

# Appendix 2: Cultural & Creative Learning Fund

## 2023/24 Evaluation

Culturally Speaking .....	2
Garden Club .....	4
Inspiring Young Londoners .....	6
Music Production for Girls .....	7
Nature Learning .....	8
New Leaf .....	10
Poetry vs Colonialism Festival.....	12
Reimagining Londinium .....	14
The Big Picture .....	16
Wild City.....	18
Young City Poets .....	20



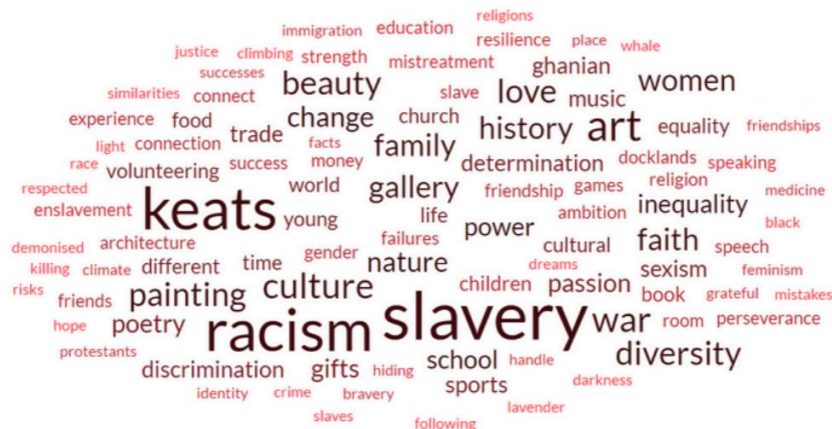
## Culturally Speaking

### Outputs

- 423 participating pupils aged 13-14 from 20 schools participated.
- 5 cultural partners (Speakers Trust, Guildhall Art Gallery, London Metropolitan Archives, Museum of the Order of St John, Museum of London Docklands).
- Pupils visited one of the cultural partners, guided by cultural sector staff to explore the venue and identify the themes of the space relevant to them.
- Full day public speaking workshop delivered at school by Speakers Trust.

### Outcomes

- Data was gathered from all 20 workshops.
- Measured outcomes were extremely positive, with participants reporting increases in confidence, empathy and connection to culture.
- Pupil feedback:
  - 88% improved how they present ideas through effective use of content, structure and delivery.
  - 83% felt more connected to the cultural space that they visited.
  - 94% learnt about their peers and understand more about their different viewpoints, faiths, feelings and values.
  - 92% enjoyed the project and had fun.



Pupil speech topics

### Impact (anticipated long-term changes)

- 84% of pupils said they were more likely to take up public speaking opportunities if offered to them.
- 100% of surveyed teachers agreed that:
  - Pupils had gained skills that will be useful and empowering for them.
  - This workshop will inspire pupils to take on new challenges.
  - Pupils have deepened their understanding of their peers' different ideas, viewpoints and values.

*'Every student who completed the workshop showed incredible resilience powering through their anxieties! The workshop really uplifted the students and in the words of one of our students when asked how they found the workshop 'showed them they were capable of whatever they put their minds to'.'*  
(teacher, Cumberland Community School)

## Disadvantage & Cultural Capital

- Participating schools all had over 20% Free School Meals.
- The confidence of the young people starting the programme was incredibly low:
  - 30% reported having little to no confidence in speaking in front of a group at the start of the first workshop.
  - The average confidence increase amongst these least confident young people was 160% (2.2/10 to 5.8/10)

*'One student who never speaks in class and can hardly say good morning. She begged me (although even that was non-verbal it was just head shaking!) not to speak but she did it under the gentle guidance of the facilitator and Swanlea staff.. We acknowledged what a huge thing this was at an oracy rewards tea party with the headteacher where she received an oracy prize. I've since seen a smile that I've never seen before.'*  
(teacher, Swanlea School)

## Unexpected outcomes

*'Our staff have used this project as an opportunity to invite new conversations and perspectives surrounding the narratives told by the historic buildings and collections. It has helped us reconsider our interpretation and ways to make the spaces more inviting and relevant to young people.'* (Amie, Museum of the Order of St John)

# Garden Club

## Outputs

- 33 two-hour Garden Club sessions:
  - 14 in-school sessions, including vegetable-growing, creating seasonal plant displays, wildlife surveys and a Victorian foods workshop.
  - 16 sessions at Museum of the Order of St John including bug hotel-building, seed-sowing, making bird feeders, decorating birdboxes, garden sign-making and stained-glass crafts.
  - 3 sessions at The Charterhouse including visits to two historic rooms and the museum galleries, with activities focusing on portraiture and architectural motifs.
- 3 of the Museum sessions were family events where participating children invited their parents, guardians and younger siblings to join them.
- Improvements made to the school playground.
- Healthy eating incorporated into every session.
- Pupils used instant film cameras throughout the year to document and create a final artwork.

## Outcomes

- Strong engagement with Yr5 pupils - attendance at sessions was at 96%.
- Positive family engagement – 15 family members attended family sessions.
- High enthusiasm for using the film cameras to document their activities with a marked improvement in the quality of photography over the course of the project.
- Pupil feedback survey results:
  - 96.5% pupils said that they had enjoyed learning about history and wildlife.
  - 96.5% of pupils said that they had enjoyed spending time outdoors.
  - 100% of pupils took part in new activities that they had not previously done.
  - 89.5% of pupils said that they had tried a food that they had never eaten before.
  - 89.5% of pupils believed they had done something to improve their local area for people or wildlife.

*'My favourite thing about Garden Club is that you give us things to do (very fun!). And snacks!! And we have been making things!'*  
(Selena, Yr5)

*'My favourite thing was spending time with my friends and helping the environment.'*  
(Michael, Yr5)

## Impact (anticipated long-term changes)

- Participating Yr 5 teacher saw improved communication skills amongst the group, that they had been learning to listen to each other better and work collaboratively.

*‘The children thoroughly enjoyed learning these new skills and could not wait to tell others the next day in the classroom. This inquisitive and rewarding approach to learning improved concentration inside the classroom.’*

(Fionnuala Gormley, Yr5 Teacher / Deputy Head)

- Participants gained a greater appreciation for the natural environment.
- Several participating pupils attended the Museum’s free Summer Holiday family sessions.
- A more sustained relationship between the Museum and the school is developing.
- The raised beds, greenhouses and tool kits provided to the school will last for many years to come. Space within the planters not used by Garden Club has already been adopted by other year groups for growing projects.

## Disadvantage & Cultural Capital

- None of the participants had visited the Museum before despite it being local.
- 98% of the children expressed an interest in coming back with their friends or family.
- Very few of the children have access to outdoor space at home. They and their families have now been introduced to a new safe and accessible outdoor space.
- The participating year group had a high proportion of pupils with SEND. These pupils were able to participate and excel in all the activities, ask questions and work at their own pace.

*‘This stuff is really good for him. He loves it. He has autism, high functioning. He needs to be busy all the time’*

(family member, attendee at Garden Club family session)

- Participants were given opportunities to discuss safe and appropriate behaviour in historic, cultural and religious spaces. Workshop leaders saw a marked improvement in their behaviour in ‘special’ spaces, ensuring that pupils feel more confident, engaged and welcome when visiting similar institutions.
- 100% of pupils reported that they had participated in activities that they would not normally do at school or home.

## Unexpected outcomes

- The Museum’s outdoor learning offer has expanded following learning from the Garden Club workshops and pupil feedback (including recruitment of a Family Learning volunteer).
- Team members mentioned feeling a mental health ‘boost’ from delivering sessions outdoors.

# Inspiring Young Londoners

## Outputs

- Monday 10 July: Working with teachers and geography pupils to deliver a day of activity to aid the Geography curriculum on their Non Exam Assessment (NEA).
  - Model talk at the London Centre
  - Presentations from the head of planning at City of London.
  - Facilitated a trip out into the City on a data collection exercise.
- Wednesday 27 September: School Engagement – London Real Estate Forum at Barbican Centre.
  - Architectural photography workshop led by Luke O'Donovan and Kes-Tchaas Eccleston.
  - Curated exhibition photo boards hung in the Barbican conservatory where each pupil presented what they value to the whole group.
  - 1-1 mentoring with a cross-sector of NextGen built environment professionals.
  - Day finished around NLA's City of London model where the pupils got a different perspective of the city.
- London Careers Festival.
  - July: mentoring session with 30 built environment industry mentors taking part.
  - February: careers fair with different sectors of the built environment taking part, including pathways into new apprenticeships.
- 'Design Future London' workshop.
  - Workshop and model talk, facilitated by NLA and 2-3 Degrees.
  - Mixed age group from 5-21 years old exploring how young people can have a voice to shape the built environment and create sustainable cities.

## Outcomes

- Delivered on all 3 intended outcomes:
  - Inspire young people to take up creative careers in the built environment.
  - Help make the built environment industry more diverse and representative of the population.
  - Give young people a voice and an opportunity to collaborate directly with professionals through creative workshops and mentoring.
- 100 pupils attended the NEA workshop.
  - Feedback from Geography lead that there is appetite for more of these workshops
- 35 pupils attended the London Real Estate Forum event
  - Positive feedback from pupils and teachers about careers they are now considering in the industry and what their interest in Geography can lead to.
  - Teacher commented that she had never seen the pupils so engaged and thinking about their future in this way before.

*'I enjoyed the photography aspect of today's workshop because it let me get creative. I also learnt the different opportunities geography opens up for our futures.'*

(participating pupil)

*'I liked talking to the different people about their career, it gave me an idea of what I want to be.'*

(participating pupil)

- Approximately 50 pupils attended the London Careers Festival workshop
- 35 pupils attended the 'Design Future London' workshop.
  - Requests received from school leaders for a similar workshop this year.

### Impact (anticipated long-term changes)

- Building on the success of the NEA workshop day, have already run a second one with positive feedback from schools.
- Running further workshops with the hope of this becoming a regular annual activity.
- Intend to help progress a pipeline of pupils from school to industry to help improve the skills shortage and deliver more careers focused activity.

### Disadvantage & Cultural Capital

- Many of the participating pupils had never left their borough and been to central London.
- For 80% of participants, it was their first time at a cultural institution and their first time in City of London.
- The project-built pupils' skills and personal development, knowledge of London, its past, present and future development, the possible career pathways into planning, architecture, engineering, construction and surveying and gave them first hand insight from industry professionals.

### Unexpected outcomes

- Development of social skills and personal development that pupils showed throughout every activity.

*'A key highlight from the day was the 1:1 speed mentoring session whereby the pupils were able to meet with varied industry professionals from the community to learn about their individual journeys as well as have the platform to gain insight through questioning and develop their social skills.'*

(participating teacher)

- Participating schools have been recommending The London Centre, causing an increase in school enquiries.

## Music Production for Girls

### Outputs

- 5 day course

- 30 hours of teaching for 10 participants
- Industry masterclass
- Final showcase for friends and family

## Outcomes

- Participants inspired and confidence built toward considering music production as a potential career for women
- Participants who answered the feedback survey all rated progression in their knowledge of the subject matter and would be very likely to recommend the course.

*'I really enjoyed learning about music production and I gained a lot of knowledge.'* (course participant)

## Impact (anticipated long-term changes)

As this was a short course, tracking of long-term progress is ongoing. Participants have been encouraged to join other courses or apply to degree programmes at Guildhall. The aim of course was to support a targeted group who are underrepresented in the industry, and this was achieved.

*'Our daughter, who is currently studying Music Technology at college is thinking about studying Music production at a higher level, so learning it has been very useful for her.'* (participant's parent)

## Disadvantage & Cultural Capital

Of participants who answered the survey, only one participant said that they could have afforded the course if it was a paid course. The course was designed as a response to an underrepresented group within the industry and it managed to achieve this by having 10 participants identifying as female and gaining knowledge and confidence.

## Unexpected outcomes

n/a

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# Nature Learning

## Outputs

- Project engaged children with special educational needs and disabilities (SEND) through a 'Nature Learning' programme.
- Provided tailored, long-term nature-based learning experiences for school children (EYFS, KS1, and KS2).
- Pupils participated in long term engagement of weekly sessions, with the programmes running over the school year.



- The project took place at West Ham Park in the enclosed wildlife garden, providing a safe and inviting environment
- A specialist outdoor facilitator collaborated with school teachers to develop outdoor learning opportunities addressing the specific learning needs of pupils, including:
  - Developing teamwork skills.
  - Encouraging exploration of nature.
  - Building confidence.
  - Applying and consolidating classroom learning in new contexts.
  - Enhancing language use.
  - Promoting decision-making skills.
  - Connecting with nature as a source of wellbeing.
  - Fostering emotional regulation.
- Example activities from the programme include:
  - Creative, playful and exploratory activities: mud painting, playing with nature puppets, singing and drumming
  - Purposeful activities: raking leaves, planting seeds
  - Supported risk and challenge: toasting bread on a fire, lighting and putting out a fire, using stepping stones.

## Outcomes

Given the developmental delays in communication among participating pupils, the evaluation consisted of observational assessments of the children's behaviour and interviews with teachers. Among observed outcomes were:

- Improved confidence to explore in nature.
- Improved wellbeing and emotional regulation.
- Applying and consolidating learning.
- Communicating and developing relationships:

## Impact (anticipated long-term changes)

*'It has been such a wonderful addition to our school's curriculum, providing our students with unique opportunities for hands-on learning and connecting with nature.'*

*It has proven to be immensely beneficial for our students, fostering a deeper appreciation for the environment and enriching their educational experience in meaningful ways.'* (Assistant Head/SENCO, Sir John Heron School)

*'The children are confident in nature... some of our children were quite apprehensive when seeing minibeasts but are now comfortable around insects. The children have improved their listening skills and ability to work in a group setting.... It has been incredibly good for their sensory needs – They are more aware of their surroundings now.'*

(teacher, Vicarage Primary)

- Collaboration with the Tower Bridge Learning Team allowed for valuable exchanges of best practices among SEND programme leaders, enhancing the Nature Learning programme.

## Disadvantage & Cultural Capital

- Interviews with teachers at the start of the programme identified children's needs and learning aims.
- Teachers also highlighted children who had limited outdoor experiences due to caregivers' concerns about their behaviour and associated fears of taking them outside.

## Unexpected outcomes

Some participating adults from the local South Asian community commented that gathering around a fire to share food was a powerful and important cultural connection point which they particularly enjoyed sharing with the children, highlighting its significance in fostering community bonds.

# New Leaf

## Outputs

- 2 day journey for participants visiting both the Barbican Library and Hampstead Heath.
- Each day began with a welcome, then a series of wellbeing and storytelling activities, including:
  - Movement activities (e.g., yoga) and nature exploration.
  - Sensory experiences (e.g., exploring textures and sounds in nature).
  - Artistic creation, character development, and storytelling.
  - Listening to stories.
  - Creating and narrating original stories.
  - Shared lunch.

## Outcomes

- Participants reported:
  - 17% increase in feelings of wellbeing.
  - 28% increase in confidence to explore green spaces and libraries.
- Observations showed multiple indicators of enhanced creativity, including:
  - Defining problems and identifying solutions (e.g., troubleshooting and improving techniques in clay modelling).
  - Asking engaging questions (e.g., inquiring about animals living in Hampstead Heath).
  - Using imagination to explore ideas purposefully (e.g., creating a nature character and developing its story).
  - Managing uncertainty and responding positively to new experiences (e.g., shifting from initial fears of invertebrates to observing them with curiosity and excitement, and trying new foods like wild garlic).

*'I had so much fun!'*  
(participating young person)

## Impact (anticipated long-term changes)

*'The two days have been a fantastic experience. The project at Barbican Library and Hampstead Heath offered participants a multifaceted experience blending culture, cuisine, and wellbeing. From the architectural wonders of the Barbican Centre to the tranquil beauty of Hampstead Heath, each moment showcased the richness of London's cultural and natural heritage. As the project concluded, participants left with newfound inspiration and a deeper connection to their natural surroundings.'*

(Ann Sparrowhawk, Ambition Aspire Achieve)

## Disadvantage & Cultural Capital

- The project collaborated with Ambition Aspire Achieve and the City of London Early Help Team to target children facing challenges such as poverty, disability, or caring responsibilities.

*"Targeted activities for children known to Early Help and Social Care are essential, especially those children who come from low-income backgrounds. These children and families are often not exposed to things in the City that cost money or do not seem accessible to them based on perception. Exposure to the Barbican, transport links and green spaces in and around London are important for families to see and to feel like they are welcome. Going out for a meal is not a regular occurrence for these children and providing them with this experience lets them know that they too can have this."*

(Keisha Nurse, Children's Social Care and Early Help, City of London Corporation)

## Unexpected outcomes

n/a

## Poetry vs Colonialism Festival

### Outputs

- 5-day 'Word on the Street Festival: Poetry VS Colonialism'.
- The London Archives worked with Keats House, Poetry Vs Colonialism and 9 poets to deliver 4 school workshops across the two sites.
- 4 decolonising workshops for professionals working in education and the heritage sector.
- Produced:
  - 60-page anthology.
  - 5 learning resources.
  - 7 high-quality (award winning) poetry films.

### Outcomes

- Increased understanding of the UK's colonial past amongst primary and secondary school pupil and heritage / teaching professionals:
  - Poets supported the pupils to explore how stories of materials crucial to the rise of the British Empire which resonate with them and empower them to express their feelings and ideas as individuals.

- The project provided staff with the opportunity to develop good practice principles on decolonising collections and understanding provenance.
- Curiosity and discussion inspired by archives:
  - Pupils asked questions after reading respective poems, as well as questions about the images used in presentations.
  - Responses were creatively exciting including mixing metaphors and engaging with the sensory element of the workshop.
- Making a safe space to explore colonial history:

*'Telling us their feelings about colonialism, their own definition, including it in their poems. They already had so much knowledge and used it well. We encouraged all the messy feelings! The template of tea worked well as scaffolding and the mind map of tea memories.'*

(poet mentee for tea)

### Impact (anticipated long-term changes)

- Learners developed language and communication skills, which are crucial for success in social and professional settings.
- Through reading and writing poetry, pupils improved their vocabulary, comprehension, and expression, as well as gaining exposure to literary techniques and styles.
- Poetry performance training with professional poets helped build oracy skills, helping pupils feel more confident in front of audiences.
- The festival provided pupils with opportunities for self-expression and self-reflection, which are important for personal growth and development.
- Through writing and performing their own poetry, pupils explored their own experiences and emotions with regards to colonial history, developing self-awareness and confidence, and building a sense of identity and purpose.

*'The workshop was very informative and interesting! I have learnt a lot and will definitely use these ideas throughout my teaching career. Moreover, Linda's storytelling about Keats was very engaging and being in the kitchen doing exercises and smelling teas was very interesting. It was also great to hear their poems at the end! Thanks for the opportunity!'*

(trainee teacher from Middlesex University)

### Disadvantage & Cultural Capital

- Pupils were exposed to diverse cultures and perspectives and helped make archive materials creatively accessible.
- By exploring poetry from different cultural traditions and insights from museums and heritage organisations, pupils developed empathy and respect for people from diverse backgrounds and gained a deeper understanding of the world around them.

- Participants learned to think outside the box, generate new ideas, and approach problems in innovative ways.
- At a time when many schools, especially those with high pupil premium numbers, are struggling to afford school trips and to bring in artists to inspire pupils, the project enabled this to happen.
- Participating pupils will receive copies of the festival anthology, allowing them to see some of their work in print alongside the lead poets, thus validating their creative expression.

## Unexpected outcomes

- Poet impact and support:
  - Poets gained a unique chance (some for the first time) to engage with archives creatively and learn from heritage professionals how to navigate this.
  - Recruitment of 4 lead poets and 5 mentee poets meant that there was lots of support and learning opportunities in facilitation and creative research, as well as chances for lead poets to develop their mentoring skills.
- Teacher engagement:
  - Struggled to recruit predicted numbers for the two teacher CPD sessions and would need a different strategy and more time for this in the future.
- Launching the films, anthology and resources:
  - The 'Poems from the Archives' films won 1st place in StAnza 2024 (Scotland's International Poetry Festival dedicated to bringing poetry in all its forms and many languages to audiences around the world).

## Reimagining Londinium

### Outputs

- 6 classes from 3 school.
- 18 individually tailored sessions.
- 6 artworks, prominently displayed across the City of London viewed by an estimated 78,000 visitors.

The project was divided into two sections:

- Teaching and creative exploration:
  - A site visit to either London's Roman Amphitheatre or Billingsgate Roman House and Baths to discover more about Roman London.
  - Taught by a trained archaeologist, each class focused on a slightly different theme to reflect the subject of their artwork.
  - A school visit by a professional artist to talk about their discoveries and start developing ideas for their artworks.
  - A school visit by a professional artist to facilitate the creation of the artworks.
- Presentation and celebration:

- To celebrate their achievements, participants were invited to a lunchtime reception at London's Roman Amphitheatre.
- Artworks were displayed from 26th July – 1st September at locations including London's Roman Amphitheatre, Leadenhall Market and Billingsgate Roman House and Baths.
- Linked by a paper trail available at the City Information Centre, or through a QR code attached to the artworks, these are estimated to have reached an audience of over 78,000 people.

*'It was a fantastic and engaging project from start to finish and I'm so pleased we got to participate.'*  
(participating teacher)

## Outcomes

- Expanding horizons:
  - More than 50% of pupils were visiting City cultural venues for the first time.
  - Collaborating with pupils over an extended period enabled the archaeologist and the artist to share information about their careers.
  - Displaying young peoples' artworks across the City shows visitors that this is an area that celebrates and nurtures young talent.
- Building confidence:
  - Scale of artworks and their prominent display was designed to engender a sense of confidence and pride.
  - Teachers commented on the pupils' development in creativity, teamwork and critical thinking.
  - Engaging pupils on an extended project enabled them to take the lead and own the project.

## Impact (anticipated long-term changes)

- Teachers noted that communications, teamwork, problem solving, initiative and independent thinking skills were all likely, or extremely likely, to have been enhanced by the project.
- Pupils now have a better understanding that art galleries and other heritage sites are welcoming, and exciting places to visit and potentially work.
- All of the schools involved have expressed an interest in collaborating on future projects with the City of London.

## Disadvantage & Cultural Capital

All participating schools were from Inner London boroughs and have high pupil premium levels.

- Increased social /cultural capital, engagements with the City of London:
  - Encouraging pupils to create artworks based on their own discoveries, drawing on their own imaginations and from their own, unique, perspectives was empowering for participants.

- Teachers surveyed gave the overall quality and format of the learning experience, the value of visiting ancient sites and of collaborating with different professionals the highest available grade.
- They also noted that participants had really enjoyed the project.

## Unexpected outcomes

*'Personally, I have been particularly impressed by the pupils' artworks. Visually, not only are they far more impressive than I dared hope, but they also brilliantly capture a young person's very different view of the world. Equally, the artwork created for the entrance to Billingsgate Roman House and Baths really helped to animate the space by creating a wonderfully vibrant, accessible entrance that drew the attention of passers-by. The different components of the project slotted together in a very cohesive way.'*  
(Andrew Lane, project lead)

## The Big Picture

### Outputs

- Workshops designed by Guildhall Art Gallery and Artis looking at Maths through movement and art for KS1/2/SEN children.
- Resources provided to teachers in advance of arrival to enable them to give pupils a tour of the gallery ahead of the session.
- Workshops used the Gallery's largest painting (at 459 sq ft), John Singleton Copley's The Defeat of the Floating Batteries at Gibraltar, alongside others in the collection, as a stimulus to explore scale, measurements, finance and geometry through the performing arts – movement and drama.
- The scale of the Copley painting was also used to demonstrate the complex logistics of fitting it into the gallery.
- Project had a key focus on financial literacy.

### Outcomes

- 996 participating children from over 38 classes/ 17 schools across.
- 81 participating teachers.
- 100% of teachers rated the experience as 'Excellent' or 'Good'.

*'The session was great, thank you. The children loved it (they are never this quiet and focused!) and there were lots of opportunities for them to be active and for cross-curricular links. We had a great time – thank you!'*  
(participating teacher)



## Impact (anticipated long-term changes)

- Increased Gallery Visits:
  - By making the artwork more accessible through performing arts, the hope is to encourage more frequent visits to the Guildhall Gallery from the schools involved.
  - The Gallery team will be monitoring repeat attendance to help gauge this impact.
- Enhanced Appreciation for the Arts:
  - Introducing children to the arts in an engaging and interactive way aims to foster a long-term love and appreciation for the arts.
- Continual Learning and Improved Attainment:
  - Engaging with the arts has been shown to improve cognitive skills, creativity, and academic performance, potentially leading to improved attainment and progress in the future.
- Creative Teaching Methods:
  - For the teachers attending, the workshops opened up new ideas for incorporating the arts and creative teaching methods into their curriculum.

## Disadvantage & Cultural Capital

- The project specifically targeted schools in the top 20% of deprivation in the country.
- The unique approach to understanding Maths and art through movement and drama, allowed children with a variety of needs to access the learning through different approaches, physical and creative expression.
- Feedback indicated that the workshops were accessible and inclusive for all participating children, providing an enriching experience regardless of their background.
- Exposure to innovative teaching strategies through the arts has equipped teachers with new tools and approaches that they can integrate into their classrooms, further benefiting their pupils.

## Unexpected outcomes

- Funding that had been allocated to resource creation was underspent (existing Artis/Gallery resources were used). With ESU permission, the project was extended by a further 3 months.
- Need for direct contact with attending teacher before the session – sometimes pre-session resources were not received by the teacher and therefore were not utilised.
- Providing a briefing in advance may have increased teacher confidence in running the self-guided tours.

# Wild City

## Outputs

- 1 biodiversity photography competition.
- 6 introduction meetings with teachers.
- 6 Wild City Launch Dates sessions.
- 6 Wild City School Site Survey Visits.
- 6 Wild City Celebration dates sessions.
- 5 runner up monetary prizes.
- 1 planting day for the winning school.
- 1 Wild City green space built by Edible Landscapes London, based on the pupils' design.
- 2 Wild City After Care Days and a CPD sessions for teachers and senior management.

## Outcomes

- 12 schools took part in the Wild City photography competition.
- 6 schools took part in the in-person activities for Wild City 2024.
- 180 Year 5 pupils were directly involved in this project.
- 504 indirect beneficiaries from winning school (pupils able to use new green space).
- £1,500 donated to the five schools that were runners-up.
- Resource on biodiversity created for British Science Week Community Pack, with 2,489 downloads.
- One Wild City promotional film made.
- One Wild City space built in spring 2024 at the winning school, Morningside Primary School.

## Impact (anticipated long-term changes)

- Increased understanding and appreciation of biodiversity and the science behind it.
- Increased confidence in participating teachers to teach outdoor and environmental learning.

*'Wild City has significantly enhanced my understanding of teaching biodiversity within the science curriculum by providing practical, engaging, and relatable examples of urban wildlife. ...I have learned how to incorporate local biodiversity into lessons, making the topic more relevant and interesting for students.'*

(Participating teacher)

- Improved mental health and wellbeing for winning school pupils.
- 100% of teachers who answered the survey said that they would recommend Wild City to others.
- Development of soft skills such as: self-confidence, creative, critical and curious thinking, presentation skills, and teamwork.

*'As a teacher, seeing the children take onus of their project was the best part of the Wild City program because it demonstrated their genuine engagement and ownership of their learning. This was immensely rewarding for several reasons. Firstly, watching students take responsibility for their projects showed that they were truly invested in the task. They were not just completing an assignment because they had to, but because they wanted to. This level of engagement is a clear indicator that they are internalizing the concepts of biodiversity and are motivated to explore them further. It signifies a deeper understanding and a personal connection to the material, which is the ultimate goal of any educational endeavour.'*

(Participating teacher)

- Continued learning of biodiversity due to the build at winning school and runner up schools being provided with monetary prize to go towards continuing their biodiversity activities (e.g. one school creating and distributing biodiversity kits for pupils)

*'I just wanted to say thank you so much for creating such a beautiful space in our playground. We are incredibly grateful for all your time in creating this amazing garden. Our children are very lucky.'*

(Headteacher from winning school Morningside Primary School).

## Disadvantage & Cultural Capital

- The six participating schools were located in areas of high socio- economic deprivation in Hackney and Islington with two of the schools reporting high levels of pupils with SEND.
- Pupils were given the opportunity to visit the City of London, with two visits each to Salters' Hall and Salters' Garden which none of the pupils had visited before.

## Unexpected outcomes

- Two participating schools had disproportionate numbers of pupils with SEND; these pupils engaged well with the project and benefitted from the variety of activities and role play when learning about these quite complex concepts.
- Teaching staff shortages caused some issue through the project. E.g. one school could not attend the Celebration Date and notified us on the morning of, cancelling their session due to staffing issues.

# Young City Poets

## Outputs

- A teacher briefing in the autumn term focusing on the latest poetry engagement research and using the National Literacy Trust's three-pillar approach to writing to inspire reluctant writers.
- A handbook for teachers with lesson plans.
- A 'memorable experience' in the spring term for pupils at City of London cultural venues.
- A follow-up visit from a professional poet to work with pupils on writing and performing original poetry.
- The opportunity for pupils to perform their poetry in front of a live audience at the Young City Poets Festival in the summer term.
- Festival goodie bags, professional photography and certificates for all participating pupils.
- Membership of the National Literacy Trust worth £100 with access to courses and resources to support literacy teaching in school.
- A chance for pupils to be published in an anthology with free copies of the publication.

## Outcomes

- More pupils enjoyed writing in their free time after taking part in Young City Poets (35.7% before vs 46.2% after).
- Enjoyment of writing in school (47.1% vs 62.2%) and writing poetry (38.8% vs 52.9%) improved.
- Pupils' perceptions of poetry changed. More pupils thought writing poetry was 'fun (18.1% vs 60.0% after) and 'brilliant' (13.1% vs 42.5%) after taking part.
- Most teachers saw a positive impact on pupils' enjoyment of writing poetry.

## Impact (anticipated long-term changes)

- Impact on participating teachers:
  - 100% of teachers who answered the survey reported that taking part in Young City Poets increased their understanding of how to support their pupils with writing for pleasure.
  - Nearly all participating teaching staff said they would use cultural connections to teach literacy in the future, compared to only half who said they had done so in the past.

- Most staff reported that participating in Young City Poets helped their school promote writing for pleasure.
- All participating poets reported an improved knowledge and confidence of how to deliver workshops on writing for pleasure and inspire children and young people to write for pleasure.

## Disadvantage & Cultural Capital

- Of the 17 participating schools (21 classes), all had a Free School Meals rate above 20%:
  - 21% - 29%: 5 schools
  - 30 – 39%: 3 schools
  - 40 – 49%: 6 schools
  - 50 – 59%: 2 schools
  - 60+%: 1 school
- 81.6% of pupils agreed that the cultural visit meant that they got to visit somewhere they had never visited before.
- 60.8% of pupils felt like they now knew more about the city they live in.

*'I never thought I'd get to experience such a thing but here I am!'*  
(participating pupil)

*'Cultural venues ... facilitate curiosity, inspiration and community building. Being able to help young people in London to make their own connections with these spaces through writing poetry is such a great way to foster positive relationships to spaces and an artform that can often feel inaccessible'*  
(participating poet)

## Unexpected outcomes

Cultural partners reported benefits to their overall practice, integrating approaches and techniques developed as part of Young City Poets, and working with poets, into their wider programme and methodology.