

# Local Cultural Education Partnerships



## 1. Introduction

IVE is a social enterprise that is working to ensure a more creative future for businesses, teachers, children and young people.

We have been the Arts Council England Bridge organisation for Yorkshire and the Humber, since April 2012. We work with arts, cultural and education partners to develop networks of cultural provision to engage children and young people with arts and cultural opportunities.

## 2. Background

IVE has been tasked by the Arts Council England (ACE) to use their expertise to galvanize partnerships across the arts, cultural and education sectors in local authorities across the region to support a clear articulation and delivery of the local cultural offer to teachers, parents, children and young people and the arts and cultural sector. The Local Cultural Education Partnerships will be key to delivering the Arts Council's Cultural Education Challenge (<http://www.artscouncil.org.uk/what-we-do/cyp/cultural-education-challenge-find-out-more/>) which will support every child to create, compose, perform, visit, experience, participate, know, understand and review the arts and culture in their own ways.

The Cultural Education Challenge brings a renewed focus on the importance of cultural education at a time when the creative sector continues to make a significant contribution to the economy, providing 1 in 20 jobs, but where cultural education provision amongst children and young people varies across the country.

Key stakeholders for the Local Cultural Education Partnerships will include arts and cultural organisations, Music Education Hubs, schools, FE, HE, local government and others involved in the delivery of arts and cultural opportunities for children and young people.

IVE can help bring potential partners together. Once they have met and agreed to move forward

IVE can take them through a Theory of Change or 'Design Thinking' process to support them to identify key opportunities and barriers and most importantly to generate solutions and clear actions and next steps as a local cultural education partnership emerges.

ACE have already invested significant support in the development of Local Cultural Education Partnerships in Barking and Dagenham, Bristol and Great Yarmouth.

You can find out more about the work in these and other areas in Appendix 1 and at <http://bristol-cep.org.uk/>

### 3. IVE's support for developing LCEPs

- To provide bespoke brokerage, support and facilitation in each local authority area in Yorkshire and the Humber to establish a cross-sector partnership tasked with improving and increasing the local cultural education offer for CYP.
- To gather information about and develop relationships with a wide range of stakeholders including arts and cultural organisations, music hubs, schools, FE, HE, local government, LEPs, social enterprises and private companies etc.
- To ensure that the partnership considers local needs and the local cultural infrastructure, available resources, the delivery partners, quality principles, use of digital media, progression routes, school needs, success measures, sustainability and how young people will be involved in the design.
- To galvanize interest and support for Artsmark, Arts Award and the Quality Principles within the partnership.

### 4. Measures of success

- Local Cultural Education Partnership established and/or developed from a documented baseline.
- Local Cultural Education Partnership strategic and delivery plan developed.
- New delivery partnerships formed.
- New opportunities for children and young people developed.
- Local curriculum or offer developed as appropriate.



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**Bridge Organisation**  
Working with Arts Council England  
to connect young people with great  
art and culture

## Appendix 1 - Case Study

### Barking and Dagenham Cultural Education Partnership

*Jane Hargreaves, Divisional Director - Education, Youth and Childcare for Barking and Dagenham:*

“In Autumn 2012, Barking and Dagenham was invited to be one of the first three pilot Cultural Education Partnerships in the country, following the recommendations of the Henley Review into Cultural Education in England.

As Education lead for the borough I was delighted to be asked to coordinate, shape and develop our partnership, working alongside national and local cultural organisations and of course schools. As Darren Henley wrote in his review, ‘Schools remain the single most important place where children learn about cultural education.’ Barking and Dagenham is a place where the family of schools is strong and signed up to shared endeavours to support the best possible outcomes for



children and young people. The rationale underpinning local cultural partnerships – that the outcomes and experiences for young people afforded by cultural partners and schools

aligning activities and resources and working together should be greater than the sum of the individual parts is one that sits well alongside our approach to improving education outcomes across the board.

#### **Key issues for our emerging local cultural education partnership steering group were:**

1. Arriving at a manageable set of priorities;
2. Evidencing impact – how do we know if we are making a difference?
3. Capturing and connecting the range of potential partners working with children and young people.

By early 2013 we had settled on three priority areas and as I write two years on – they are still our three main areas of focus:

- Responding collaboratively and creatively to The First World War Centenary; establishing a cultural entitlement/cultural portfolio
- Recognising achievement and recording in an online personal space (possibly aligning to the borough’s access and connect cards and developing and increasing the use of Arts Mark and Arts Awards to recognise achievement)
- Strengthening and clarifying pathways into the Creative Industries for students in Barking and Dagenham.

There have been some changes and adjustments but we have now settled on a steering group meeting four times a year, with an annual partnership conference to check progress, take soundings and review priorities for the coming year.

### **Some milestones to date**

- Role of cultural lead governor established;
- All governing bodies asked to consider and adapt local statement of cultural entitlement;
- First annual **Cultural Education Partnership Conference (2014)** - with representation from LBBB schools (Headteacher, teachers and governors), national cultural organisations (ACE, HLF, English Heritage, BFI, A New Direction), local cultural organisations including Creative People and Places, Elected Members and Council officers;
- The emergence of a **core of Headteacher cultural leads**, who are central to embedding the strategy and partnerships across schools and cultural organisations;
- **21 Arts Award advisers trained** enabling Arts Award to be quickly developed;
- Contact links, participation maps, calendar and twice yearly CEP newsletter.

### **Planned for 2015**

- Continue to develop the role of lead governor for culture, including training and development opportunities;
- Increased number of Arts Awards and schools achieving Artsmark;
- Develop use of local leisure cards to capture and acknowledge cultural achievements;
- Establish annual cycle of events with autumn focus on **First World War Commemoration** and annual Summer festival hosted by schools. For 2015 link to LBBB 50th Anniversary celebrations;
- Further strengthen partnership working with **Creative People and Places**.

### **Where are we now and what next?**

We are fortunate to have been able to create this partnership with the good support of cultural organisations and the particular support and expertise from Arts Council England (ACE) and A New Direction. We are working towards a model which will become increasingly self-sustaining, with the steering group at the core, hubs which gather around the priorities supported by the wider partnership group.

The steering group is currently reviewing its priorities for the next two years and at the moment we are considering giving a higher profile to our work to enable the growth and recognition of cultural education leaders and support for them to lead through partnership and collaboration.

The second and third priorities are likely to remain similar to previous years:

- Accreditation and celebration of cultural and creative achievement and challenge;
- Clarifying and strengthening pathways into the creative and cultural sector.

## Appendix 2 - Case Study

### Liverpool Cultural Education Partnership: Case Study

#### Convening

For Liverpool, the journey towards forming a Cultural Education Partnership began in 2008, the year that the city celebrated its status as European Capital of Culture. During that year the City developed lasting links between the cultural sector and schools.



Given the impact that 2008 had on the City, the Liverpool Cultural Education Partnership has sought to strengthen those relationships. Over the last six years, the organisations involved in the Partnership have collaborated in a variety of ways to achieve a common goal.

The Partnership includes representation from Culture Liverpool (Liverpool City Council's cultural service), Liverpool Learning Partnership (LLP which represents Liverpool schools), School Improvement Liverpool, Liverpool Arts Regeneration Consortium (LARC) which brings together seven of the city's leading cultural providers, Creative Organisations of Liverpool, National Museums Liverpool, Curious Minds, Arts Council England, libraries and archives and representation from the creative industries.

#### Evidence gathering

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Initially the Partnership undertook a number of studies to quantify the extent of the cultural offer in the City. The available data highlighted that every child and young person in the City engages with some form of cultural experience at least once a year, indicating that the Partnership has a firm foundation on which to build.

The challenge for Liverpool is to draw together existing provision, while encouraging partners to increase quality and equity of access and impact. An enhanced curriculum will underpin this approach. On the recommendation of the Liverpool Mayoral Education Commission, a "pupil promise" will also be introduced, pledging to give every child and young person the right to:

- Create, Make and Compose
- Visit, Experience and Critically Review
- Participate, Contribute and Take Part

#### Partnership and governance

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At the heart of the Partnership is the intention that young people will have the opportunity to shape the development of arts and culture organisations. Drawing together a diverse range of providers, it has had to establish a clear strategy across a

range of agendas and priorities in order to extend a cultural promise to every young person in Liverpool.

The pilot Liverpool Flux festival in 2014 put young people in the driving seat of cultural commissioning. Currently, LARC partners are working closely with Liverpool Youth Service to engage young people who don't typically participate in arts and culture in a mystery shopper programme, an extension of the Liverpool Youth Inspectors project. This will be a platform for honest and challenging feedback, and will be received in conjunction with a commitment from LARC to change practice according to the results.

### **Building the offer**

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The Partnership is well placed to make use of the cultural assets of the city to deliver the Cultural Education Challenge. It will take forward a number of separate initiatives as follows:

- LARC will formulate ambitions for 'Cultural Entitlement' where the arts, and the creativity they inspire, become a fundamental part of supporting the educational, personal, social and emotional development of all young people. It will act as a key driver in training and retaining talent in the City.
- Culture Liverpool plans to enable children and young people growing up in the city to participate in and draw benefit from cultural and creative activity. This will both nurture talent, and increase employability.
- Liverpool Learning Partnership Support for Mayoral Commission on Education recommendations; specifically building a cultural entitlement into an enhanced curriculum for Liverpool children as part of the 'Pupil Promise'.
- A collaborative response to recommendations from the Mayor's Liverpool Creativity Commission later in the year with a focus on how creativity can be fostered within schools.

### **Resourcing**

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A cultural entitlement of the scale proposed by the Partnership requires significant investment. The work of the Partnership is being supported by the existing executive resource for LARC. Bridge investment has been matched with funding from Liverpool Learning Partnership and local businesses to kick-start activity. This will include:

- Strengthening the Arts Award infrastructure
- Co-ordinating an enhanced Artsmark for Liverpool schools
- Creating new opportunities for young people to lead and shape the local offer
- Developing a young person led commission programme co-mentored by arts organisations and practitioners
- Establishing a network of teacher culture champions

### **Quality**

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The Partnership promotes the use of the Quality Principles for Cultural Education. With support from Curious Minds, the Partnership is working to establish a Culture Hub to facilitate teacher development, and co-ordinates Arts Award and the new Artsmark.

## Appendix 3 - Case Study

### Blackpool Cultural Education Partnership: A Case Study



#### Convening

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Blackpool, one of the nation's favourite seaside resorts and home of the world-famous Illuminations, has seen a shift in its cultural landscape. In response to these changes and investment from our Bridge organisation Curious Minds, a cross-sector Cultural Education Partnership has been established with a clear strategy for delivering the Cultural Education Challenge.

#### Evidence and Intelligence Gathering

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The need for a Cultural Education Partnership is clear. Of Blackpool's neighbourhoods, the highest proportion fall within the most deprived areas in England (*The English Indices of Multiple Deprivation 2015*). Currently the impact of cultural education on outcomes for Blackpool's young people is largely supported by anecdotal evidence. The Partnership is developing rigorous new methods to assess the effect of engagement in high quality cultural education on achievement and attainment, focusing on literacy and numeracy.

Data around Artsmark and Arts Award drawn from the Arts Council's Cultural Education data portal was used to set targets for increasing the uptake of both schemes. These targets are reviewed annually by the Partnership.

#### Convening and Governance

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Since forming, the Partnership has agreed Terms of Reference and is working towards a shared vision. The Partners include:

- Blackpool Council's Cultural Services (Libraries, Arts and Heritage)
- Children's Services
- HeadStart, Blackpool's Music Service (Arts Council funded Music Hub)
- Grundy Art Gallery
- Grand Theatre
- Blackpool Schools' Partnership
- Left Coast (Blackpool and Wyre's Creative People and Places Programme)
- Blackpool Museum Project
- Curious Minds, the Bridge organisation for the North West

The Partnership is chaired by Blackpool's Deputy Director for Children's Services.

The Blackpool Cultural Education Partnership ensures that the levels of disadvantage are countered by the quality of cultural experiences available to children and young people. They are inspired to achieve, finding pathways into higher education, training or employment, including within the creative industries as one of the UK's fastest growing sectors. Crucially, it helps parents, teachers and carers to support engagement in culture throughout development.

Partners aim to provide quality experiences; from early years, taking part in activities such as musical 'Tiddly-Om-Pom-Poms'; to primary school children [acting out Shakespeare in Stanley Park](#), part of the Royal Shakespeare Company's Learning and Performance Network partnership with Grand Theatre and schools; to teenagers achieving a Gold Arts Award, planning 'Under the Town', the award winning young people's festival.

### **Responding to the Cultural Education Challenge**

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The Schools' Cultural Programme facilitates creative projects for children and teachers. It has developed a Blackpool Place Based Curriculum, enabling participants to connect with their cultural heritage. It works as a planning tool and set of resources, with links to Blackpool sites such as the Tower, the Winter Gardens and the Comedy Carpet.

There are four key elements to the programme: visits into school by artists and creative practitioners; visits by schools to Blackpool places; new teaching and learning resources; and professional development for teachers and senior leadership teams. Previous projects include:

- The Comedy Carpet Literacy Programme, inspired by the award winning Comedy Carpet public art work by Gordon Young. Here, humour inspired learners to explore words and language. Students worked with artists, comedians and the clowns of the Tower Circus
- 'Bright Lights' Maths Illuminations Teaching Resource, which responded to the Illuminations displays. The Resource was produced in collaboration with numeracy coordinators from 12 schools, Blackpool's School Improvement Team, Cultural Services and Lightworks, home of Blackpool's Illuminations

## Resourcing

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Partnership investment from Curious Minds was matched by Blackpool Council, along with local schools and partners. This has enabled teachers and artists to be trained as Arts Award Advisers. An Arts Award Network has been established, while the Grundy art gallery and the Grand Theatre are delivering innovative Arts Award programmes for schools. A new Creative Learning Manager and Youth Arts Programmer are being appointed to work with the Partnership, based at the Grand Theatre.

## Quality

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The Partnership's work is underpinned by the Arts Council's Quality Principles for Children and Young People. Briefing is provided to all schools receiving investment for projects utilising the Blackpool Place Based Curriculum. Projects are evaluated using the criteria of the principles.

Partnership investment has supported the selection of Blackpool's Grand Theatre for the 2016 National Theatre Connections Festival. 500 youth theatres and schools will stage 12 plays, chosen from those commissioned for young people by NT since 1995. This will create opportunities for young people to benefit from working with a major national organisation.

The Grand's involvement in the RSC Learning and Performance Network has led to local practitioners and teachers undertaking a Postgraduate Certificate in the teaching and learning of Shakespeare, ensuring an important legacy for quality teaching and learning in Blackpool.

In addition, the Partnership will encourage schools to work towards achieving the new Artsmark Award.

Local political support of the Partnership has been essential. Commenting on the Comedy Carpet Programme, Councillor Simon Blackburn, Leader of Blackpool Council, said:

*'Our young people deserve the widest possible experiences to shape and inform the choices they make in life. We believe that arts, heritage and culture are essential to giving life meaning, raising aspirations and building confidence....And having a laugh, which is no less important.'*

## Appendix 4 – Case Study

### East London Cultural Education Partnership: A Case Study



#### Lead Partner: Barbican Centre, through its charity the Barbican Centre Trust

- Investment: £170,000
- Years of Investment: Three (2015 – 2018)
- London Boroughs: Newham and Barking and Dagenham (Year 1), expanding to broader East London boroughs in Years 2 and 3
- Partnership investment from: a range of investors including a high profile strategic regeneration agency, Barbican Centre and Foundation for Future London.

The Barbican are leading a consortium of over 20 creative, voluntary, public sector and education organisations in a potential game-changer for cultural education in East London.

By joining forces, these organisations will provide a united force to support schools in embedding high quality cultural provision, meaning more children and young people will benefit from partnerships with creative and cultural organisations through their schools.

The group have developed a plan for a self-sustaining partnership, and brokerage model for schools that will extend beyond this initial funded period.

*This investment will enable the Barbican and Guildhall School to continue to develop and lead the ambitious East London Cultural Education Partnership, which aims to offer outstanding creative opportunities for every young person across eight east London boroughs by 2020. This partnership brings together organisations from across the arts, voluntary, public and education sectors and we're confident this new approach will have a significant impact in delivering inspirational arts experiences for all.*

(Sean Gregory, Director of Creative Learning,  
Barbican and Guildhall School of Music & Drama)

## **Appendix 5 - Case Study**

### **Bristol Cultural Education Partnership: A Case Study**

**The Bristol Cultural Education Partnership (BCEP)** has emerged from recommendations in the 2012 Henley Review of Cultural Education in England. Full details can be found on their website here:

<http://bristolculturaleducation.weebly.com/>

It has at its core, a commitment to support the Henley review's main objective, ensuring that all children leave school as "well-rounded individuals with a knowledge of the world, past and present, around them".

In the Review, Arts Council England, British Film Institute, English Heritage and the Heritage Lottery Fund were encouraged to work more closely and, as they were all developing work in Bristol, Great Yarmouth and Barking & Dagenham, these three areas were chosen to pilot local cultural education partnerships.

In Bristol, local cultural organisations and universities were invited to explore how consulting and working together, sharing resources, venues and expertise, could promote and enhance cultural education and the city's cultural offer.

Representatives of cultural, creative and educational organisations in Bristol have begun to meet and discuss the following:

- September 2012: aims and ambitions of the partnership
- November 2012: possible strands and directions
- January 2013: 1st Academic Research meeting
- March 2013: 1st Family Arts Festival and Local Family Arts Network meeting
- April 2013: 1st Along the Harbour meeting: How we involve Young People in our organisations
- April 2013: 1st Cultural Skills Development meeting
- May 2013: 1st Local Area Learning meeting
- July 2013: Full BCEP meeting
- September 2013: BCEP web site launched

## Appendix 6 – Case Study

### Brighton Cultural Education Partnership: A Case Study

<https://www.artscouncil.org.uk/case-studies/widening-access-arts-children-and-young-people-brighton-hove>

**Once formed, it was important for the Partnership to find out more about cultural provision in Brighton & Hove in order to establish priorities for the group. Information and data was drawn from a number of reports on engagement between local communities and the arts, including the Child Poverty Index (2011), Brighton & Hove City Snapshot (2014), Brighton & Hove Health Counts (2012), and the Safe and Well at School Survey Briefing Report (2014).**

They also gathered data from Artswork, the South East Bridge organisation, has a Cultural Education Profile template which creates cultural, educational and socio-economic profiles of children and young people (CYP) in Local Authority areas of the South East, to increase understanding of lowengagement areas. The template draws from a range of comparable data, covering free school meals, special educational needs, child poverty, attainment, Artsmark and Arts Award. (All Bridge organisations can provide this data for LCEPs).

### Governance

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A strategic advisory board was established to oversee the initial work, chaired by the Vice Chancellor of the University of Brighton. Further represented parties included Brighton & Hove City Council, Public Health & School Improvement, National Portfolio Organisations, Major Partner Museums, Music Education Hubs, Artswork and Headteachers.

These partners oversaw a dialogue with nearly 1000 individuals about the city's future, more than half of which were children and young people.

The Partnership has established goals for the next ten years, including:

- Fostering creativity
- Improving wellbeing
- Encouraging the development of digital skills
- Creating pathways into employment
- Sustaining coordinated action

During this consultation phase the need for a 'backbone organisation' was identified. This has prompted a Cultural Hub plan which will ensure close strategic working between Brighton Dome & Festival, Royal Pavilion & Museums, and SoundCity. A crucial element in the programme's initial success was the pooling of knowledge within this diverse infrastructure, as well as utilising a flexible methodology in gathering research that had the voice of young people at its heart.

## **Building the offer/quality and evaluation**

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Supporting increased access to great cultural experiences for children and young people who are typically less likely to participate in cultural activities was identified as a priority for the city's schools. By maintaining a rigorous focus on high-quality creative learning experiences, the Partnership will play an important role in developing a local cultural education curriculum underpinned by the Arts Council's Quality Principles, and incorporating Arts Award and Artsmark.

## **Resourcing**

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A full three year business plan has been produced which includes new strategic commissioning opportunities, the re-alignment of existing budgets and consortia bids to major trusts and foundations.