

<b>Committee(s)</b> Education Board	<b>Dated:</b> 03/12/2021
<b>Subject:</b> Creative Collaboratives and arts updates	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 8, 11 and 12
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Anne Bamford, Strategic Education and Skills Director	

### Summary

This report updates Members on the Creative Collaborative initiative underway to boost Cultural and Creative Learning in our schools and with young people.

### Recommendation(s)

Members are asked to:

- Note the activities currently underway.

### Main Report

#### Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. The City of London's strategy on Cultural and Creative Learning aims to:
  - Create connected routes for pupils and teachers to access the cultural and heritage offer in the City, providing opportunities for creative and cultural experiences to enrich learning.
  - Deliver a distinctive City Corporation education and skills offer where all learners receive education both in and through the arts.
  - Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.

- Deliver a distinctive education and skills offer based on the development of Fusion Skills, in part developed through creative learning and participating in arts and culture.
- Ensure young people have the knowledge, skills and networks to prepare them for careers in the arts, cultural, creative and hybrid sectors.

### **Creativity Collaborative**

3. Arts Council England (ACE) 'Creativity Collaborative' programme aims to build a national network of schools that will work together to explore and test approaches to embed teaching for creativity across the curriculum. The Creativity Collaboratives model is driven by school-led improvement underpinned by teaching for creativity; that is explicitly using pedagogies and practices that cultivate creativity in children and young people.
4. In July 2021, four primary and four secondary schools from the City of London Family of Schools working in close partnership with Culture Mile Learning (CML), made an application to become a Creativity Collaborative. The schools involved were:
  - City of London Academy Highgate Hill
  - Galleywall Primary City of London Academy
  - Redriff Primary City of London Academy
  - City of London Primary Academy Islington
  - City of London Academy Southwark
  - City of London Academy Highbury Grove
  - City of London Academy Islington
  - The Aldgate School
5. The focus for the Creativity Collaborative was how teaching with cultural artefacts and alongside creative practitioners enables pupils to develop the communication, collaboration, critical thinking and problem-solving skills that enable creative thinking. The development of pupils' oracy skills was also fundamental to the approach.
6. Unfortunately, the application was unsuccessful. The feedback received from ACE about the proposal commended it on account of its strong partnership - both primary and secondary schools as well as cultural institutions and its strong line of enquiry. The main area of comparative weakness – it was considered overall to be strong – was the perceived lack of breadth of its cross-curricular ambition. ACE also referenced how competitive the process was for London applicants given that they are committed to spending 80% of their funding outside of London.
7. The schools and CML reported that the application process had served to help crystallise and clarify their work moving forward. Through the process the schools have formed strong bonds with each other and with CML. They are therefore keen to continue the proposed work maximising the networks already formed. They have a vision as a group of schools to act as a 'Creative Hub' at the centre of the family of schools, as the leaders or the 'movers and shakers' in this work.

8. The focus of the work moving forward will be:
  - To develop oracy skills to enhance creative thinking. The schools are engaging with the Voice21 programme developing oracy across the curriculum. The schools involved will appoint oracy Champions and receive high quality CPD in this area, as well as benchmarking their oracy progress.
  - To further strengthen the networks of teachers to share, co-create and reflect together on curriculum enhancement through creativity.
  - To share and maximise the work carried out with expert creative practitioners, maximising the use of CML partners and networks.
  - To develop the concept of 'Beautiful Work'. This is based around the idea that young people deserve to work with authentic, quality resources, and that high quality work deserves to be showcased to authentic audiences.
  - As a group of schools in partnership with CML, schools have access to a wide range of cultural resources and working together they can create opportunities for showcasing work.
9. The schools and CML are currently identifying key individuals in each school for each area. They will collaborate on this work through the development of a planning structure which consists of 4 groups:
  - Oracy Leads
  - Art Leads
  - Primary curriculum enhancement
  - Secondary curriculum enhancement
10. The oracy work will commence in January 2022. The work for the other groups is already underway.

### **Conclusions and recommendations**

11. Members of the Education Board have been updated on some examples of Cultural and Creative Learning projects underway in the Family of Schools.

### **Corporate & Strategic Implications**

N/A. This report is for information only.

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