

Primary Arts

Quarterly Report: April 2025

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List of Appendices

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Context

The Primary Arts programme was developed by A New Direction through a period of Research and Development funded by CETF in 2023¹. The current programme structure was piloted on a small scale in the 2023/24 academic year and evaluated by an independent evaluator as well as through a listening project examining our working practices with partners. Both of these demonstrated that the programme worked as hoped, met the needs of schools, and was manageable for partners to deliver with us. Based on these reports, we refined the programme approach and were delighted to receive rollout funding from CETF for July 2024 to March 2028. Year 1 of the full-scale programme launched in September 2024. External evaluation and the listening project are ongoing. Our Theory of Change for the programme is appended to this report.

Introduction

A New Direction is pleased to share this quarterly update on delivery of the first year of Primary Arts at full scale for the City Educational Trust Fund. Following the successful launch of the programme in September 2024, all strands of the programme are now (or have been) in delivery, and we are gathering qualitative and quantitative evaluation data. We have also successfully launched the Summer season of our Go & See programme, and started development of Year 2 of the programme.

The five strands of the programme are:

For pupils (with support for staff)

- Go & See (offered in the autumn and summer terms)
- In-Schools Touring (offered in the spring term)

For teachers:

- Cultural Education Leadership Programme (year-long)
- Masterclasses (single day sessions delivered year-round)

For any school staff

- Come & Try (twilights delivered year-round)

A list of delivery partners can be found at the end of this report.

¹ Evidence of need during the research phase came from (amongst others) [The Arts in Schools: Foundations for the Future](#), briefing papers published by the [Cultural Learning Alliance](#), and evaluations undertaken as part of our work as a Bridge Organisation funded by Arts Council England (not publicly available, but see [The Bridge Network: Reflections on Strategic Work with Children and Young People in Education, Culture and the Arts, funded by Arts Council England](#)).

Key Achievements this Quarter

This quarter has seen a significant amount of programme delivery taking place. Most significant has been the completion of the delivery of the In-Schools Touring Programme. This has involved:

- 91 teacher CPD sessions, benefitting 1,300 teachers
- 100 performances and
- 200 workshops to 7,450 pupils.
- Delivery of 100 boxes of books
- Delivery of 100 boxes of creative materials.

With delivery only recently ended, we are still gathering evaluation data for the touring programme but what we have received so far has been very positive, see impact below.

We have also launched the Summer Season of the Go & See programme, and received 198 bookings for the programme from 106 schools. Allocations have now been made to 42 schools (all of whom have not participated in Go & See previously, and the majority of which are new to the programme) and we are in the process of confirming bookings with them ahead of delivery starting in late June.

Delivery of the Masterclasses, Come & Try and Leadership programmes are all ongoing, and we have also started consultation work with teachers to inform how we develop the programme for Year 2 of delivery. We are also planning our first pupil consultation in the summer term, which will take the form of a series of film screenings in schools (supported by Into Film), with creative feedback mechanisms for pupils so that they help us select the film for the Summer 2026 Go & See screening.

Alongside this activity, we are in the process of putting together the offer for Year 2 of the programme:

- Our Expression of Interest process to recruit new delivery organisations for the Touring programme attracted 52 applications, of which 13 have been shortlisted for interviews in late April. From these interviews we will select the 10 organisations that will make up the 2025/26 Touring offer.
- We have secured new partnerships with the Postal Museum and Historic Royal Palaces (across Hampton Court Palace, Kensington Palace and the Tower of London) to extend the summer offer in the Go & See programme, and are exploring possibilities with a national museum in regard to the Come & Try offer.
- Our partnerships with UCL Centre for Educational Leadership (for the Leadership programme), CLPE (for Masterclasses) and the Crafts Council will continue in 2025/26, and planning is underway for all these strands.
- Applications for teachers to the Leadership programme will open immediately after the Easter break and the cohort will be confirmed by the end of the summer term.

We are also finalising recruitment plans for the new teacher consultation group and strategic development group, both of which will be in place for the new programme year in September 2025.

Highlights

- Completion of the Winter season of the Go & See programme, reaching 2,322 children in total across 14 events.
- Launch of Go & See Summer season, with the programme oversubscribed (16 offers totalling 2,645 tickets: 198 booking requests from 102 schools).
- Successful delivery of In-Schools Touring Programme to 100 schools, positive feedback from teachers, pupils and partners.
- Increased registrations to the programme, including new registrations from Bexley and Sutton where previously this had been 0, and from SEND settings, where we have seen a 53% increase across London.
- Development of connections into low-uptake boroughs (particularly Bexley, Croydon, Barnet) with a view to increasing engagement.
- Successful first steps into consultation with teachers at a well-attended consultation event in January. 15 schools since signed up to continue consultation work this academic year.
- 52 EOIs received from cultural sector organisations interested in working with us to deliver Touring 2025/26, 13 shortlisted with a view to select 10.
- Programme confirmed for Cultural Education Leadership Programme 2025/26, ready for applications to open late April 2025.
- Increasing breadth of offer in Go & See programme for 2025/26 with new relationships developed with Historic Royal Palaces and the Postal Museum.

Number of Booked Places

356 Schools registered (of which 23 are SEND settings). This is an 23% increase since our last report (an increase of 53% for SEND settings).

- 131 Touring Applications (100 selected)
- 190 Go & See Applications (77 selected)
- 40 Schools attending Masterclasses (96 individual teachers)
- 45 Schools attending Come & Try sessions (67 individuals)
- 18 Schools on leadership programme (recruited summer 2024)

Uptake by borough

The table below shows school engagement by borough on the basis of registrations and bookings made. Where numbers have increased since the last report, the number in brackets indicates the previous figure.

Please note: *Schools registered* – all schools registered on booking platform.

Individuals registered – each school can have multiple teachers linked to it as individuals book their own places on specific programme strands.

Schools participating – schools that are actively engaging in any programme strand (counted only once irrespective of the number of individuals participating or the number of strands engaged with).

Borough	Schools registered	Individuals registered	Schools participating
Barking & Dagenham	10	23	9
Barnet	8 (5)	9 (5)	3 (2)
Bexley	1 (0)	1 (0)	0
Brent	10 (8)	23 (22)	5
Bromley	5	6	3
Camden	20	32	11
City of London	1	2	0
Croydon	9 (6)	17 (14)	7 (5)
Ealing	18 (17)	33 (30)	11
Enfield	10 (8)	16 (14)	3
Greenwich	12	28 (22)	5
Hackney	14	28 (25)	11 (10)
Hammersmith & Fulham	7 (6)	8 (6)	4
Haringey	11 (9)	13 (11)	4
Harrow	3	9 (4)	2
Havering	3 (2)	3 (2)	1
Hillingdon	10	17 (16)	5

Borough	Schools registered	Individuals registered	Schools participating
Hounslow	7 (6)	11 (10)	2
Islington	11 (9)	23 (20)	9
Kensington & Chelsea	5 (3)	7 (4)	2
Kingston	9 (3)	10 (3)	5 (1)
Lambeth	16	34 (30)	11
Lewisham	22 (19)	29 (24)	15 (12)
Merton	9	12	3
Newham	23 (19)	28 (22)	13
Redbridge	12 (10)	19 (15)	8 (7)
Richmond	15 (8)	22 (11)	6 (5)
Southwark	18 (15)	29 (22)	10
Sutton	1 (0)	1 (0)	0
Tower Hamlets	20 (12)	33 (23)	9 (7)
Waltham Forest	17 (15)	43 (35)	9
Wandsworth	12 (11)	21 (17)	9 (7)
Westminster	4 (3)	5 (4)	2 (1)
TOTAL	356 (294)	595 (486)	197 (179)

For commentary, please see 'Challenges', below.

Sessions Taken Place

Due to the large number of sessions delivered, this information has been submitted separately in Appendix 2.

Summary (current quarter only):

- Cultural Education Leadership Programme: 2 sessions
- Masterclasses: 2 sessions
- Come & Try: 3 sessions
- Go & See: 1 session
- In-Schools Touring Programme:
 - 92 CPD sessions
 - 100 performances
 - 200 workshops

In addition, our teacher consultation event took place on 22 January, involving 22 teachers.

Number of Children/Teachers Involved this Quarter

Please note that some teachers may have participated in more than one strand of the programme – these figures have not been deduplicated.

For Go & See and Come & Try the total for 'teachers' includes non-teaching adults such as parent helpers supporting Go & See visits, or non-teaching school staff attending a Go & See session.

Strand	Children	Teachers	Booked or actual	Notes
Go & See	55	10	Actual	May include other adults (eg parent helpers)
In-Schools Touring	7,450	1,300	Actual	
Masterclasses	n/a	55	Actual	All teachers
Come & Try	n/a	55	Actual	May include non-teaching staff
Leadership	n/a	18	Actual	All teachers
TOTAL	7,505	1,438		

Impact Quotes

The evaluation for the programme is based on our Theory of Change (ToC), found in Appendix 3. Linked to this ToC are the evaluation frameworks for the programme, two of which can be found by way of example in Appendices 4 & 5. From this, our independent evaluator has developed a series of evaluation tools and approaches for each strand of the programme, which were outlined in our previous report.

With a great deal of delivery having now taken place, we are actively gathering evaluation data and feedback. Our evaluation approach includes gathering immediate feedback on the day of delivery, and sending out follow-up evaluation questionnaires a term after delivery to learn more about the ongoing impact back at school. For the leadership programme, we undertake evaluation at the end of the programme, and follow up 6 months later.

With delivery having started in October 2024, we are only now at the point of sending out follow-up surveys to participants in our earliest sessions. On that basis, the impact we are currently able to demonstrate is centred on on-the-day feedback.

We have undertaken up follow-up surveys with the pilot leadership cohort, the findings of which are explored in the Case Studies section below.

Overall Programme Impact

The principal impact of the Year 1 programme so far is increased teacher confidence and motivation to try out new creative approaches across the curriculum with 97% of survey respondents² strongly agreeing (71%) or agreeing (26%) this outcome has been achieved. And importantly, they also felt they had been given new skills, practical strategies and resources to use in their classrooms with 94% strongly agreeing (71%) or agreeing (23%) that this was the case. In addition, there is a positive impact on teacher wellbeing through both the Come & Try programme (see quotes below) and through teacher CPD delivered through the Touring programme. Teachers seeing their pupils enjoying the experience also has a positive impact on wellbeing (see quotes below).

Mechanisms of change that supported these outcomes for teachers include the opportunity to participate in creative activities; to work with a group of their peers and feel supported by the group; and to feel valued as a professional.

The programmes have positive impact on children's mood (and potentially, wellbeing) with participants in In-Schools Touring telling us they feel amazed, happy, excited and proud about what they have done. This is supported by teachers' assessment of the outcomes for pupils from In-Schools Touring and Go & See, with 99% of respondents strongly agreeing (86%) or agreeing (13%) that the children enjoyed the activity and

² This is the mean from surveys for In-Schools Touring, Masterclasses and Come & Try

had fun. Alongside this, there is evidence of strong impact on children's curiosity, imagination and creativity through the exploration of new ideas, knowledge, artforms and places. 96% of teachers strongly agreed (73%) or agreed (23%) this outcome had been achieved.

Teachers also reported that Go & See developed children's cultural capital with 97% strongly agreeing (87%) or agreeing (10%) with this statement. The other significant outcome for pupils participating in In-Schools Touring was the development of new creative and/or artform skills which 94% of teachers strongly agree (50%) or agreed (44%) had been achieved.

Analysis by Strand

Masterclasses

Summary of outcome ratings

Masterclasses — Outcome ratings (51 responses across 3 Masterclasses)	Mean rating out of 5*
The INSET was of high quality: engaging, informative and facilitated by appropriate specialists	4.78
I feel empowered & energised to experiment & apply new, creative pedagogical approaches	4.69
I have been given practical strategies and resources that I can use in my classroom to support reader development	4.69
The content of the INSET related well to pupil needs and curriculum requirements	4.49
The INSET took an inclusive approach and was appropriate for primary and SEND settings	4.49
The INSET has left me feeling valued as an education professional	4.57
I felt supported by and connected with a group of my peers	4.55
It was useful to find out more about CLPE and how my school can access their support	4.55
I intend to stay in touch with one or more of the other participants I met through the Masterclass	3.51

* Where 5=Strongly agree and 1=Strongly disagree

Teachers' responses to: What was most useful today?

'A chance to breathe and think and reflect on current practise. The importance of creativity and not being afraid to go with my gut instinct.'

'The easy to transfer to classroom tips. Helping me to think about reviewing our reading for pleasure approach after a few years of doing the same things.'

Teachers' responses to: What might you do differently?

'To start a creative poetry club at school that combines creativity and poetry writing. To also give children in lessons more opportunity to draw and be creative alongside writing or as inspiration for writing.'

'To share with colleagues what I learned. To try to tell more whole stories all at once. To make more cross curricular links with stories.'

Come & Try

Summary of outcome ratings

Come & Try – Outcome ratings (62 responses across 4 sessions)	Mean rating out of 5*
The INSET was of high quality: engaging, fun and facilitated by appropriate specialists	4.60
I feel energised to try out new creative approaches in the classroom	4.74
I have developed skills and knowledge of a new craft	4.53
I welcomed the opportunity to explore my own creativity	4.81
I felt supported by and connected with a group of my peers	4.82
I feel more confident about teaching craft in the classroom	4.53
It was useful to find out more about Craft School and the Craft Council's support for schools	4.81
My awareness of craft opportunities for learners has increased	4.61
I intend to stay in touch with one or more of the other participants I met through the programme	3.78

* Where 5=Strongly agree and 1=Strongly disagree

The main aim of the Come & Try strand is to support participants' own creativity, but the sessions also aim to inspire school staff to undertake creative activities back in school. The following quotes illustrate these two outcomes.

'Wellbeing, new craft, repurposing materials!'

'Extremely welcoming, friendly and knowledgeable artists and leads, no pressure of sharing creations, well resourced, great level of explanations. Loved that we were able to take samples for reference and a printed breakdown of the tried crafts. A brilliant evening!!'

'Natural pigments are perfect for our Stone Age topic and Explore and Draw, which I am currently doing with my Y2s. We will go on a nature hunt and use the materials to make prints.'

Comparison of participants' experiences of the Masterclasses and Come & Try

Word cloud of answers to "Please give three words to describe the Masterclass" (52 responses from 3 sessions)



Word cloud of answers to "Please give three words to describe the Come & Try session" (62 responses from 4 sessions)



Although both strands of CPD were viewed as inspiring and creative, the word selected most often to describe Come & Try was 'fun'. Other words included relaxing, exciting, enjoyable and calm, suggesting the social and creative aims of the session were achieved. For the Masterclasses, 85% of respondents chose 'inspiring' as one of their three words with other words reflecting the professional development nature of the sessions, these included informative, engaging, motivating and thought-provoking.

In-Schools Touring

Impact on pupils – teacher-reported (quotes)

'Confidence building, pupil voice opportunities, creative drama, oracy, teamwork, listening skills, observation & comprehension of what they had seen.'

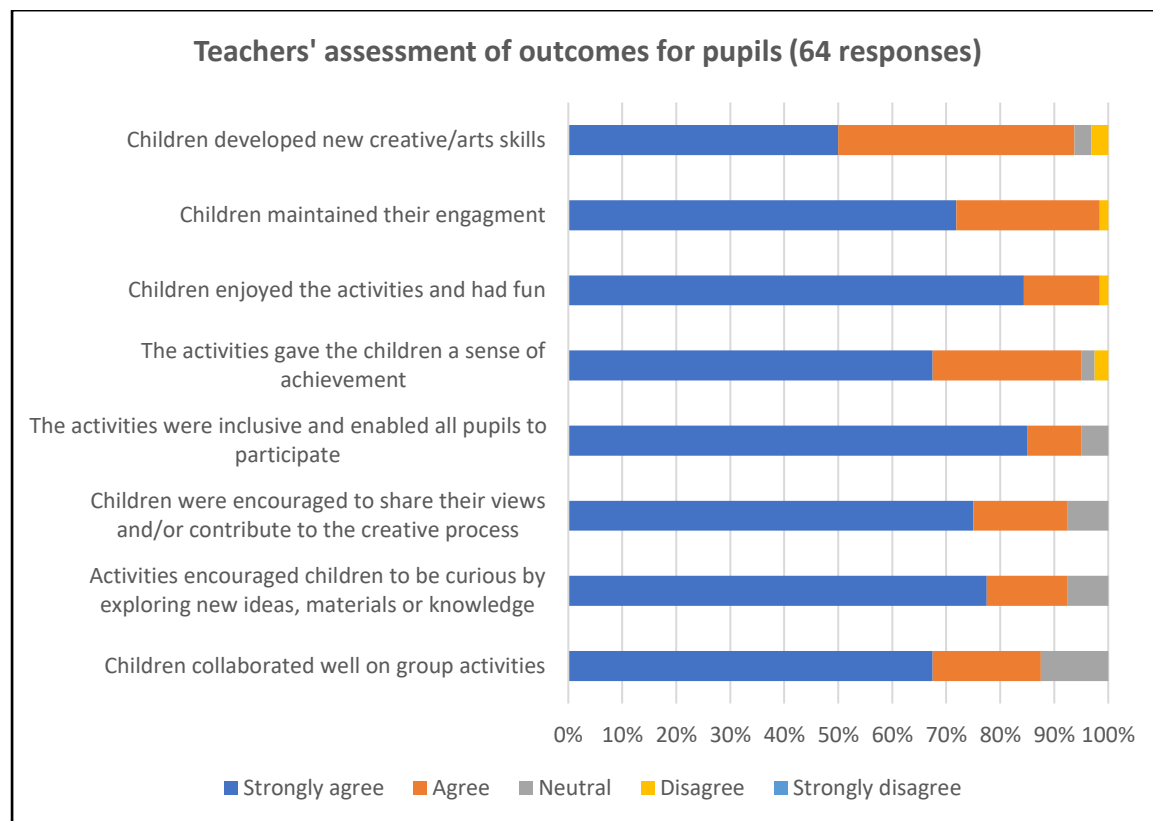
'Developing creative flair. Experiencing a stimulating creative environment. Evaluating their skills and the things that they are proud of. Teamwork skills and whole class bonding.'

'Learning about their musical cultural heritage and how influential it was in the music world; understanding more about different instruments and their unique sounds; learning about a specific musical genre; understanding how music unites people from all cultures; the opportunity to play panpipes.'

'Introduction to instruments and puppetry. A story that they were familiar with brought to life in a beautiful way. Children learnt how to create their own puppets. The idea that they are capable of big things even though they are small was really re-enforced throughout the show and the puppet-making session after.'

'This day was purely for the children on the SEND register [in mainstream KS2] and all of the children were able to watch the performance and take part in the workshops. Often children with SEND cannot fully benefit from the enrichment activities that are arranged for the rest of their peers. Something extra, just for the children that we targeted and pitched at a level that they could access. I have had so many of our children with SEND come to tell me how much they loved the day. It was incredibly special to the children - many of whom will have never been to a theatre or been able to sit through a drama performance in school. The performance and workshop showed our 'most vulnerable and most silent' children that they do have a voice and gave them a safe, encouraging space to use it. It was perfect!'

Impact on pupils – teacher-reported (quantitative data)



Impact on pupils – self-reported

Children's responses to: *How do you feel about what you've done today?*

(2,449 pupil responses from 93 schools)

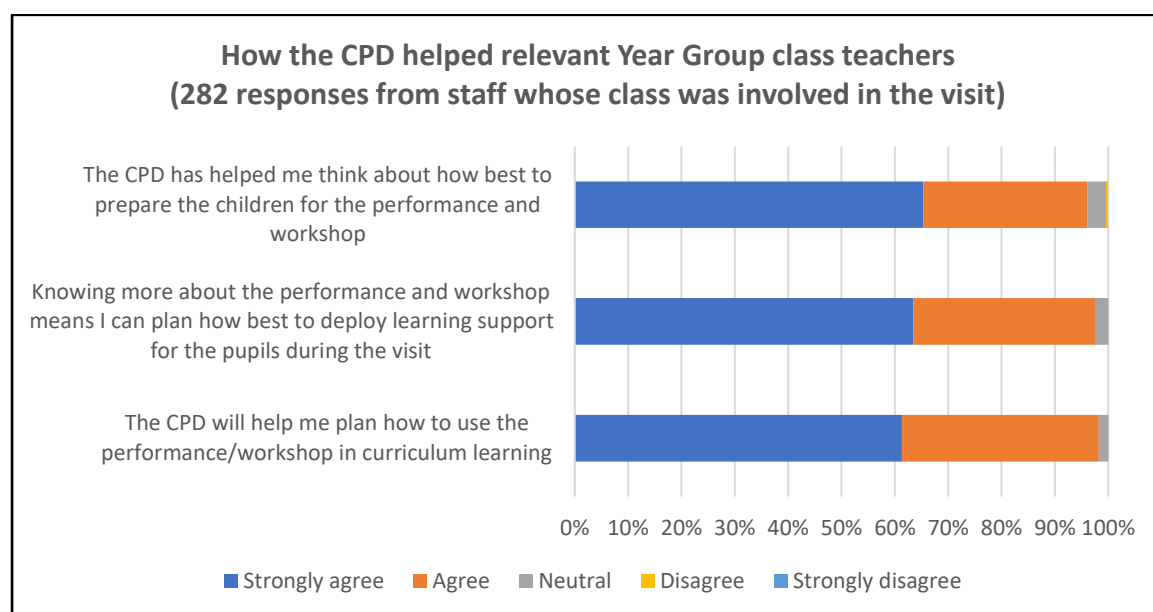


'Amazed' has taken the top spot from 'Happy' (598 and 532 respectively) with 'Proud' and 'Excited' also scoring highly (364 and 363 respectively).

How staff have benefitted

Evaluation data shows that the CPDs supported teachers effectively to prepare for the performance and workshops, as well as to link the experience to the curriculum.

'The teachers and myself had a deeper understanding of African arts, music, and dance and received practical strategies for integrating multicultural elements into the curriculum as well as ideas for using music, movement, and storytelling to engage students. We have developed skills in drumming, rhythm, and dance and confidence to lead creative activities.'



The sessions also supported teacher wellbeing, as seen in a large number of comments:

'I really enjoyed this session. After a hard day this was amazing. I came out of work feeling happy and in a great mood.'

'Lovely way to end the day'

'Great fun! Thank you!'

'Time flew by it was brilliant'

'It was brilliant. I was amazed how much we created in a short space of time. Staff really had fun and enjoyed it.'

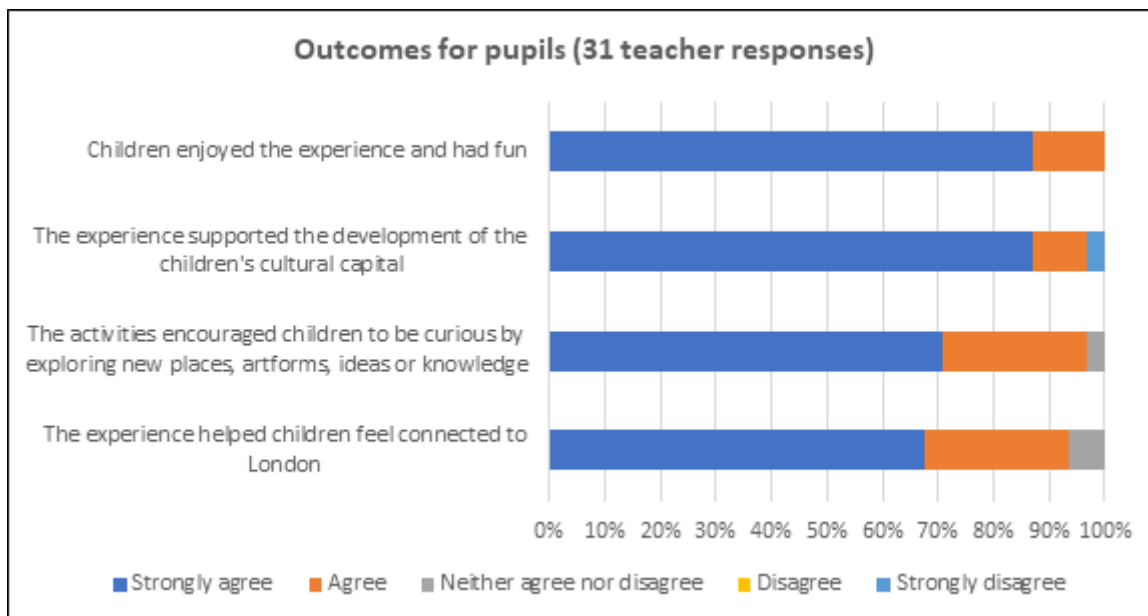
'This was wonderful. I'm full of ideas to take back to class. Thank you'

In-Schools Touring CPD – Outcome ratings (568 responses – all respondents regardless of whether their class was involved in the visit)	Mean rating out of 5*
The CPD was of high quality: creative, engaging, informative and facilitated by appropriate specialists	4.69
I welcomed the opportunity to participate in creative and practical activities	4.62
I have been given practical strategies and resources that I could be used in the classroom	4.63
The activities introduced in the session are inclusive and adaptable across age ranges and abilities	4.65
I feel more motivated and confident to incorporate creative activities into the curriculum	4.56

Go & See

Outcomes for pupils

The vast majority of respondents agreed or strongly agreed that the desired outcomes for pupils had been achieved with 100% agreeing that the children had enjoyed the experience and had fun.



Asked about the main benefits for the children, teachers' comments illustrated how the desired outcomes had been achieved.

- Fun and enjoyment – the majority of comments included words such as enjoyment, excitement, immersion and amazing.

- Cultural capital — through new experiences such as attending a live performance for the first time and also, understanding social etiquette in cultural spaces.

'The children thoroughly enjoyed this experience and had an amazing time at the theatre. For many of them, it was their first time attending a theatre or watching a live pantomime, and they were brimming with excitement and curiosity both before and after the performance. This exposure to live theatre, encouraged many children to portray their own stories through role play and further in class discussion.'

- Exploring new places and feeling connected to London — several teachers referred to the journey as a learning experience in itself.

Children going on a journey and exploring the underground and different areas of London. (Year 1 pupils from a school in Chiswick travelling to Islington).

The children loved travelling outside of their local community to visit a theatre to watch a production. (Year 5/6 pupils from a school in Limehouse travelling to Greenwich Theatre).

- Encouraging curiosity, imagination and creativity — as illustrated in the quote below.

Children benefited from seeing Alice in Wonderland Returns at Brixton House by being immersed in a magical, interactive performance that sparked their imagination and creativity. The engaging storytelling and vibrant characters encouraged them to think critically, explore emotions, and embrace curiosity. Participating in the whimsical journey helped boost their confidence and communication skills while introducing them to the joy of live theatre. The show also provided meaningful lessons about resilience, self-expression, and teamwork, leaving a lasting impact in a fun and inspiring way.

- Curriculum links — as in the quote above, several respondents referred to general and/or specific curriculum links.

Watching a puppet show, which supports the DT curriculum, reading and writing.

Immersion into art, awe and wonder, fascination and links to the upcoming art unit of work on Chris Ofilli in their art unit next term.

- Children's speech & language skills retelling the story and creating recounts of our trip
- New experiences for pupils who are under-served — the inclusive nature of the programme and additional support offered, facilitated access for children who are often excluded from cultural visits.

Our pupils rarely get the chance to go out due to their needs and budgets so this was magical for my pupils. Also, it was the first time the school has ever been to the Little Angel Theatre and we absolutely loved it. (SEND school)

Children who normally find it challenging to go on trips were supported to access a theatre event with space for a movement break. Many of the children are also in receipt of Pupil Premium funding and had never been to a theatre before, so it was a great opportunity to enrich their cultural capital. (SEND pupils in a mainstream school)

Outcomes for Teachers

Although teachers were asked about the main benefits for them from the event and the CPD, the majority referred to their witnessing outcomes such as cultural capital for pupils, for example, 'Seeing the joy on my pupils' faces was unbeatable!' Comments also included:

'Opportunities for pupil learning arising from the event'

'It was an opportunity for discussion regarding the performance and elements that make up a performance (script, rehearsals, production team, sound team, director).'

'It allowed children to make links from Year 2 history where they are learning about London and The Great Fire'

'Seeing children in new environments'

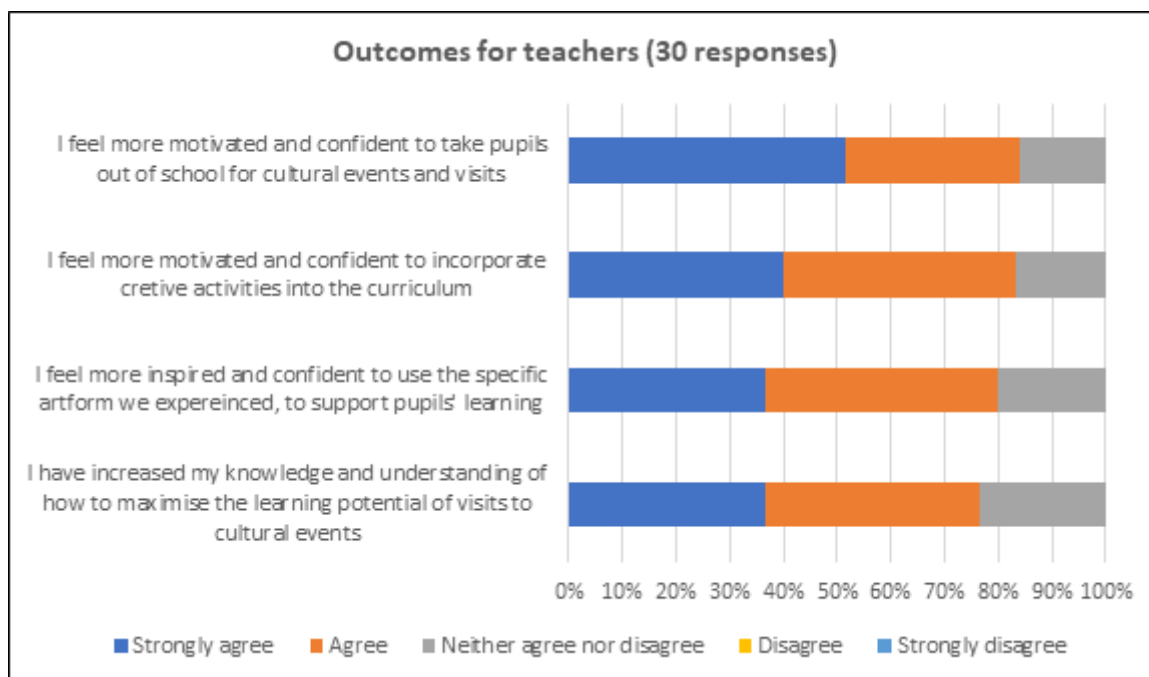
'School trips give teachers opportunities to get to know children better and see the children in a different environment.'

Learning for teachers

'[I now have] a better understanding of how digital art enhances the classroom experience and how to build digital art in the curriculum.'

'Useful to think about ways to engage pupils of other trips.'

The majority of respondents agreed or strongly agreed that the intended outcomes had been achieved (see table below). Motivation and confidence to take pupils on cultural visits, to incorporate creative activities in the curriculum and to use the specific artform to support learning, had all increased. Knowledge and understanding of how to maximise the learning potential of visits had also increased.



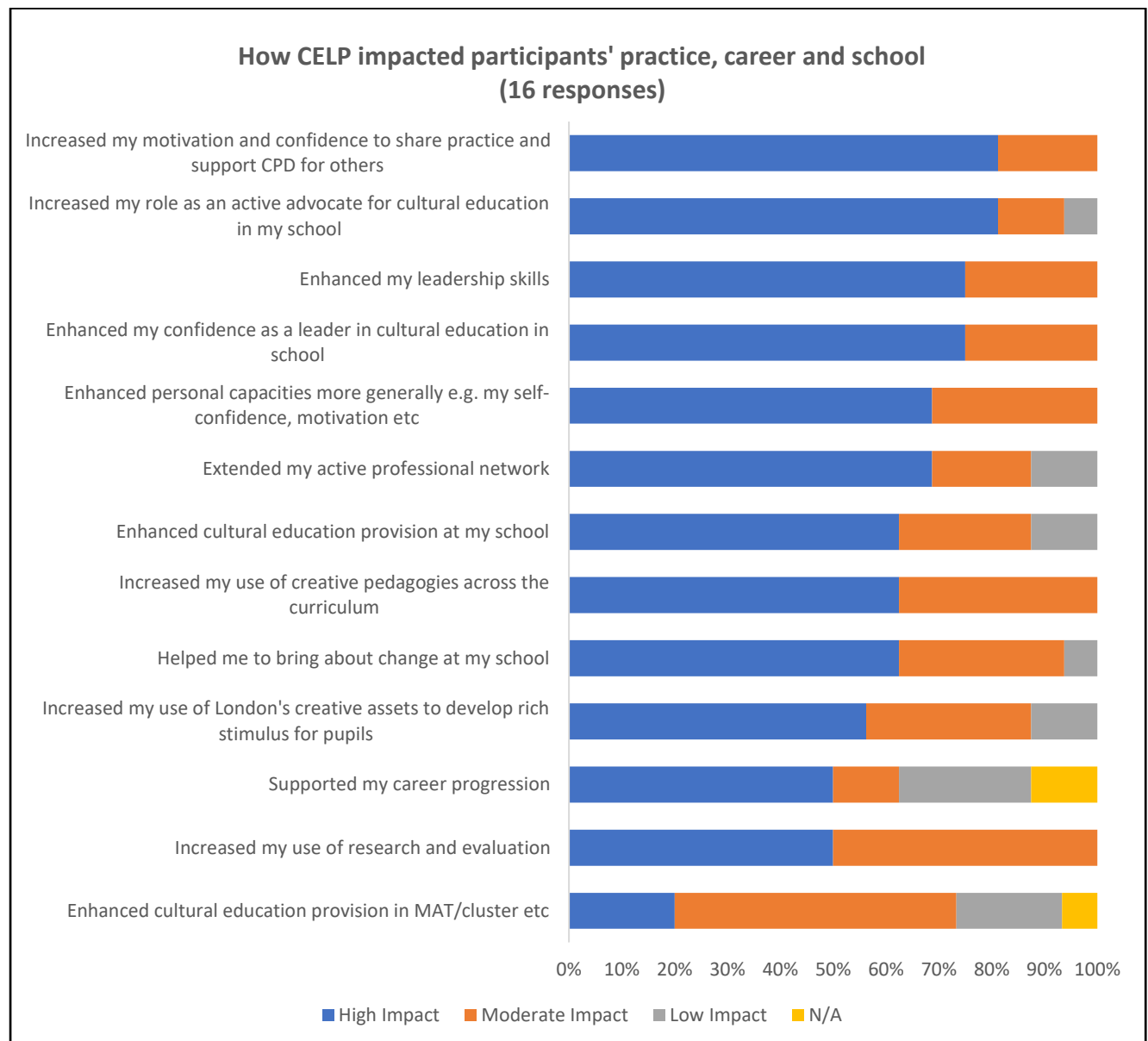
Achievement of objectives	
Average score where 5=strongly agree and 1=strongly disagree	
The CPD helped me prepare the children for the visit	4.20
I have increased my knowledge and understanding of how to maximise the learning potential of visits to cultural events	4.24
I have been given practical, relevant strategies and resources that I can use in my classroom	4.00
I feel more inspired and confident to use the specific art form we experienced, to support pupils' learning	4.18
I feel more motivated and confident to incorporate creative activities into the curriculum	4.3
I feel more motivated and confident to take pupils out of school for cultural events and visits	4.40

Case Studies/ Quotes

All participants in the pilot of the Cultural Education Leadership Programme were asked to complete a follow-up evaluation in March 2025. This was nine months after they had completed the 2023/24 pilot. Of the 21 participants that completed the

programme, we received responses from 16 (of the five non-responders, two had left their schools and not given us new contact details).

As can be seen in the table below, the programme continues to have a positive impact on participants, with all agreeing that the programme had enhanced their leadership skills and enhanced their confidence as a leader in cultural education in school (for both questions, 75% reported that this had had a high impact, 25% medium impact). All participants also reported that the programme increased their motivation and confidence to share practice and support CPD for others (81% high impact, 19% medium impact). The latter in particular suggests an ongoing indirect impact on participants' settings through their newfound confidence to share practice with other members of their teams.



Ongoing impact is demonstrated through the following quotes:

'My outlook on cultural education shifted completely. I developed a greater appreciation for its impact on students, staff, and the wider school community. I now recognize the importance of embedding cultural awareness into the curriculum in meaningful ways, ensuring it is not just an add-on but a fundamental part of the learning experience.'

'The most significant change I attribute to CELP is the tremendous boost in my confidence. Through the program, I've gained a deeper understanding of myself, my capabilities, and my potential to lead. I now see myself not just as a participant in the institution but as a leader and advocate for change. This shift in perspective has empowered me to take on more responsibility and actively work toward creating positive changes within my institution. The skills I've developed, both in leadership and in strategic thinking, have helped me approach challenges with a clear sense of purpose and the belief that I can drive transformation.'

'Overall, CELP has had a lasting effect on my priorities, skills, and approach, allowing me to contribute more effectively to cultural education in my school. Through CELP, my skills improved significantly as I had access to first-hand information, expert insights, and the support of professionals who could guide and recommend best practices for implementing cultural education. This exposure not only deepened my understanding but also gave me the confidence to advocate for and integrate cultural education more effectively.'

'The most significant change I attribute to CELP is the transformation in my approach to cultural education in schools. Initially, I believed that my acceptance into the program would have a great impact on the school, but the experience exceeded my expectations. Through CELP, my skills improved significantly as I had access to firsthand information, expert insights, and the support of professionals who could guide and recommend best practices for implementing cultural education. This exposure not only deepened my understanding but also gave me the confidence to advocate for and integrate cultural education more effectively. My outlook on cultural education shifted completely. I developed a greater appreciation for its impact on students, staff, and the wider school community. I now recognize the importance of embedding cultural awareness into the curriculum in meaningful ways, ensuring it is not just an add-on but a fundamental part of the learning experience. Overall, CELP has had a lasting effect on my priorities, skills, and approach, allowing me to contribute more effectively to cultural education in my school.'

'Such a personal change has had a huge impact for me, as after the course, I secured the position of Art, DT and Music Lead across the school. Even though I have only led on these subjects since September, the course gave me the confidence to dive straight in and begin analysing where we are at in terms of our arts offer and begin thinking about the changes needed within the curriculum. As a result, I have been able to implement resources to enhance our arts provision, think about CPD for staff and create cultural opportunities for our children. It is exciting that this is just the start of leading on these subjects and I can already see impact which benefits all levels within the school.'

Challenges

We are pleased that we have faced no major challenges in delivery: all strands are running smoothly, and bookings and attendance have been excellent.

We have also been pleased with the number of new registrations to the programme from schools that have not yet been part of any strand (see Uptake by Borough, above). As can be seen, we have made good progress reaching schools in West London boroughs, and have begun to make inroads in some lower uptake boroughs, such as Bexley.

Having analysed the uptake data, we have segmented boroughs in to high, medium and low priority for targeting based on currently registered schools as a percentage of eligible schools in each borough. We have also identified boroughs with lower uptake from eligible SEND settings, which mainly overlap with the high and medium priority boroughs.

High priority	Medium priority	SEND priority
<ul style="list-style-type: none"> • Barnet • Bexley • Bromley • Croydon • Enfield • Harrow • Havering • Hillingdon • Hounslow • Sutton • Westminster 	<ul style="list-style-type: none"> • Barking & Dagenham • Brent • Greenwich • Hammersmith • Haringey • Kensington & Chelsea • Kingston Upon Thames • Islington • Merton • Redbridge • Southwark • Wandsworth 	<ul style="list-style-type: none"> • Barnet • Bexley • Bromley • Croydon • Havering • Hillingdon • Islington • Newham • Richmond • Sutton • Tower Hamlets • Wandsworth • Westminster

We have worked to develop a recruitment strategy to increase uptake in these boroughs, initially focussing on high priority boroughs (mainstream and SEND). To date this has involved:

- Creating a directory of contacts for all boroughs, including local authority education and learning teams, Music Hubs, key MATs, and CEPs
- Reviewing our existing connections with key organisations in each borough and garnering additional contacts through the pathfinder advisory group.
- Creating key wording to share the offer with these contacts.

So far we have met or scheduled meetings with colleagues in Bexley, Croydon and Barnet, as well as sharing information with West London schools through the pathfinder member based in Orleans House (Richmond), and have been pleased to see new schools register from all of these boroughs. This work will continue in the summer term as we work towards launch of the programme.

Advisory Group Learnings

In this quarter we undertook our first consultation session with teachers, through a half day event in January at the Young V&A. The event used creative facilitation techniques to explore teachers' views on two strands of the Primary Arts programme in particular, Come & Try and Go & See.

For Come & Try, we were particularly keen to understand whether the programme is meeting the needs of school staff, and whether the fact that it is currently located only in one venue (in Islington) is sufficiently accessible. The views of participants were useful in helping us adjust our approach to Year 2 of the programme, in particular:

- Those that had previously attended a session found the content and approach useful, engaging, and very supportive of wellbeing. They also found ways to use their learning back in the classroom.
- Teachers were particularly appreciative of the opportunity to nurture their own creativity but in a way that would support learning: *"While I'm there, I'm just immersed in what I'm doing and I'm not thinking about school, but on the bus home my brain immediately starts sparking off ideas of what I could do with the children"*
- Teachers enjoy the craft-based approach but would be keen to explore other opportunities.
- For some, the journey to the venue is significant, and an additional venue might be of value.
- The group reflected on how sessions could be made more attractive to non-teachers working in primary settings (TAs, support staff, admin staff, etc), with the consensus being that this was more challenging when these staff are often not aware of opportunities or think they are not eligible to participate.

In response to this learning, we are:

- Continuing with the existing approach as it is delivering on our aims.
- Working to add a second delivery partner to the programme to provide a second location to reduce travel times for some participants and attract new participants to the programme.
- Intending to work with this new partner to broaden out the offer slightly, retaining craft but with the potential to add visual art/ design through their offer.
- Looking at targeted communication to non-teaching staff in primary settings, through school office contacts, and by asking teachers to spread the word.

For Go & See, we were keen to understand whether the programme met school needs in terms of teacher support and links to the curriculum. Through the consultation we learned that:

- The basis for uptake of these opportunities varies across schools, with many focussing on increasing social and cultural capital for their pupils (*"for a lot of our children something like this will be the first time they've ever been to the theatre or the cinema"*)
- For others, it can be harder to get headteacher approval for trips if there is not a very obvious link to the National Curriculum. Where theatre shows are based on books, this can be helpful.
- The journey through London is an important learning opportunity for many schools: *"we use [the journey] as a geography field trip! It's so great to give the children the chance to travel on the tube or the train, some of them never do otherwise"*
- Some schools struggle to find enough staff to meet the staff: child ratio to allow a trip to take place. These schools may prefer to access the Touring offer instead.

In response to this learning, we are:

- Adding breadth to the offer through a new partnership with Historic Royal Palaces, offering facilitated sessions clearly linked to the History National Curriculum (Fire of London, Tudors, Kings & Queens)
- Adding further breadth through a new partnership with the Postal Museum, linked to both English and STEM through their sessions linked to *The Jolly Postman*, and Mail Rail.
- Creating a light-touch learning resource to support learning through the journey to the venue.

A New Direction, 10 April 2025

Appendix I: List of Partners (2024/25)

Go & See

Winter season:

The Winter offer for Go & See focussed on visual art and theatre.

- Frameless
- Brixton House
- Greenwich Theatre
- Little Angel Theatre
- Lyric Hammersmith
- Theatre Royal Stratford East

Summer season:

The Summer season focusses on visual art, film and theatre.

- Frameless
- Royal Academy
- BFI
- Into Film
- Half Moon Theatre
- Little Angel Theatre
- Polka Theatre

In-Schools Touring Programme

- Animate Arts
- Arvon
- Clowns Without Borders
- Conductive Music
- Embracing Arts
- Emma and PJ
- LAs theatre
- Mbilla Arts
- Musiko Musika
- Postal Museum

Cultural Education Leadership Programme

Delivered in partnership with UCL Centre for Educational Leadership, and supported by:

- Mayflower Primary School
- Lansbury Lawrence Primary School

- Discover
- Guildhall Art Gallery
- Kensington Palace
- Little Angel Theatre
- London Museum Docklands
- National Theatre
- Sadler's Wells East
- Tower Bridge

Masterclasses

Delivered in partnership with the Centre for Literacy in Primary Education.

Come & Try

Delivered in partnership with the Crafts Council.