. Continuing Professional Development (Aims 2, 3 & 5):

The LBWFCEP's CPD programme has aimed to support capacity building through generic topics such as fundraising, advocacy and evaluation and has also helped to build arts subject specialist skills by facilitating 'Inspiration' days delivered by expert arts practitioners. These would be the catalyst for regular specialist network meetings in the major arts disciplines – most of which, if they had previously existed in the borough, had fallen into disuse.



©Paul Cochrane

Since January 2019 the LBWFCEP has facilitated 44 separate CPD events with total 585 attendances (Appx. 6). 265 different people have attended CPD (many more than once), and participants have included local teachers, artists and representatives of arts organisations. These events and workshops have ranged widely, from how to apply for funding to teaching printmaking and SEND music making in schools. Many of these have been practical workshops, and local artists and arts organisations have been commissioned by LBWF CEP to facilitate workshops for teachers and other artists across the borough. Specialist training days have been delivered for Music, Visual Arts, Design & Technology, Drama, Creative Writing, Dance, Arts & SEND, while twilight subject specialist networks have been established for Visual Arts, Music, Dance and SEND. Early Years Arts training has been rescheduled due to Covid-19.

Feedback from all these events has been highly positive with 99% of respondents rating the events as: *Good, Very Good or Extremely Useful*.

When asked what could be improved common answers from respondents were: “*More of this*” and “*More time*”. Although finding a time that suits everyone is an on-going problem, this would suggest that longer courses and follow up sessions might be useful. One project that was able to offer longer teacher engagement through a follow-up session was Punchdrunk’s ‘*A Small Tale*’.

“Excellent session! The activities were practical. I was engaged and learned some really great strategies and approaches. Can’t wait to try them”.

Art Teacher

“Lots of interactive ideas, clear guidance and ideas to take back to school”.

Teacher at the Primary & Secondary Dance CPD



© Stephen Dobbie

CPD Case Study: Punchdrunk’s *A Small Tale*

Led by internationally renowned theatre company Punchdrunk, the *A Small Tale* project was substantially subsidised by LBoC19. It was designed to help develop imaginative teaching practices for literacy by placing the teacher at the centre of the creativity. It aimed to ignite and inspire a passion for writing, reading, speaking and listening in children from Years 1-4.

***A Small Tale* Project Narrative**

- Intrigue begins as the teacher and their class read a picture book about two mischievous tiny people with a love of stories. When they return to the book the following day the pages are all blank, except for two sets of tiny footprints... and the class discover that the tiny characters have escaped from the book.
- The class is tasked with tracing the characters’ movements around the school, discovering sock sleeping bags, stolen pencils and tiny tipis in trees where they have camped out.
- The only way to return the characters to the safety of the book’s pages is to write them a story, and time is pressing as they are in danger out in the school.

The LBWFCEP facilitated *A Small Tale's* delivery by inviting primary school teachers to CPD sessions led by artists from Punchdrunk. 21 teachers from 11 local schools took part in the CPD. The initial session involved a day of enrichment activities at Vestry House Museum, during which participating teachers learned about the resource, explored the narrative of the project and learned new skills to inspire creative writing. Teachers were provided with resources including a book and props to help them with the delivery of the project. They were invited to meet again a few months later to share and discuss their experiences and evaluate the project at a final twilight event.

After the initial CPD 100% of participants rated the sessions as *Good or Very Good* and one teacher remarked: *"Using the pictures and creating our own narrative all together gave a chance for the thought process to be modelled and broken down"*. Others praised the immersive nature of the training: *"[We were] able to experience what the children will also experience"*. They discussed how they would apply what they had learned and how they could create legacy projects within their settings.

16 teachers attended the Legacy Evaluation twilight session, although 3 shared that they had not yet had time to deliver the project. The 13 who had reported high pupil engagement, with 100% reporting an increase in children's motivation for writing during the project, and 50% reporting an increase in engagement with reading and writing after the project. Although many shared that they had felt confident in their storytelling abilities before the training, half reported that they were more likely to create their own immersive projects now. The majority of respondents also said they would highly recommend the project to others.

iv. Increasing Opportunities; Inspiring Excellence (Aims 2 & 4):

London Borough of Culture 2019

LBWFCEP's aim to increase the amount and quality of cultural learning activities offered to educational settings was closely integrated with the LBoC19's goal - that all 88 schools in the borough should participate in this year of inspirational artist-designed programmes. The excitement generated by the investment and high profile of London's first ever Borough of Culture enabled the engagement of schools who did not regularly participate in Borough arts activity. This process was facilitated by the part-time secondment of the LBWFCEP manager to oversee LBoC19 school engagement, supported by the LBWFCEP Co-ordinator. Using the growing CEP's



Ways of Seeing LBoC19 Project: Artist David Leapman at a 'no glue' sculpture making workshop with Chantal Condron, Government Art Collection, at Mission Grove Primary School © Crown Copyright

contact base and networks, they were able to work closely with LBoC19 producers to advise on and broker school and young people's engagement with a range of programmes and events (Appx. 3&4). Free LBoC19 assemblies were devised and offered to schools with no participation to date. Other events ranged from one-off school workshops to large-scale adult events - for example Damon Albarn's music workshop for a class in his former school 'George Tomlinson' as an adjunct to his *Africa Express* event in February. This contrasted with extensive projects such as *Atomic 50* (exploring tin-crafting) and *Ways of Seeing*, which were designed specifically for school participation. The latter project installed artworks from the Government Art Collection by leading contemporary and 20th century artists such as Elizabeth Frink, David Leapman and Guter Altes in community venues including 12 schools. Online learning resources, CPD and artist workshops were provided in support. 9383 pupils and family members interacted with the art works and 737 attended linked workshops.

One sample response from a participating school Mission Grove was that *Ways of Seeing* was: *"a great experience [that] open[ed] the children's eyes up to exploring and discussing abstract art, along with inspiring them"*. They also stated that children were empowered to gain a stronger "understanding of different art forms and techniques" as well as to develop *"their discussion and questioning skills"*.

All 88 schools participated in LBoC19 either through the events programme, attending a CPD or having an artist-led assembly at school. This enabled the LBWFCEP to have a contact database with every school in the borough.



Young people with their portfolios at the LBoC19 Arts Award Bronze moderation at the William Morris Gallery

Artsmark

The LBWFCEP placed a high priority on enabling innovative collaborative projects co-devised with artists to meet school needs. Adoption of Artsmark is a key means of ensuring the strategic embedding of good arts delivery practice (Henley, 2012). Artsmark was encouraged by twilight guidance sessions run by A New Direction and individual school support from the LBWFCEP Co-ordinator. Incentives were offered at £500 per school to help cover project costs for those who had begun their engagement with Artsmark. An initial target of 50% was set for Artsmark take-up in schools in the borough but was later revised to 35%. This has now been achieved by an increase in the number of Artsmark schools from 17 in January 2019 to 31 in November 2020. The LBWFCEP will continue to promote Artsmark and aims to achieve the 50% target within the third year of operation. 64 schools now also have Cultural Education (CEP) Leads who are committed to embedding arts and cultural learning within their schools (Appx.7).

Arts Awards

In the summer of 2019 the LBWFCEP helped develop and deliver bespoke Waltham Forest LBoC19 Discover Awards and Bronze Awards. Network support was offered and subsidised CPD training in Arts Award delivery was taken up by 11 teachers and arts organisations at William Morris Gallery. The awards were advertised online on the Waltham Forest Culture blog and across the Waltham Forest School Holiday scheme. Play workers encouraged parents and carers to support children aged 5-11 to complete their Discover folders at drop in workshops and venues across the borough. Activity leaders for the 11-19s summer scheme also worked with participants to

“We get to share what we’ve done”.

Discover participant

**“I enjoyed the different activities (making music and film production).
Lights camera action”**

Bronze Participants

complete Bronze Awards. Arts Award Advisers visited a range of sites to help children on their journey and drop in advice and assessment sessions were offered throughout the summer and until October half term 2019. A cohort from one primary school also delivered the Discover Award at school. Overall 40 children age 5-11 achieved Arts Award Discover and 16 children age 11-15 achieved Arts Award Bronze. Almost 90% of children who filled in a feedback form said their Arts Awards experience was “Really Good” or “Brilliant”.

Parents also praised the activities saying they gave their children confidence, a greater understanding of how to do research and an increased awareness of the arts. However, a few mentioned that they would appreciate more guidance on how to continue to support their children’s Arts Award journeys, with one parent suggesting that there should be “a central point for advice and include a workflow of all courses i.e. a pathway bronze-silver-gold”. This feedback was taken on board and a small cohort continued on to undertake Explore and Silver awards over the summer 2020 which are now awaiting moderation. These were all facilitated digitally alongside 13 new Discover participants.

v. Creative Careers (Aim 6):

Through the LBWFCEP’s CPD, networking events and the artists’ database, work and career opportunities have been opened up for artists and educators of all ages. 23 artists have been commissioned directly by the LBWFCEP to deliver CPD and Creative Careers events, and further connections made between artists and educational settings.

In feedback from the Big Youth Conversation assemblies in 2019, young people had cited a lack of future careers information as one of their top concerns. This prompted the LBWFCEP to establish a creative careers sub-group with representatives from



“It has inspired me to reach out to other industries and seek creative jobs in the creative industry”

Year 11 student

educational settings, the Head of Waltham Forest Careers Service and LBWF Business Business Growth, Investment and Employment Team. In this way, information and knowledge sharing has been facilitated, with events and career opportunities regularly shared through monthly meetings and beyond via the members’ respective networks.

In its second year the LBWFCEP also worked closely with secondary schools, sixth forms and FE colleges in the borough, providing opportunities for teachers to enhance their professional skills, and for young people to learn about Creative Careers pathways from Waltham Forest-based creatives. A planned Careers Week in partnership with Waltham Forest Careers Service, Big Creative Academy and Leyton Sixth Form was largely moved online in October 2020 due to Covid-19, and was a great success (Appx. 8).

Case Study: Creative Careers Week

The LBWFCEP developed a Creative Careers presentation framework linking to local and national labour market information to be combined with a personal journey ‘testimony’ from a creative professional. A team of 6 local artists were recruited via an open call in July 2020.

“Entire session was strategically positioned - You provided future paving LMI and FE information in context to the changing workplace and education environment. Maintain this level of communication; it was perfect.”

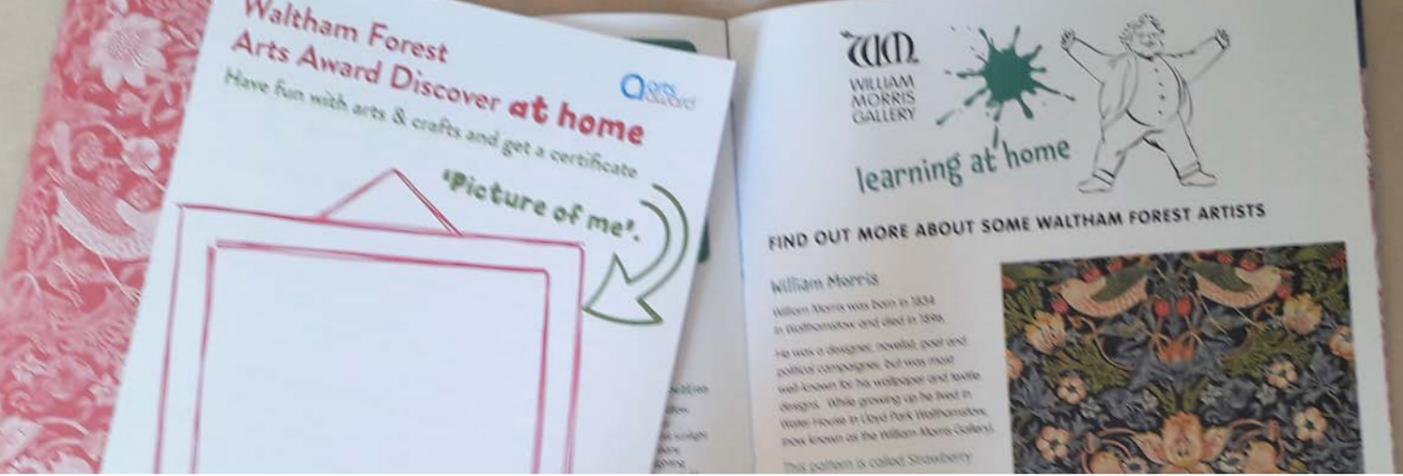
The Head of Careers at Chingford Academies Trust

The artists received one half-day of training at Vestry House Museum and one virtual training in September on how to develop and deliver both their own career pathways presentations and the CEP’s presentation. They were also asked to produce short films about their career pathways, which would be shared as an online resource for schools and colleges. The LBWFCEP also held 2 online twilight CPD sessions for schools’ and colleges’ senior careers leads, advisors and arts subject teachers (CEP, 2020). The first comprised an overview of the proposed format for the Creative Careers Week and information about the presentations. 100% of survey respondents from the schools CPD rated the session as *Very Good*.

The second CPD was a more detailed run-through of the careers presentation, activity sheets, and lesson notes so that careers leads and subject teachers could deliver the sessions themselves to students, were the LBWFCEP team of creatives unable (in the case of remote delivery). The generic presentation was then piloted at Willowfield School in early September before being rolled out to schools across Waltham Forest. A representative from Willowfield School said it was: *“well crafted and very engaging because students know the local context. There is a good mix of practical and informational input so that students are engaged – the resources and questions really make them think”*.

The final Creative Careers Week presentations were offered as virtual or in-person sessions delivered by the LBWFCEP’s team of creatives. Delivery took place between 5th and 16th October to over 629 students at 10 educational settings, including one PRU and a therapeutic setting. 90% of students who gave feedback said they had found the sessions Very or Extremely Useful.

Feedback from teachers and careers leads was also very positive. With the Chingford Academies Trust expressing that they are keen to develop more resources, the LBWFCEP Creative Careers sub-group will be expanded further in the future. The scheduling of the project involved many last minute adaptations and switches to virtual platforms due to the Covid-19 restrictions. However, the LBWFCEP, educational settings and artists all learned a great deal from the process, and a successful framework now exists for delivery of Creative Careers resources going forward.



Above and Left: 500 Art Boxes with materials and Waltham Forest Arts Award booklets sent out to schools

Lockdown

In March 2020 the UK Government ordered a lockdown in response to the Covid-19 pandemic. This placed additional pressure on many in the community, and resulted in LBWFCEP's planned events being postponed or reconsidered. Despite the restrictions, the CEP adapted quickly to the changes and continued work. A full list of the activities undertaken since March 2020 can be found in the appendix (Appx. 9). However, as well as meetings and CPD sessions being moved online, one new initiative was devised to respond to the lockdown situation directly.

Art Boxes

In July 2020 500 art boxes were sent to KS2 children who were identified by primary schools and an outdoor educational centre as having little access to digital resources. Following a pilot phase in which AND and other partner organisations distributed 300 boxes in the nearby boroughs of Camden, Islington and Hackney (AND, 2020), local need was initially established by LBWF Holiday Activity programme who highlighted a high percentage of children in the borough without internet access. The LBWFCEP secured partial funding from LBWF Holiday Activity Programme, and produced and distributed packs via schools. These included basic arts materials, an ideas booklet and the LBWFCEP's free bespoke Arts Award Discover booklet. Feedback from teachers and gatekeepers was very positive with one headteacher reporting: *"Many parents were so excited as well. Such a brill idea"*. Another said: *"We were able to give to every child that had been in school since the start of lockdown a box each which they loved. This included our key worker children, our vulnerable and our children on EHCPs"*.

Although feedback forms were included within the packs only one family responded. They described being excited to receive the box, and expressed that they enjoyed using the contents. However, this respondent felt that perhaps they didn't really need them and that recipients with greater need should have been targeted. This illustrates the difficulty for gatekeepers in identifying those most in need, especially in unexpected circumstances, and perhaps more work must be done in this area given the large-scale shift towards home-working. Although the LBWFCEP also hoped to distribute boxes through secondary schools they were unsuccessful in securing further funding to make this possible.

Nonetheless, the LBWFCEP's response to the lockdown has ensured that the majority of their initiatives were realised and that new ways of working have been successful overall. The switch to online meetings during lockdown in particular had a positive impact, and there was an increase in steering group members, arts subject specialist networks members, and CPD participants being available to attend. There is also increased potential for digital collaboration - for example the art and design network meeting in June resulted in the creation of a virtual Lockdown Gallery to which 6 secondary schools contributed. (App.9)



Toxic Masculinity performed by students of Leyton Sixth Form College at Making the Case for the Arts Conference March 2019

Impact

Surveys were sent to all 88 educational settings and to artists and arts organisations on the Artists in Schools database or recently commissioned to ask specifically about the CEP's work and impact. By analysing responses alongside previous data, a range of impacts have been identified since inception.

Impact on Partners

The Wider Partnership

The LBWFCEP currently comprises 114 partners. These include subscribed schools and educational settings across the borough as well as arts organisations, artists and borough agencies including the LBWF Business Growth, Investment and Employment Team. It also includes some partners from outside the borough; Barbican Centre, Creative Schools & Colleges and Soho Theatre.

All recent survey respondents felt the CEP had benefitted them. 76% of education setting respondents felt the CEP had 'increased awareness of the benefits of arts and cultural education', and 82% of artists and arts organisation respondents said they had 'increased visibility of local arts and cultural provision' (Appx. 10).

The LBWFCEP Steering Group

The steering group forms the core of the partnership and this has grown over 2 years as an effective representative body - later additions to membership include Soho Theatre, LBWF Business Growth, Investment and Employment Team and Careers Service and, most recently, a Cultural Governor (Appx. 2). The steering group has developed constructive working relationships as a new forum for the exchange of information and ideas. It provides advice on policy and action planning for the CEP and enables side-by-side synergies. This has had a big impact on group members' respective educational settings and arts and cultural organisations as it has enabled them to forge new relationships, improve their cultural provision and raise participation. For example, the LBWFCEP brokered a connection with Gnome House Community Arts Centre to facilitate a post-lockdown digital art exhibition organised by Willowfield School.

The Steering Group alongside CEP Leads in schools can identify specific needs more quickly and have a stronger, more united voice in putting forward new initiatives and supporting each other in identifying and accessing funding and other opportunities. One school representative said that the CEP was: *"making a contribution towards ensuring a positive art experience for all young people in the borough"*. He went on to say: *"I feel really well informed about developments and opportunities within the arts both in the borough and more widely and have been able to directly pass on these opportunities to young people at my Leyton Sixth Form College"*. Another valued: *"access to [the CEP Co-ordinator's] knowledge about funding, organisation of events and putting in bids"*.

Steering group members from schools felt that it was often difficult to fit in the CEP work, especially within the context of the current Covid-19 crisis. Some also mentioned that meetings sometimes lacked direction and that more focus on action planning was needed. Despite the challenges, their comments were mainly positive and one said being involved had been a *"rewarding and valuable" use of their time*.

Arts organisation partners have cited the external training the LBWFCEP provided as a key benefit and explained: *"[It's] helpful to hear the needs of colleagues in arts education to inform planning and development"*. One mentioned that a lack of funding made it difficult for them to: *"envisage how to support the strategic evolution of the subject network plan"*. They also highlighted that it was often a challenge to

“ It was good to hear how Barking and Dagenham’s CEP Cultural Governor network works – this has been running for some time and we plan to invite one of their governors to do some training for LBWF governors”

Sharon Trotter, LBWFCEP Lead

persuade salaried colleagues within educational settings that inviting in artists unpaid to broaden creative learning opportunities was both unsustainable and also undermined the quality of the partnership within that setting. However, they also said: *“Teachmeets and twilights have been useful ways to meet schools and artist educators”, and that: “We believe CEP sharing information about Artillery projects to learning settings serves as an endorsement to settings who have no direct experience of working with us”.*

Within LBWF the partnership has strengthened dialogue between departments and allowed for more strategic alignment of shared goals, for example the Business Growth Investment & Employment Team’s *Think Work* strategy has, as one of its themes, a focus on the Digital and Creative sector. The CEP has impacted their work in a wide range of areas:

“ The CEP has allowed us to forge excellent working relationships to support young people in Schools, FE or training programmes, as well as those who are NEET or at risk of becoming so. These relationships have enabled us to co-design new programmes, broker and leverage opportunities with partners and link with `creative industry leads.”

LBWF Business Growth, Investment and Employment Team



Teachers at collaborative May Day and the Environment CPD, the View, Chingford

Partnerships Beyond the Borough

There has also been an impact on partnerships beyond the Borough. The relationship between Waltham Forest and A New Direction (AND), the Arts Council England’s London bridge organisation, has been strengthened. For example AND has provided support for Artsmark through twilight briefings for interested schools and arts organisations and training for CEP staff. CEP staff have also benefitted from AND’s Connected London networking with other London CEPs, especially with neighbouring boroughs, for example participation opportunities with Newham-based Creative Schools’ programme. Learning from the experience of longer-standing CEPs has been useful:

Impact on Educational Settings & Teachers

Since January 2019 engagement has been made in some way with all 88 educational settings within Waltham Forest. Artsmark engagement has risen from 17 schools in 2018 to 31 in November 2020. This equals 37% of local schools and meets the revised target of 35% of schools working towards Artsmark status. 64 CEP Leads have also been enlisted across the borough, bringing the total of schools who now have a cultural education leader in direct communication with the CEP to 77%, exceeding our initial target of 75% (Appx. 7).

“ It’s been fantastic to have a mechanism promoting arts education who have been so keen to hear everyone’s views and listen to advice. It feels like you’re really part of something good”

Director of Careers, Research and Partnerships at BCE

“ [I’ll be] working with PE Lead to improve our dance curriculum”

“ This will educate my staff on ideas that they can use in their classes to refine the skill”

“I will experiment with my class and then share with other staff”.

Sample feedback from LBWF teachers across 3 separate events

Termly CEP steering group meetings, regular knowledge sharing and the distribution of newsletters advertising events and opportunities have led to 394 teacher attendances across various CPD events and workshops, and schools accessing other opportunities with artists and cultural education providers. Although only 20% of schools responded to the education settings survey, 100% of respondents shared that the LBWFCEP has benefitted their setting. 76% said the CEP had increased awareness of the benefits of arts and cultural education, 65% felt CPD opportunities had increased and 59% reported an increase in access to externally delivered arts provision (Appx 10). Over 70% of survey respondents also reported that Arts and Cultural Learning is now included in their settings’ strategic goals or School Improvement Plans; this constitutes an increase of 35% from the original baseline surveys feedback. Although this cannot be directly attributed to the CEP’s work some correlation between the raising of awareness of the benefits of and access to arts and cultural provision through their work can be inferred.

Feedback from CPD events was also highly positive, with many teachers across a wide range of events saying they would be sharing what they have learned with colleagues to improve their settings’ cultural education provision:

Impact on Artists and Arts Organisations

The LBWFCEP has commissioned 23 local artists and arts organisations to deliver CPD and Creative Careers sessions since January 2019 (Appx 5,6 & 8). Artists and cultural practitioners have also been recorded as participating 191 times across the CPD and networking events and 38 have signed up to the Artists Database so far.

Although only 31% of artist and arts organisations surveyed responded, 100% of respondents reported that they had benefitted in some way from the establishment of the CEP. 50% reported that their arts and cultural participation and collaborative

“ Very supportive and including us in on events and ideas, which is really appreciated, especially at this time of worry. Thank you as always”.

Artists and Arts Organisations Survey respondent

“ I had hoped to meet more teachers! However loads of info on engaging and working with schools and additional info on Funding”.

Artist at networking event

working had increased from previous years, and 60% had attended networking events. Although only 36% of respondents felt relevant CPD opportunities had increased for them, over 80% reported that they felt the LBWFCEP had benefitted their organisation through increasing the visibility of local arts and cultural provision. When asked what could be improved two common themes from both the survey and previous feedback were, increased networking opportunities with schools and teachers, and a more public facing database. One practitioner called for “collaborative events, greater support for school based events e.g networking, links to artists”. Another suggested “a public-facing database of local Artists & Arts organisations that work in schools that is promoted to schools. Support with fundraising for work with schools (access to funding database, funding highlighted in updates etc)”. However, while some constructive suggestions were given, the overarching feedback was positive.

Impact on Children and Young People

The LBWFCEP helped broker and facilitate a large number of arts events during LBoC19 and beyond in which over 47,000 children and young people have participated (Appx. 3&4). 56 children and young people achieved Discover or Bronze Arts Awards in 2019, with a further 19 completing virtual awards in 2020 through CEP initiatives. During lockdown in Summer 2020, 500 Art Boxes were also provided for disadvantaged families.

50% of the evaluation survey respondents asserted that their educational settings’ arts and cultural activities and participation had increased from previous years as a result of the LBWFCEP. 100% of both school leaders and artists and arts organisation respondents felt that CYP had benefitted from the establishment of the CEP with over 50% saying it had benefitted them “A lot” or “A great deal” (Appx. 10).

“What I really like is that when they let us practice the ‘repertoire’, and also I basically like drama, because I like acting and expressing it, even though it’s without a voice”

Roger Ascham student speaking in ‘Dancers in Residence’ Mini-Doc (LBoC, 2019)

“I am proud that my child completed this as it has given her more confidence”.

Parent of child with Bronze Arts Award

Although it was not possible to garner feedback on the LBWFCEP itself directly from children and young people, impact can be gauged through participant numbers, feedback forms distributed during events, children’s voices in partners’ films, and through feedback from schools, parents and arts organisations who have worked closely with them.

Much feedback from teachers who attended CPD events cited the longer term impacts it could have on their students through the development of legacy projects and increased teacher confidence: *“I’ll let the children have more freedom (less structured)”* and *“I’ll deliver the small tale writing project and plan new immersive writing projects for different groups across the school”*. School leaders have also talked about new ways of using what they have learned across the curriculum: *“the school PE and well-being lead and I are discussing ways of using the dance PE lessons in a more therapeutic way to support children”*. They have also described how they have sought out new partners to enrich their students’ experience: *“we gained the confidence to make contacts with other dance organisations”*.

629 students attended the recent Creative Careers Week events: 86% of students said the events were useful and there was a 20% increase of students reporting they would be keen to study a creative subject. Following a careers session with a local 3D Virtual Reality Artist, 7 out of 16 pupils stated they hoped to study a technology-related subject. Chingford Academies Trust reported that: *“Following your presentation, the average pupil score increased by 1 scale demonstrating a confirmed increase in their knowledge of Creative Careers”*.

“I found this session interesting and it taught me a lot about the creative industries”

Year 11 student at Leytonstone School



Creative Pathways film event for young people

Challenges and Learning

Communication with some schools is still challenging despite these schools having named CEP leads. While the response rate to named emailing has been quite good - a 31% opening rate compared with Mailchimp average of 23.39% for Creative Services - gaining access to headteachers in order to disseminate information in person at a strategic level has proven difficult. Techniques that were successful included signing up department heads following presentations at their termly North/South area meetings, and gaining the support of the LBWF Director of Learning’s office in sending out emails to headteachers. Continued CEP Lead recruitment and the establishment of a Cultural Governors Network may therefore be key to school communication going forward, and time needs to be allowed for individual approaches in order to raise awareness of opportunities.

It was hard to establish good time slots for busy teachers to attend CPD and networking sessions despite asking teachers what times would suit them and offering a wide range of twilight, (half-day, full day and weekend sessions. However, teachers’ CPD has been much more effective when specific needs were identified by teachers themselves and we worked closely with them in developing content and delivery. The adaptation to virtual CPDs during and post-lockdown have also worked well for those who may not have had the time or energy to physically travel to venues. Therefore, virtual training will continue going forward as a more accessible option. CPD for artists and arts organisations still needs more focus, and the feedback they have provided will be evaluated further to gain a deeper understanding of how future training can work best for them.

Following the end of the LBoC19 year, and feedback from partners and participants, it is clear that the LBWFCEP is in need of one clear online presence where events and learning resources can be easily signposted and regularly updated. However, recent Covid-19 communication priorities have meant that this has not yet been possible on LBWF websites.

Feedback and evaluation forms need to be digitised to ease completion and data processing, and the fine tuning of questions would help in establishing baselines and allow for greater comparative studies and conclusion to be drawn.

Some teachers have identified a need for an increased focus on post-sixteen students and FE. The recent Creative Careers pilot initiative has been very well received, however more work can be done in this area, beginning with communications with children and young people directly to establish their needs. A point to consider is that programming events in schools involves a large amount of work at an administrative level. The Creative Careers presentations were very complicated and labour intensive due to the difficulty in getting responses from many schools and their last-minute changing needs. With the ambitious target of delivering 75 assemblies, a review may need to take place to assess how this can best be realised in year 3.

Dance has been somewhat neglected as an art form in many Waltham Forest schools but there is an appetite to develop this, much inspired by the New Adventures Dance Company project with Roger Ascham Primary for LBoC19. The artists' feedback survey also identified that there are many arts organisations offering a wide range of dance and performance disciplines who are keen to increase their work with schools.

The biggest challenge going forward is to secure funding and establish a financially sustainable legacy which can support the CEP infrastructure. Few schools are able to contribute financially to sustain a CEP after year 3 so a sustainable model needs to be carefully constructed. This will include considerations of alternative structures such as a CIC and the devolving of some functions to established partners.

The Covid-19 pandemic has brought new challenges. While LBWFCEP programmes have adapted around the restrictions put in place, such as the Creative Careers project moving much of its work to virtual platforms, it is likely that further challenges will arise. Feedback from one arts organisation was: *“due to covid it has been hard to make links with new schools in the borough where we have not had links before”*.

New ways of networking may need to be put in place so that relationships can still be built. It is important to recognise the strain on schools at this time and to consider how best to keep them involved in the arts when they may be facing many other pressures. One teacher requested *“more funded arts opportunities for schools”* explaining that *“school budgets are in crisis this year and the ‘catch up curriculum’ and pandemic mean that arts could be easily overlooked”*.

While LBoC19 offered a unique opportunity and has led to unprecedented level of arts participation within the Borough, it also poses the challenge of how to sustain engagement with a reduced level of resources. This will necessitate looking at the broad areas of activity undertaken in Years 1-2 and focusing these in an achievable and strategic way. Achieving all the project's initial aims within the 2-year time frame has been very challenging, and in retrospect was perhaps over-ambitious. The necessary focus on engagement and delivery in Year 1 meant that strategic planning and sustainability had to be left to Year 2. In Year 2 however, senior leaders were largely preoccupied with the unforeseeable impact of Covid-19. Staffing limitations and changes have also caused some delays. The LBWFCEP has only one part-time employee (CEP Co-ordinator 0.5) while the CEP Lead manages the programme within her role as Learning Manager at William Morris Gallery & Vestry House Museum. This means there is often not enough time for the CEP to do all that they would ultimately like to do. A new co-ordinator also had to be recruited after the first appointed co-ordinator left unexpectedly after 6 months in post. There is still much work to be done, particularly in developing a meaningful and sustainable Cultural Learning Strategy that will also need to devolve some responsibilities to other partners where appropriate.

Next Steps and Priorities

- 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 4 and beyond.
- The LBWFCEP will increase the number of Artsmark schools to at least 50% of LBWF schools and support all schools to embed cultural learning in school improvement plans.
- To ensure effective communication of cultural learning opportunities the LBWFCEP will expand its network of CEP Leads in every educational setting throughout the borough.
- It will build on established arts subject specialist networks. These will help with identifying need and in continuing to provide relevant and targeted CPD and networking opportunities for teachers and arts and cultural practitioners.
- 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 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.
Partners have identified the need for an arts-based 'Transitions' project with primary and secondary schools and this will be explored with funders.
- The LBWFCEP will listen to young people's voices in the coming year. Through the Music Hub, William Morris Gallery's Young Producers and other settings young people will be invited to consult on the CEPs work and share their thoughts going forward.
- The LBWFCEP plan to develop a platform on which they can host a cultural providers' data base and online collaborative exhibitions and performances in order to celebrate CEP partners achievements.



Roger Ascham Primary School pupils rehearsing for The Nutcracker © Alicia Clark

Conclusion

Although the LBWFCEP leadership and steering group acknowledge that there is more work to be done significant progress has been made towards satisfying the initial aims set out in its original bid. They have successfully built a framework to support cultural learning by forging new partnerships, improving communications, and supporting arts and cultural practitioners as well as education providers. The CEP has re-invigorated Waltham Forest's arts and cultural networks and partners from all fields have expressed a desire to continue to work together in practical and innovative ways.

The exceptional quality of the London Borough of Culture 2019 programme has enabled a massive increase in schools and young people's participation in arts projects and inspired and educated on what can be achieved through the arts in schools. As Deputy Headteacher Robin Desoer said in the 'Dancers in Residence' mini-documentary film: *"It's just letting children know what's out there, the fact that you don't have to just do what's in your realm of experience, there are other choices"* (LBoC, 2019)

The LBoC19 programme provided models of good practice and helped to establish good working relationships with education settings and local cultural practitioners, which the CEP has been able to build upon. Advocacy has been a big success for the partnership and delivering events like the *Making the Case for the Arts Conference* has helped them forge dynamic new relationships. The LBWFCEP has supported teachers and education settings to embed creative learning, arts and culture within their existing curricula through a high quality CPD programme, Arts Award delivery and recruiting CEP Leads. This has also led to an 82% increase in the number of Artsmark Schools.

“Without Culture Life would be Bland”

Walthamstow Girls School Student in LBoC19 consultative film.

‘What does culture mean to you?’ (LBoC, 2019)

Although there has perhaps been less relevant CPD for artists and arts organisations than for teachers, they have been invited to attend most CPD events and make new connections with schools and teachers, and get support with funding, evaluation and other useful training.

Above all, the LBWFCEP has committed to ensuring that children and young people’s engagement in fulfilling and inspirational cultural activity continues, and that they are provided with opportunities to develop new arts and cultural knowledge and skills - something children and young people themselves asked for at the beginning of the project. The CEP steering group will continue to facilitate collaborative networking and develop their strategic framework to increase arts and cultural opportunities for practitioners and participants of all ages and backgrounds and look forward to the next phase of the project.

Resource Links

Artists – The Learning Programme:

<https://wfculture19.co.uk/learning/artists>

CPD Opportunities advertised on WF Traded Services:

<https://wftradedservices.uk/Training>

Fortnightly updates on free CPD and other learning opportunities & resources for Waltham Forest teachers and arts practitioners:

<http://eepurl.com/hh9bev>

LBoC19 Learning Resources

<https://wfculture19.co.uk/learning/teachers/learning-resources-2019>

LBWFCEP (2020). Creative Careers Artists’ Presentations:

https://www.youtube.com/channel/UCWo3ADZYINrP3ISD9xNIwcv?view_as=subscriber

LBWFCEP Creative Careers Resources for Teachers

<https://www.wfmusichub.org/cep-careers>

LBWFCEP CPD and Advocacy Resources

<https://www.wfmusichub.org/cep-resources>

LBWFCEP opportunities included in Hub newsletter:

<https://thehub-beta.walthamforest.gov.uk/hub-newsletter-signup>

Opportunities for teachers and staff working with young people:

<https://wfculture19.co.uk/learning/teachers>

Regular updates about LBWFCEP and partners’ learning opportunities on our social channels:

<https://twitter.com/LBWFCEP>

<https://www.facebook.com/groups/LBWFCEP>

Waltham Forest Cultural Education Partnership on The Hub

<https://thehub-beta.walthamforest.gov.uk/cultural-education-partnership#:~:text=The%20Cultural%20Education%20Partnership%20in,in%20a%20new%20sustainable%20partnership>

Evaluation Methods and Methodology

Records and feedback gathered by LBWFCEP and partner organisations over the past 2 years were shared with the external evaluator and studied for this report. These included details of events the CEP collaborated in or organised, numbers and characteristics of attendees, and partners and participants that have engaged with the LBWFCEP. A survey sent to all LBWF schools in March 2019 in order to establish a baseline of their cultural engagement was also studied. In-depth analysis was also made of partners' films and independent evaluations, CEP newsletters and online resources. Original funding applications, quarterly reports, Theory of Change and other documentation relating to the LBWFCEP were also scrutinised.

Further studies were conducted for this report. Due to Covid-19 restrictions digital methods were adopted making it easier for participants to access and submit feedback virtually. Two surveys were designed via Survey Monkey entitled: 'Evaluation Survey for LBWF Educational Settings' and 'Evaluation Survey for Artists and Arts & Cultural Organisations'. The surveys to headteachers of all LBWF educational settings were distributed by LBWF's Director of Learning's office in September 2020. The artist and arts organisation survey was distributed via email by the evaluator to all members of the Artists in Schools database and artists who had taken part in the Creative Careers Week. The researcher had no control over the characteristics of the respondents and therefore the final sample group. Despite this, by comparing the named survey respondents with data from previous records it was observed that the sample groups that emerged happened to represent a cross section of participants in terms of CEP engagement levels and disciplines, and covered the full range of educational stages and ages.

Both surveys primarily gathered quantitative data and recorded engagement and experience with LBWFCEP through multiple choice answers which was used to calculate percentages. They also gathered qualitative data, with options for the participant to comment in their own words. The evaluator also attended one steering group meeting in October 2020, allowing them to observe the integral workings of the CEP. This mixed methods approach in combination with the research already provided allowed for a rounded view.

A further survey titled 'LBWF CEP Steering Group Survey for Draft Sustainability Strategy' which the LBWFCEP sent to Steering Group partners in October 2020 was analysed. A final request for feedback on what members felt the benefits and impact of the CEP had been was sent in November 2020. The response rate was around 50%, and again constituted a cross-section of participants.

The analysis process followed steps recommended by RSA's *The Cultural Learning Evidence Champion's Handbook* (2019). Data compared from the early stages of the LBWFCEP was put against the most recent figures and surveys to show results such as tracing the rise in CEP leads in schools. The evaluator looked "for patterns or trends", by noticing similarities in participants' feedback. While this research aimed to evidence the positive changes that the partnership made on LBWF's arts offer, care was taken to avoid bias. This was presented through quotes on how the things could be improved and by highlighting low respondent and participant numbers where applicable.

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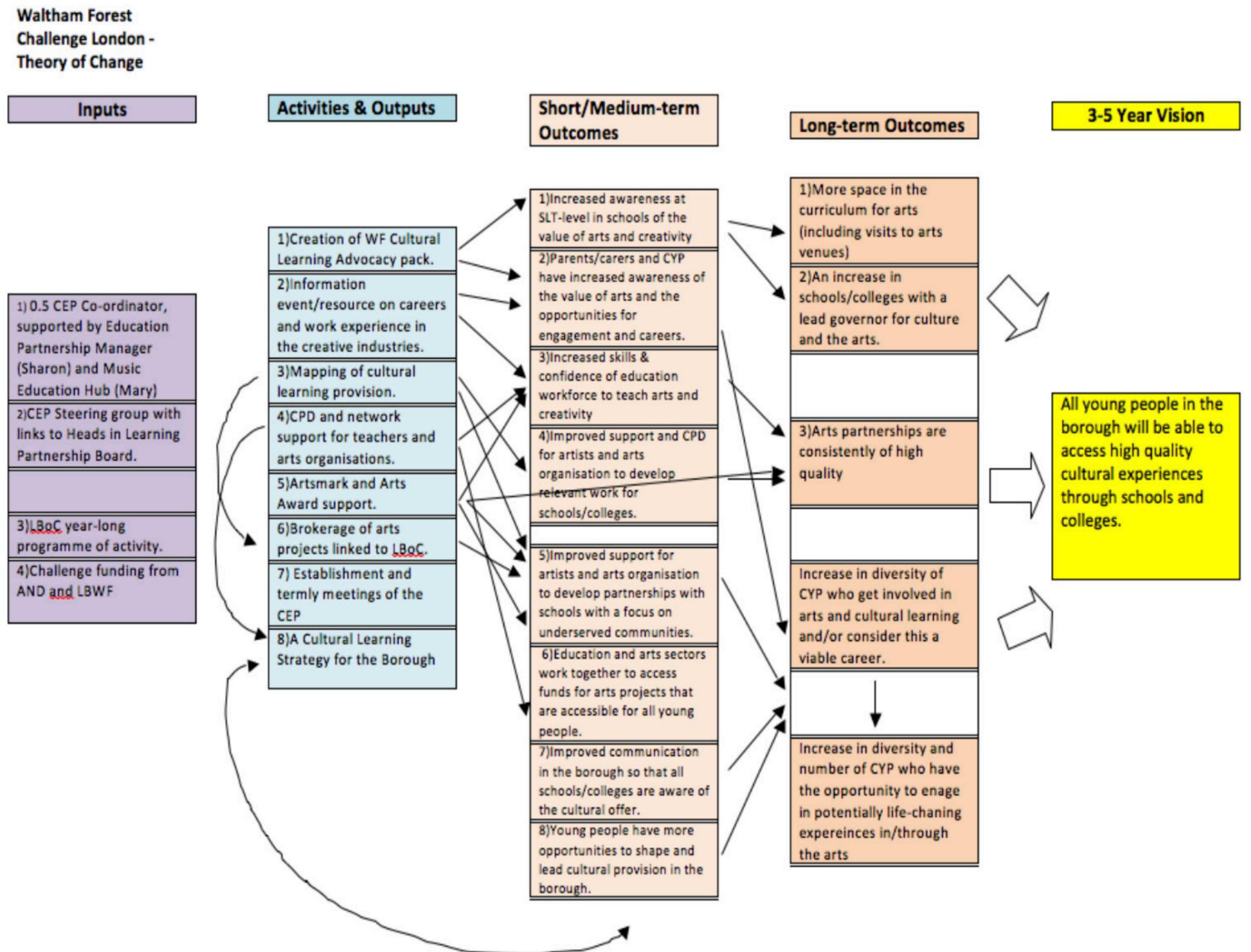
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Appendices

1. Theory of Change
2. LBWFCEP Steering Group
3. LBoC19 Workshops & Events
4. Children and Young Persons Non-school Activity
5. Artists' Database
6. Continuing Professional Development (CPD)
7. Education Settings
8. Creative Careers Events
9. Activity During Lockdown
10. Survey Data Examples

1. Theory of Change

Developed by the CEP Steering Group February 2019



2. LBWFCEP Steering Group

| Steering Group | Members Job Title | Organisation |
|------------------------|--|--|
| Sharon Trotter | Learning & Outreach Manager, William Morris Gallery and Vestry House Museum & LBWF CEP Lead | LBWF |
| Mary Mycroft | Joint Head of Music Service | LBWF |
| Yasmin Hemmings | School Engagement Manager (Mat Cover) | The Barbican Centre |
| Helen Currie | Headteacher (WF Early Years) | Churchill and Low Hall Nursery Schools |
| Morag McGuire | Director of Participation | Artillery |
| Peter Whelan | Arts Lead (WF SEND) | Whitefield Schools & Centre |
| Richard Hodgkiss | Manager for Culture and Community (WF 16+) | Leyton Sixth Form College |
| Lizzie Crump | Governor | Leyton Sixth Form & Cultural Learning Alliance |
| Debbie Chapman-Andrews | Assistant Headteacher & Coaching and Partnerships (WF Secondary) | Willowfield School |
| Vicki Spence | Director of Careers, Research and Partnerships Clerk to the Governing Body | Big Creative Academy |
| Adam Bennet | Headteacher (WF Primary) | Stoneydown Primary School |
| Jules Haworth | Executive Producer | Soho Theatre |
| Dr Lucia Yandoli | Programme Manager | Creative Schools |
| Will Stallibrass | Chair | Waltham Forest Arts in Education Network |
| Chantelle Michaux | CEP Co-ordinator | LBWF |
| Linda Leigh | Careers Service Manager, Education Business Effectiveness Service, Learning and Systems Leadership | LBWF |
| Iona McArdle | Employment Strategy and Programme Manager -Business Growth, Investment and Employment | LBWF |

3. LBoC19 Schools Workshops and Events

Specific activities for schools and young people developed as part of LBWF's LBoC19 projects and wider programme. These were delivered by LBoC19 producers with partner arts organisations and supported and promoted by LBWFCEP.

| Event Title | No. of Sessions | Attendees recorded by LBWF CEP |
|--|-----------------|--------------------------------|
| Borough of Culture Primary Assemblies | 41 | 3381 |
| Big Youth Conversation/LBoC19 secondary/YP assemblies | 31 | 3000 |
| Africa Express: The Circus | 8 | 669 |
| Art Night 2019 Curated by: Helen Nisbet | 3 | 28 |
| Atomic 50: Time Travels in Tin Presented by Blackhorse Workshop | 20 | 624 |
| Bauhaus workshops – WMG/Blackhorse Workshop | 5 | 140 |
| Careers in the Arts CEP Assemblies 2019 | 2 | 120 |
| Chingford May Day Fayre Presented by: And Now & Bicycle Ballet | 3 | 390 |
| DashDot/YouthDance Artist: Vicki Busfield | 2 | 544 |
| E17 Art Trail Founded and Coordinated by: Artillery | 26 | 620 |
| EastSide Story Produced by: Catalyst in Communities & RAW Academy | 4 | 20 |
| Fighter Workshops Artist: Libby Liburd | 4 | 87 |
| Forest Uprising | 6 | 341 |
| GIANT Created by: Arts & Gardens | 3 | 100 |
| Grandads Island | 10 | 1757 |
| Leytonstone Loves Film Produced by: Barbican2 | 4 | 214 |
| Liberty Festival | 3 | 139 |
| Listen Local Presented by: Royal Court Theatre & National Trust | 3 | 415 |

| Event Title | No. of Sessions | Attendees recorded by LBWF CEP |
|--|-----------------|--------------------------------|
| London College of Fashion | 7 | 136 |
| Making for Change Presented by: London College of Fashion | 3 | 55 |
| Mela | 3 | 90 |
| Monstrous Assembly Artist: Esther Nelsen | 10 | 184 |
| Mosaic Roundels Presented by: Maud Milton | 12 | 6924 |
| Page to Pavement | 1 | 423 |
| Permanent Inclusion | 2 | 13 |
| Rebel Brass Band Presented by: Cathy Phillips Brady & James Brady | 1 | 50 |
| Roger Ascham: Dancers in Residence Artist: Matthew Bourne's New Adventures | 1 | 515 |
| Festival Friends of Stoneydown Park | 1 | 550 |
| Tell Tails | 3 | 75 (estimate) |
| Think Globally - Create Locally Mbill Arts CIC | 4 | 221 |
| School Visit to VHM | 8 | 266 |
| Schools Visit to WMG | 24 | 1476 |
| Walthamstow Garden Party Presented by: Barbican | 6 | 102 |
| Ways of Seeing Project (including schools workshop programme and general access numbers for 12 participating education settings) | 32 | 9783 |
| We are Extraordinary Presented by: Eleanor Levenson | 1 | 90 |
| Welcome to the Forest | 5 | 1015 |
| Wild About Higham's Park Presented by: Higham's Park CIC | 6 | 1760 |
| William Morris Storytelling project | 1 | 60 |
| Totals | 309 | 41958 |

Appendix 4. Children and Young Persons Non School Activity

Facilitated with or by partner organisations.

(As above, numbers recorded by LBWFCEP are for organised activities for CYP – this does not reflect general event attendance by families and young people)

| Event Title | No. of Sessions | Overall Total Attendees |
|---|-----------------|-------------------------|
| Arts Award | 1 | 388 |
| Chingford May Day Fayre | 1 | 248 |
| Creative Kids | 8 | 421 |
| Creative Pathways | 4 | 138 |
| Family Activity Delivered by LBWF Adult Learning | 4 | 265 |
| Holiday Activity Courses | 6 | 562 |
| Insects Summer Party | 2 | 72 |
| Make a Video Game Course | 1 | 38 |
| Mela | 1 | 250 |
| National Citizen Service Vestry House Museum | 1 | 12 |
| National Citizen Service William Morris Gallery | 1 | 12 |
| SEND Family Activity | 4 | 53 |
| VHM LBoC Family Days | 6 | 474 |
| Walthamstow Garden Party | 1 | 501 |
| Ways of Seeing Family Day at Vestry House | 1 | 143 |
| WMG LBoC Family Days | 8 | 1561 |
| Young Producers | 7 | 76 |
| Totals | 57 | 5214 |

Appendix 5. Artists in Schools Database

| Artist & Arts Organisation Name | Artform |
|---|---|
| Anna Alcock - Inky Cuttlefish | Printmaking |
| Anna Van Der Poorten | Visual arts - painting, printmaking, sculpture, drawing, textiles |
| Antonietta Torsiello | Printmaking |
| Chantelle Michaux - Mbilla Arts | African drumming, African dance, African storytelling |
| Claire Ward-Thornton – Art Hoppers | Visual arts |
| Darren Lee – Dance Days | Dance |
| David Anglin | Story teller |
| Diana Chappalley | Painting |
| Emmanuel Nwaohai | Emmanuel Speaks |
| Esther Neslen | Sculpture, animation |
| Fran Gkotski – A Little Learning | Cultural Education |
| Franklyn Sweeney | Carnival arts, making and performance |
| Helen Bigham/Kerry Rolison – Suntrap Forest Education | Forest Education |
| Helen Wilson – Chingford Morris Men | Traditional Dance |
| Henry Kamara | Photography |
| Jane Farrier – Orion Harriers | Athlete Fit |
| Joanna Vasanth – MVP Workshops | Creative arts - music production, singing, songwriting, gaming, comic book design, video production, graffiti |
| Joel Cahen - NewToy | Music production |
| Kally Laurence | Visual arts - painting, printmaking, sculpture, drawing, textiles |

| | |
|--------------------------------------|---|
| Kasima Whittingham – Break Tha Cycle | - |
| Kat Hall – Arts Generation | Mosaic, painting, sculpture, textiles |
| Lemzi | Performer, mentor |
| Lesley Palmer – Scribble and Smudge | Visual arts, education, participatory, community, public arts |
| Maisie Turpie | Intergenerational storytelling, puppetry |
| Marysa Dowling | Photography |
| Maud Milton | Mosaics, murals, painting, ceramics |
| Milli Walker – Making it Mindful | Dance, drama, mindfulness |
| Millie Webb – Cycle Confident | - |
| Neal Zetter – CCCP Workshops | Children’s author, comedy performance poet |
| Nick Corston – STEAM Co. | STEAM |
| Nicola Savill – Avola Dance Academy | Dance |
| Paula David | Poet, theatre director, playwright |
| Pip Kings | Music - classical, popular, traditional |
| Richard Nyeila | Drama |
| Sba Shaikh - Mehraj | Textiles, visual art |
| Sophia Tupy - Kinaesthetic | Physical theatre/movement |
| Stephanie Ampofo | Spoken word artist |
| Vicki Busfield – Dash Dot Dance | SEND dance |
| Total Practitioners: 38 | |

Appendix 6. Continued Professional Development (CPD)

| Date | LBWF CEP CPD Event Title | Attendees |
|---------------|--|-----------|
| Jan 2019 | Artists in Schools Networking Event | 56 |
| Feb 2019 | Developing Sketchbooks at KS1 & 2 | 4 |
| Feb 2019 | Artsmark/Cultural Revolution Private View | 9 |
| Feb 2019 | Artsmark Taster Course | 6 |
| March 2019 | Arts Award Spring Network Meeting | 4 |
| March 2019 | May Day Fayre Teachers' Evening | 26 |
| March 2019 | Making the Case for the Arts in Schools | 61 |
| May 2019 | Ways of Seeing/Art Night Preview | 17 |
| May 2019 | Arts Award Summer Term Network Meet | 7 |
| Sept 2019 | Autumn Term Teachers' Preview | 16 |
| Sept/Oct 2019 | Arts Award Adviser Training (two events) | 9 |
| Oct 2019 | Using Drama across the primary curriculum | 2 |
| Oct 2019 | North East London Arts Award Network: Notes on Music | 16 |
| Oct 2019 | Bauhaus Teachers' Previews | 19 |
| Nov 2019 | Primary Drawing CPD (two events) | 11 |
| Nov 2019 | Punchdrunk A Small Tale | 21 |
| Nov 2019 | Forest Uprising | 20 |
| Nov 2019 | A Singing School is A Successful School | 8 |
| Nov 2019 | Music: Sensational SEND | 13 |
| Jan 2020 | D&T Teachers' Course: Bauhaus | 8 |
| Jan 2020 | Galvanising the Teacher of Poetry CPD: Primary Focus | 6 |
| Feb 2020 | Punchdrunk Twilight CPD | 15 |
| Feb 2020 | Primary Printmaking (two events) | 7 |

| | | |
|------------|--|------------|
| Feb 2020 | Secondary Printmaking | 7 |
| Feb 2020 | Working with Schools & DANAD Educators' PV | 13 |
| Feb 2020 | The Fish Who Lives Out of Water SEND CPD | 15 |
| March 2020 | Primary Dance CPD New Adventures | 11 |
| March 2020 | Secondary Dance CPD New Adventures | 6 |
| March 2020 | Working with Schools & DANAD PV | 9 |
| March 2020 | Capacity Building: Working in Partnership | 19 |
| March 2020 | Kehinde Wiley Educators' PV | 26 |
| March 2020 | Music Technology CPD | 3 |
| May 2020 | Arts Funding Webinar | 36 |
| June 2020 | Arts Evaluation CPD | 13 |
| June 2020 | Art & DT Networking Meeting | 11 |
| Sept 2020 | Recovery Curriculum CPD | 11 |
| Sept 2020 | Creative Careers CPD for careers leads & co-ordinators | 19 |
| Sept 2020 | Creative Careers Resource Toolkit training for teachers and artists | 11 |
| Sept 2020 | Creative Careers Presentation Training for creative careers' artist team | 4 |
| Oct 2020 | We Are Here Windrush Exhibition Learning Resources CPD | 2 |
| Nov 2020 | Dance Networking Meeting | 8 |
| | Participants Total: | 585 |
| | Total CPD events: 44 | |
| | Attendance by Teachers: 394 | |
| | Attendance by Artists/Arts Orgs: 191 | |

Appendix 7. Educational Settings

| Establishment Name | Type Of Establishment | Phase Of Education | Has CEP Lead | Artsmark |
|---|---------------------------------------|--------------------|--------------|--------------|
| Acacia Nursery | Local authority nursery school | Nursery | - | - |
| 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 | Not eligible |
| Big Creative Independent School (BCE Training) | Independent school | Not applicable | Yes | - |
| Burnside Secondary PRU | Pupil referral unit (Hawkswood Group) | Not applicable | Yes | - |
| Buxton School | Foundation school | All through | Yes | - |
| Chapel End Infant School and Early Years Centre | Community school | Primary | Yes | - |
| Chapel End Junior Academy | Academy sponsor led | Primary | Yes | - |
| Chase Lane Primary School | Community school | Primary | Yes | Pre CEP |
| Chingford CofE Primary School | Voluntary controlled school | Primary | Yes | Post CEP |
| Chingford Foundation School | Academy converter | Secondary | - | Pre 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 school | Secondary | Yes | Post CEP |
| Edinburgh Primary School | Community school | Primary | Yes | Pre CEP |
| Emmanuel Community School | Free schools | Primary | - | - |
| Forest Pathways College | Part of Hawkswood Group (closed July 2020) | Secondary | 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 | - | Pre CEP |
| Greenleaf Primary School | Community school | Primary | - | Pre CEP |
| Gwyn Jones Primary School | Community school | Primary | - | - |
| Handsworth Primary School | Community school | Primary | Yes | - |
| Hawkswood Primary PRU & theraputic schools | Pupil referral unit & SEND | Not applicable | Yes | - |
| Heathcote School & Science College | Community school | Secondary | Yes | - |
| Henry Maynard Primary School | Community school | Primary | Yes | Pre 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 | Not applicable | - | - |
| Jenny Hammond Primary School | Community school | Primary | Yes | Pre CEP |
| Joseph Clarke School | Academy special sponsor led | Not applicable | Yes | Post CEP |
| Kelmscott School | Community school | Secondary | Yes | - |
| Lammas School and SixthForm | Academy converter | Secondary | Yes | Post CEP |

| | | | | |
|--|--------------------------------|-------------|-----|----------|
| Lantern of Knowledge Secondary School | Other independent school | Secondary | - | - |
| Leyton Sixth Form College | Further education | 16 plus | Yes | Pre-Cep |
| Leytonstone School | Community school | Secondary | - | - |
| Lime Academy Larkwood | Academy converter | Primary | - | - |
| Longshaw Primary School | Academy sponsor led | Primary | Yes | - |
| Low Hall Nursery School | Local authority nursery school | Nursery | - | - |
| Mayville Primary School | Academy converter | Primary | Yes | - |
| Mission Grove Primary School | Community school | Primary | Yes | Pre CEP |
| Newport School | Community school | Primary | Yes | Post CEP |
| Noor Ul Islam Primary School | Independent school | Primary | - | - |
| Norlington School and 6th Form | Academy converter | Secondary | - | - |
| Normanhurst School | Independent school | All through | - | - |
| Oakhill Primary School | Community school | Primary | Yes | - |
| Our Lady and St George's Catholic Primary School | Voluntary aided school | Primary | Yes | Pre CEP |
| Parkside 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 | - |
| 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 |
| Sybound Primary School | 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 Montessori School | Independent school | Primary | - | - |
| Walthamstow Primary Academy | Free schools | Primary | - | - |
| Walthamstow School for Girls | Community school | Secondary | Yes | - |
| Whitefield Schools | Academy special converter | Not applicable | Yes | Pre CEP |
| Whitehall Primary School | Community school | Primary | Yes | - |
| Whittingham Primary Academy | Academy converter | Primary | Yes | - |
| Willow Brook Primary School Academy | Academy sponsor led | Primary | Yes | Pre CEP |
| Willowfield School | Community school | Secondary | Yes | Pre CEP |
| Winns Primary School | Community school | Primary | - | - |
| Woodford Green Primary School | Academy converter | Primary | Yes | - |
| Woodside Primary Academy | Academy sponsor led | Primary | Yes | - |
| Yardley Primary School | Academy converter | Primary | - | - |
| Total number of CEP leads: 64 | | | | |
| Total number of LBWF schools registered for Artsmark: 31 | | | | |
| Total number of LBWF education settings: 88 | | | | |

Appendix 8. Creative Careers Programme October 2020

| Date | Art Form | Education Setting | Virtual/IRL (In Real Life) | No of Students |
|--------|---|---------------------------------------|-------------------------------|----------------|
| Oct 20 | Performing arts Digital Media | Hornbeam Academy | IRL | 30 |
| Oct 20 | GCSE Art groups so visual artist/digital media | Frederick Bremer School | 2 Virtual presentations | 60 |
| Oct 20 | Art & Design | Waltham Forest College | IRL | 30 |
| Oct 20 | Digital Media Fashion Design | South Chingford Foundation School | 2 Virtual presentations | 34 |
| Oct 20 | Digital Media | Leytonstone School | IRL | 60 |
| Oct 20 | Illustrator | Hawkswood Therapeutic | IRL | 30 |
| Oct 20 | Design, Architecture | Chingford Foundation School | 2 Virtual presentations | 60 |
| Oct 20 | Producer / filmmaker | Burnside Secondary PRU | IRL | 30 |
| Oct 20 | Art & Design | Waltham Forest College | IRL | 30 |
| Oct 20 | Performing arts Digital Media | Sir George Monoux College | IRL | 30 |
| Oct 20 | Drama | Heathcote School & Science College | Virtual | 90 |
| Oct 20 | Performing Arts | Willowfield School | Virtual | 60 |
| Oct 20 | Performing arts | Sir George Monoux College | IRL | 30 |
| Nov 20 | Music | Frederick Bremer School | Virtual | 15 |
| Nov 20 | Filmmaking | Leytonstone School | IRL | 20 |
| Nov 20 | Art & Design | Chingford Foundation School | Virtual | 20 |

Total Creative Careers student participants: 629

Total Events: 18

Total Educational Settings: 12

Appendix 9. Activity During Lockdown

Fundraising webinar with Arts Council England

Interactive online evaluation CPD with Presence Education

Secondary art & design online networking session with presentation by assistant head of Willowfield on best practice/resources

Lockdown Art Gallery Collaborative Project organised by Willowfield School July 2020 featuring work from 6 secondary schools in the Art & Design teachers' network with Gnome House Community Arts Centre. <https://www.willowfield-school.co.uk/978/lockdown-gallery-2020>

Distributed updates via email/social media/WF culture and hub newsletters with lockdown resources for education settings and training opportunities including establishing LBWFCEP Facebook group and growing to 65 members

Secured Year 3 funding

Submitted bid for 4 year ESF funding to create creative careers clusters across Waltham Forest

Monthly online steering group meetings (except August)

Research conducted: 2 surveys

Set up resources pages on Waltham Forest music hub website: www.wfmusicub.org/lbwfcep

Secured funding for 500 art boxes and distributed them to local families in need over the summer holidays including Arts Award Discover at home resources.

Offered remote Arts Award adviser sessions to families over the summer holidays to support achievement of discover, explore, bronze and silver

Health and Wellbeing - Recovery Curriculum CPD for artists and teachers

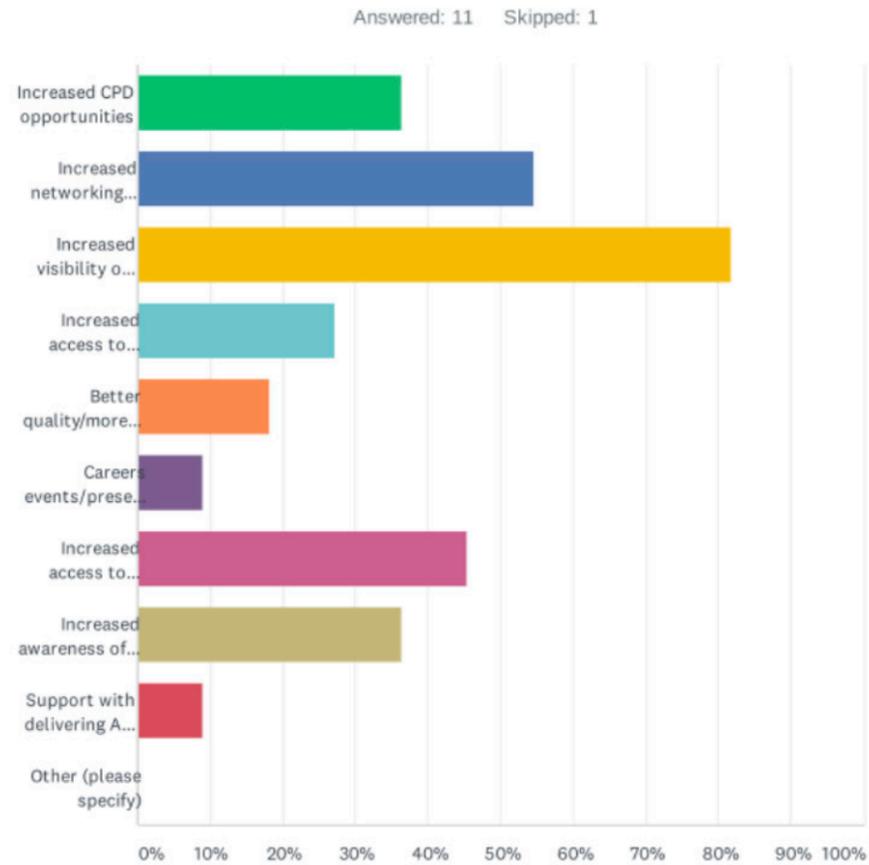
Creative Careers programme including CPD and presentations in schools

Dance networking CPD

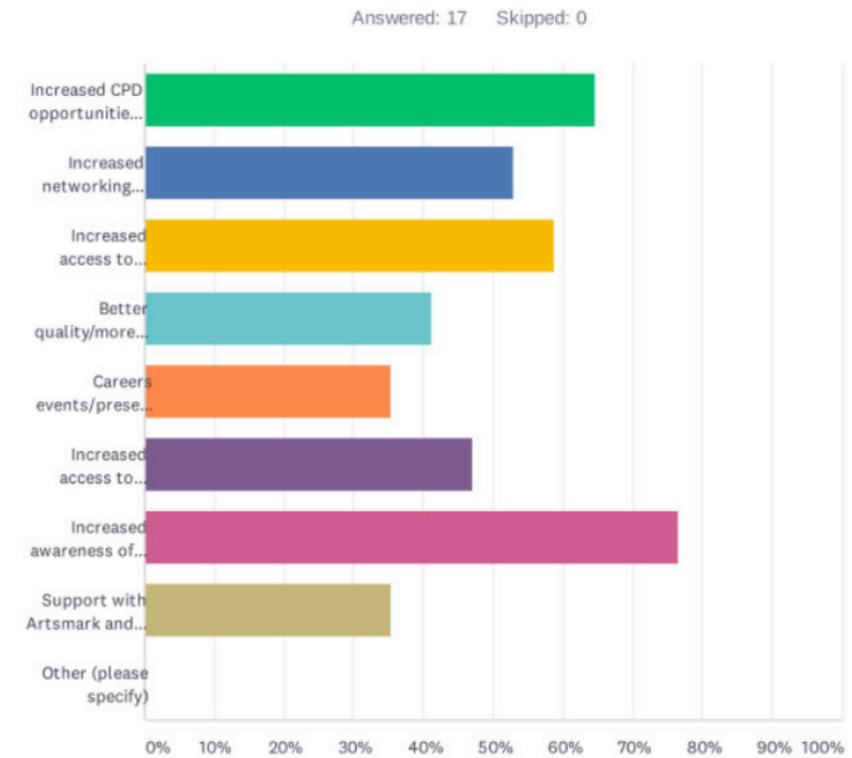
Appendix 10. Survey Data Examples

LBWF Cultural Education Partnership (CEP) Evaluation Survey for Artists and Arts & Cultural Organisations.

Q8 Do you feel the LBWF CEP has benefitted yours and/or other arts organisations through: Please tick all that apply

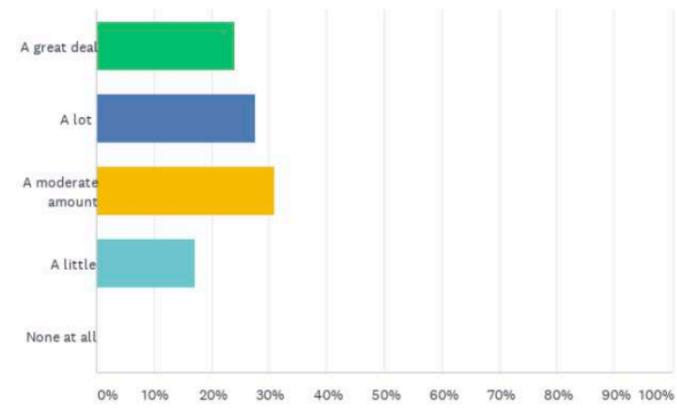


Q9 Do you feel the LBWF CEP has benefitted your setting and local children and young people through: Please tick all that apply



| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Increased CPD opportunities for teachers | 64.71% 11 |
| Increased networking opportunities for CYP and Teachers | 52.94% 9 |
| Increased access to externally delivered arts provision (mapping of arts and cultural education providers, workshops and events) | 58.82% 10 |
| Better quality/more relevant externally delivered arts provision. | 41.18% 7 |
| Careers events/presentations | 35.29% 6 |
| Increased access to funding opportunities | 47.06% 8 |
| Increased awareness of the benefits of arts and cultural education | 76.47% 13 |
| Support with Artsmark and/or Arts Award | 35.29% 6 |
| Other (please specify) | 0.00% 0 |
| Total Respondents: 17 | |

Q2 Overall, do you feel the establishment of the LBWF Cultural Educational Partnership has benefitted local children and young people?



A New Direction

A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity.

Challenge London

Working together: a new cultural education partnership for Waltham Forest receives investment through Challenge London, A New Direction's four-year partnership investment programme supporting cultural education across our city.

Led by A New Direction, with funding from Arts Council England, Challenge London supports initiatives across the capital that work to ensure all children and young people can develop their creativity and play an active part in the culture and heritage of our city. Between 2018 and 2022, A New Direction is investing £1.1 million against 100% match funding, to support programmes working in cross-sector partnerships that aim to make a difference in the lives of young Londoners now and into the future.

Keda Richens

Keda Richens is an independent learning consultant based in Waltham Forest. She has undertaken research on arts and cultural learning programmes for Exeter University, Action for Children's arts, and King's College London.

Front cover image: What does culture mean to you? Consultative event with the Big Youth Conversation Youth Task Force, April 2019.
Photo: Leyton Sixth Form College film students.
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