



# Cultural & Creative Learning Fund 24/25 Impact Report



Change the Record .....	3
Culturally Speaking.....	5
Dr Johnson's House – Enhancing & Expanding Learning Impact.....	7
Future City Makers .....	11
Green Changemakers .....	15
Gresham College Pilot School Series.....	17
Nature Learning .....	20
Reimagining Londinium .....	24
St John's Gate Gardening Club.....	26
Tots at the Docks .....	31
Young City Poets.....	36

# Change the Record

The 'Change the record' project worked with young people to equip them with the skills to understand, evaluate and creatively reinterpret objects from the Keats House collections, particularly where the cultural significance or meaning of those has changed over the last 200 years.

**Number of participants reached:** 14

**Participant type:** Year 8 students

## Outputs

- Three, one-day cultural engagement workshops in two cultural partner venues (Keats House & The London Archives).
- One, half-day evaluation and celebration afternoon at Keats House.
- 31x creative responses to 21 objects from the Keats House collections, ranging from cartoon storyboards and image collages to short poems and other creative writing responses.
- A short film capturing the outcomes and impact of the project on all participants.

## Outcomes

- Young people increased their understanding and ownership of their heritage and the way it is interpreted.
- Young people improved their skills in research, digital cataloguing, heritage interpretation and verbal & written communication.
- Young people improved their understanding of positive action they can take to challenge historic prejudice and discrimination and change people's understanding of dialogue, particularly around contested histories.

## Budget

Cost	Amount (£)
Project Management	1,200
Staffing - project co-ordinator	1,832
Professional Fees - Consultancy	6,910
Facilities & refreshments	658
<b>Total</b>	<b>10,600</b>

## Impact

Change the Record is an early part of a longer-term cultural change in how Keats House researches, interprets and talks about its collections.

The project addressed employability and cultural sector careers with the young people. Students recognised their personal development included ‘team work, discussion skills, performance and presentation, confidence building, research skills and learning through creative approaches’.

Students were asked about future ambitions following the project. Responses included:

*‘I’m going to stay in school, but become a poet.’*

*‘I’m going to work in a museum, but not a boring one.’*

## Disadvantage & Cultural Capital

The 14 students directly engaged through the project were in Y8 at City Heights Academy, Lambeth. The school has 550 students on roll, of which 59% are eligible for free school meals and 56% for whom English is not their first language. The school’s intake is ethnically diverse and representative of its local community.

For some of the students who took part in this project this was the first time they had experienced working in depth with a cultural institution, and this was noted as impactful by the teachers and reflected in the experiences and evaluation returns made by the students.

## Unexpected Outcomes

For museum staff, the engagement of the students (especially with museum artefacts and dressing up materials) and quality of their outputs exceeded expectations, particularly in their creative range.

## Key Media/Quotes

*‘I had a lot of fun here, my favourite part here was probably, my favourite feeling about this project was probably going around this Keats House and looking at all the historical objects around here and I found it nice that we had the freedom to look around for our own, rather than it being like a set thing where people have to come and tour guides explain and I’d rather have my own interpretation of the objects.’ (Yr 8 pupil)*



Scan this QR code for a film of student and cultural partner responses and feedback.

Keats House Collections Online, which will feature the objects and interpretation output from this project, is anticipated to launch in March 2026.

# Culturally Speaking

‘Culturally Speaking’ supported young Londoners to visit a cultural venue and benefit from a one-day oracy skills workshop led by Speakers Trust.

**Number of participants reached:** 329

**Participant type:** Year 8 students

## Outputs

- 15 school visits to four City of London cultural partner venues: Keats House, Guildhall Art Gallery & Roman Amphitheatre, the Museum of the Order of St John and Dr Johnson’s House.
- 15 follow-up oracy workshops, delivered in 15 different schools.
- 329 student visits to our cultural partner venues, resulting in 766 instances of engagement.

*N.B. due to staff illness within the school, 3 sessions were delivered in Autumn term 25/26 with permission from the ESU.*

## Outcomes

Overall the project was a huge success with all anticipated outcomes achieved and witnessed by participating teachers. In addition to the predicted outcomes additional benefits were also reported such as students participating more in class, students having greater connection with their own cultures and teachers learning oracy and facilitation skills they will implement in their own practice moving forward.

## Budget

Cost	Amount (£)
Speakers Trust Workshop Delivery	12,000
Work material design and print	720
Venue hosting costs	1,600
School Costs	1,600
Evaluation of venue learning offer and impact	3,000
<b>Total</b>	<b>18,920</b>

## Impact

- 67% of students improved how they present ideas through effective use of content, structure and delivery.
- 80% of students were more likely to take up public speaking opportunities if offered to them.

- 88% of students learnt about their peers and understand more about their different viewpoints, faiths, feelings and values.

Impact was greatest on the least confident students. The confidence of the young people starting the programme was low, with 25% of young people walking into the first workshop with little to no confidence in speaking in front of a group:

- 25% of young people rated themselves having little or no confidence speaking in public at the beginning of the project.
- 104% average increase in confidence of these least confident young people. (2.3/10 to 4.7/10).

## Disadvantage & Cultural Capital

‘Culturally Speaking’ helps engage venues with schools who may find it difficult to pay for the regular learning provided by each venue, in turn supporting the students who may be most affected by socio-economic disadvantage to benefit from access to culture.

The large majority of students clearly enjoy their visits and many demonstrate changed attitudes to the venues they visited. This was obvious to cultural venue staff on the day of the visit and further reinforced and evidenced through the follow-up oracy workshops delivered in the school setting. 74% of surveyed students said that they felt more connected to the cultural space they visited.

Demographic breakdown of participating schools:

School	Free School Meals (%)
William Ellis School	52.4
The Elms Academy	51.3
The City Academy, Hackney	55.9
St Michael's Catholic College	34.2
St Aloysius RC College	59.5
Sacred Heart Roman Catholic Secondary School	45.6
Phoenix Academy	48.4
Oaklands School	59.4
Leigh Academy Halley	38.2
Highbury Fields School	50.9
Harris Girls' Academy East Dulwich	43.4
Harris Academy Battersea	56.4
Central Foundation Boys' School	41.8
Burntwood School	26.8
Beacon High School	67.8

## Unexpected Outcomes

The number of re-scheduled and cancelled sessions this year was thought to be higher than in previous years, although Speakers Trust thought this was not atypical with their experience, possibly reflecting the pressure that the formal education sector is under in terms of financial and staff resource.

In two instances, the reason provided for cancellations was 'not approved by SLT'. This is solely mentioned as it might point to the need for continued promotion to school senior leaders of the benefits of out-of-school learning and the added value they bring to their students' experiences.

## Key Media/Quotes

*'I am most proud of my bravery, by talking in front of people on the spot whilst being shy.'*  
(participating student)



# Dr Johnson's House – Enhancing & Expanding Learning Impact

This project saw a full review of the learning programme at Dr Johnson's House alongside the delivery of pilot activities for new audiences of young people, families and local communities.

**Number of participants reached:** 300

**Participant type:** A Level students, family groups, teachers, home educators

## Outputs

A full review of the Dr Johnson's House learning and engagement programme. This involved:

- A review of the current learning programme and education materials.
- A review of wider organisational strategy, structure and activities.
- Development and delivery of pilot activities for existing and new audiences including:
  - Creating classroom resources for schools.
  - A series of family activity days.
  - Home Education visits.
  - Community consultation and outreach workshops.

## Outcomes

- A comprehensive report and clear set of recommendations and action plan to support current and future developments.
- Increased opportunities to the local community e.g. early years children, young people and local community groups.
- Engagement with home educators.
- A series of digital classroom resources to support teachers and students studying A Level English Language created and trialled with 10 schools which will be made available online for free.
  - Positive feedback for this virtual offer in terms of increased access for school children and young people from less advantaged areas.
  - Positive feedback with schools reporting that resources are being used beyond the initially intended A Level groups (e.g. whole year group assemblies).
- Engagement with home educators, with positive feedback from participants.
  - Project highlighted the challenges of delivering flexibly for groups of students of different ages/with different needs.
  - Home education programme will be expanded and developed as a result of this pilot.
- Family engagement activities highlighted the '*pleasure of intergenerational activities*' that facilitated '*amusing conversations*'.

## Budget

Cost	Amount (£)
------	------------

Learning Review	8,550
Pilot activity creation and delivery	4,750
Travel	450
Materials and venue hire	150
Evaluation	1,000
<b>Total</b>	<b>14,900</b>

## Impact

- An increased and more diverse audience.
- A more accessible and inclusive programme that:
  - Promotes the legacy of Dr. Samuel Johnson and the Dictionary of the English Language to the widest possible audience.
  - Addresses declining literacy levels across the United Kingdom.
  - Portrays a representative history that better reflects the diverse communities living and working within the City and the surrounding boroughs.
  - Provides more meaningful learning experiences which build confidence, support academic achievement, improve wellbeing and enhance employability skills.
  - Increased provision for and engagement with local communities.
  - The introduction of new streams of programming including digital resources and programmes.

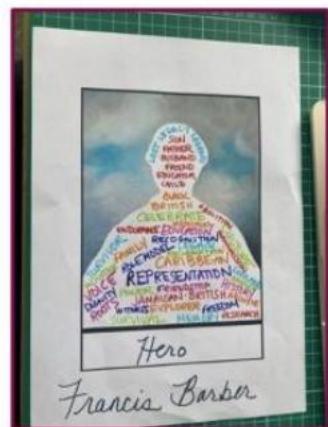
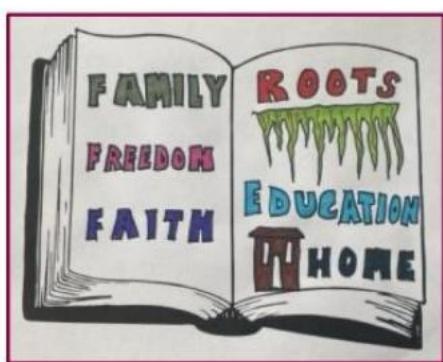
## Disadvantage & Cultural Capital

- The recommendations and action plan provide a clear framework for Dr Johnson's House to implement initiatives that will enable greater engagement from people of all backgrounds.
- The review identified declining literacy levels and underrepresentation within historical narratives and settings as two societal issues that Dr Johnson's House can address. By the nature of these issues, initiatives relating to them will tackle disadvantage and cultural capital.
- The development of digital resources has demonstrated a clear need for activities that can be used and accessed remotely, increasing the ability to support school students who are unable to undertake physical visits.
- The work with community groups has increased cultural capital by introducing the participants to previously unknown historic individuals from their locality, who have great national significance.

## Unexpected Outcomes

The move to pilot digital activities for schools rather than deliver onsite programmes meant additional workshops could be trialled with community groups.

## Key Media/Quotes



# Future City Makers

A series of activities designed to introduce secondary school students to careers in the built environment.

**Number of participants reached:** 2,468

**Participant type:** secondary students

## Outputs

- February: London Careers Festival
  - Engaged with over 100 students from five schools to explore pathways into apprenticeships and careers across the built environment.
  - Hosted 95 GCSE and A-Level students (ages 15–18), encouraging practical engagement with sector-related opportunities.
  - Facilitated workshops included: Build Your Own Neighbourhood, Career Q&A, Digital Model Making
- February: ‘Publica’ Workshop – “Right to the City”
  - Initiative led by Public in collaboration with the City of London community, Ward Councillors, the NLA, and City of London Police, explored women’s experiences of safety after dark.
  - Workshop aimed to create inclusive, healthy, and accessible public spaces for women, girls, and gender-diverse people.
  - Participants contributed to an evidence-based capacity framework, designed to increase stakeholders’ understanding and foster collective commitment to informed, meaningful action.
- April: Harris NEA Day
  - Partnered with teachers and geography students to support the Non-Exam Assessment (NEA) component of the curriculum.
  - Day included: a model talk at The London Centre, presentations from built environment professionals focused on translating data into building design and planning decisions and a field trip in the City of London for primary data collection, complementing secondary sources for coursework analysis.
- April: Skills for Places Launch
  - Highlighted the NLA’s role in convening industry, education providers, and government, while promoting the Future City Makers programme.
  - The Careers Toolkit, published online, provides comprehensive guidance and resources to support those seeking careers in the built environment, consolidating sector-wide information and opportunities.
- June: RL Workshop – Narrative Practice Mentoring
  - As part of the LFA 2025 programme, delivered one-to-one mentoring sessions (30 minutes each) with built environment professionals.
- July: “On the Street” Programme Workshops
  - Delivered a series of workshops with Stride Treglown as part of the On the Street initiative.

- July/August: Immerse Education Programme
  - A series of activities for international students (ages 15–18) focused on planning safe and sustainable cities.

## Outcomes

Inspire young people to take up creative careers in the built environment

- London Careers Festival: Career Q&A sessions with architects, developers, planners, and other built environment professionals exposed students to a range of entry routes (degree courses, apprenticeships, work experience, internships) and potential career progression.
  - Over 50 students actively engaged with professionals at career stands, gaining insight into careers they had not previously considered and beginning to form clearer ideas of their preferred career pathways.
  - Feedback collected by the City of London and NLA confirmed that students valued the guidance and inspiration provided.
  - RL Workshop Narrative Practice Mentoring: one-to-one mentoring sessions showed strong impact, with 70% of participants reporting they were more likely to pursue a career in the built environment following the session.

Help make the built environment industry more diverse and representative of the population.

- The student groups participating in all activities were diverse in terms of backgrounds, which directly informed their ideas during creative workshops such as ‘Build Your Own Neighbourhood’.
- Students raised questions about representation and equity within the built environment sector, demonstrating critical engagement with diversity issues.
- Activities explicitly encouraged students to consider equity, sustainability, and prosperity in their designs, fostering awareness of inclusive city-making.

Give young people a voice and an opportunity to collaborate directly with professionals through creative workshops and mentoring.

- Harris Academy NEA Workshop (April):
  - 50 geography students participated in a full-day programme, including presentations from professionals and a data collection trip in the City of London.
  - Students were able to directly interact with professionals, providing feedback and applying real-world insights to their NEA coursework.
  - Feedback from the Geography lead highlighted strong appetite among teachers for further sessions next year, confirming the workshop’s relevance and value.
- Workshops and Hands-On Activities (LCF, Immerse Education, “On the Street” Programme):
  - Students actively collaborated with professionals through model-making, digital design, and walking tours.

- These sessions enabled participants to contribute their own ideas, ask questions in real time, and gain practical insight into city-making and career pathways.

## Budget

Cost	Amount (£)
Staff cost	760
Venue Hire	3,690
Head of learning prep time	6,500
Intern prep time	1,000
Facilitator	2,000
<b>Total</b>	<b>13,950</b>

## Impact

The Harris Academy NEA day exceeded expectations in its initial delivery. Plans are already in place to deliver a further two workshops next year, establishing this as a regular annual activity.

This continued engagement is expected to support improved student attainment and deeper understanding of geography and the built environment, while reinforcing practical, real-world application of curriculum learning.

Through targeted careers activities, workshops, and mentoring, NLA aim to support a long-term progression pathway for students from school into the built environment industry. These initiatives are designed to address skills shortages while widening access and participation, particularly for underserved and underrepresented communities in London.

Activities such as career Q&As, digital and model-making workshops, and field-based exercises are expected to encourage ongoing learning beyond formal education. Students gain transferable skills, confidence, and awareness of career pathways, contributing to long-term professional and personal development.

### Evidence and Measurable Changes:

- Attendance:
  - Harris Academy NEA Workshop – 50 students.
  - London Careers Festival – 95 attended, 100+ sign-ups.
- Feedback:
  - RL Workshop mentoring – 80% rated “excellent”, 70% more likely to pursue a career in the built environment.
- Future Demand:
  - Geography lead feedback indicated high demand for repetition of the NEA support workshop in the next academic year.
- Student Engagement:

- Students demonstrated critical thinking on equity, diversity, and sustainability, showing that workshops effectively gave them a voice in shaping ideas about the built environment.

## Disadvantage & Cultural Capital

The programme successfully engaged students from a majority of pupil premium schools across London, many of whom had limited exposure to central London and its cultural institutions. For approximately 80% of participants, this was their first visit to both a major cultural institution and the City of London.

Through hands-on workshops, model-making, digital design activities, and field-based exercises, the programme significantly enhanced students' skills and personal development. Participants gained knowledge of London's past, present, and future urban development, as well as insight into potential career pathways in planning, architecture, engineering, construction, and surveying.

Direct interaction with industry professionals provided students with first-hand experience of the built environment sector, helping to broaden their horizons, increase cultural capital, and inspire confidence in pursuing creative and technical careers. These interventions helped bridge gaps in access, awareness, and opportunity for students from disadvantaged backgrounds, contributing to a more equitable pipeline into the sector.

## Unexpected Outcomes

- Feedback from students highlighting an improved understanding of different data collection methods introduced during the workshops.
- Increased interest and enquiries from schools. Many new schools contacted The London Centre following recommendations from previous participants, helping to expand our reach and impact.
- Students who visited The London Centre for activities, including the London Careers Festival, were observed spending longer periods engaging with the London models and exhibitions, indicating sustained interest. The popularity of model-making activities also prompted an extension of the Pipers Model Makers session to the general public, demonstrating unexpected cross-over engagement beyond the original target audience.

# Green Changemakers

‘Green Changemakers’ created climate change resilient gardens at Keats House, Hampstead and the Adventure Clubhouse on Hampstead Heath with young people both in formal and community learning settings involved in leading the redesign of these spaces.

**Number of participants reached:** 15

**Participant type:** Year 8&9 students

## Outputs

- Eight climate awareness workshops for Y8 & 9 students from City of London Academy Highgate Hill, delivered January – July 2025
- Two climate resilient gardens at Keats House and Adventure Clubhouse, Hampstead Heath.
- One celebration event at the Adventure Clubhouse.
- One Carbon Literacy certified staff member with added ‘train-the-trainer’ training provided.

## Outcomes

- Both gardens at Keats House and Adventure Clubhouse have newly added features that will increase the climate resilience of these spaces.
- Students created a wildflower meadow at Keats House, a bee and butterfly bank at Adventure Clubhouse, and uprooted primrose plants from Keats House Garden and planted them in the Adventure Clubhouse Garden.
- At the start of the project, 80% of the students noted that they were worried about climate change and the environmental effects on the planet. At the end of the project, students expressed that they felt less anxious and more confident about taking action to help the environment. One student said:

*‘This project has showed me that even the little action I can do at home with make a change’.*

## Budget

Cost	Amount (£)
Staffing - project management	4,000
Staffing - project co-ordinator	12,891
Professional Fees - Consultancy	2,250
Equipment / materials	130
Planting	58
<b>Total</b>	<b>19,329</b>

## Impact

The project gave students the opportunity to meet inspiring figures within the corporation, such as staff from the climate resilience teams and Heath Hands, and they were able to build better support networks through network activities where students were able to list the people and organisations, they can connect with to continue helping the environment after the project.

## Disadvantage & Cultural Capital

13 out of 15 students were unaware that Keats House was nearby their local area and free to visit. Through this project, they were not only able to explore the garden but visit the house and learn more about their local shared heritage. Many students expressed that they would visit the Keats House Museum again with their parents/ carers. Similarly, many students were not aware of the Adventure Clubhouse or its facilities that were available to them such as the after-school club offer.

Through hands-on learning and practical gardening sessions, the students had the opportunity to explore nature and learn new skills. They were not only able to broaden their knowledge and skills pertaining to climate resilience but were also able to establish a sense of ownership and connection to these green spaces. In addition, students were able to meet inspiring role models working in climate resilience from the CoL team and gain valuable insights and skills, which supports both their personal development and may also encourage some students to pursue a professional career in the field.

Students were from City of London Academy Highgate Hill, which has 59.6% of pupils eligible for free school meals.

## Unexpected Outcomes

A positive unexpected outcome was that many of the students through the project gained social and personal skills. Several students formed new friendships and strengthened their team working skills as they supported each other through the project. Teachers also noted that the project created a space which boosted some student's confidence in group work, taking ownership, coming up with ideas and taking part in hands-on tasks as a collective.

## Key Media/Quotes

*'This project allowed me to make new friends in my school because we worked together as a team.'* (participating student)



# Gresham College Pilot School Series

Gresham College delivered a pilot series of schools lectures in collaboration with Mulberry School for Girls.

**Number of participants reached:** 545

**Participant type:** Year 10,12 & 13 students

## Outputs

- Five spring term lectures, with at least three of these focusing on creative and cultural learning and with a strong focus on careers as part of the overall pilot scheme programme.
- Lecture topics were:
  - Aafia Siddiqui – the Most Oppressed Woman in the World
  - Love in Literature
  - The Trouble With AI
  - The Ethics and Politics of Singling Out
  - A Life in the Fast Lane - How a Healthcare Qualification Can Be a Golden Ticket
- In addition to the schools' lecture series a Climate Conference on July 7 2025 for Y10 and Y12 students from schools across London: 'Leave No One Behind', was led by students from the Mulberry Schools Trust and in conjunction with Gresham College, it was hosted at King's College London and was available to all state London schools.
  - The day included keynote speeches, student-led panels, talks, an activism fair, and interactive workshops designed to inform, challenge, and empower the next generation of changemakers.

## Outcomes

The long-term strategy of this work is to ensure that Gresham College reaches more people and a wider range of younger people in particular. The work in schools will directly achieve this aim by growing their audience of young people both online and in person.

This programme expanded the college's diversity of audience in ethnicity, in reaching young people in high areas of social deprivation and in expanding their audience amongst non-graduates.

## Budget

Cost	Amount (£)
Speaker Fees for Spring Term	2,500

AV Transport to school and other staff costs over 5 lectures	500
Catering for post lecture 'meet the speaker' sessions with students	1,543.50
Merchandise	1,350.48
Other (speaker travel expenses)	198
Schools Climate Conference @ Kings College – Gresham Speaker Fees	1,500
Other expenses costs	150
<b>Total</b>	<b>7,741.98</b>

NB – there was an underspend on the project of £2,258.02. This money will be returned to the ESU.

## Impact

- A large amount of quantitative and qualitative data has been captured post event, this will also inform lecture content for future series of talks.
- The aim is then to also collate more information on impact of lectures on students from year 12 in to 13 by interviewing Year 13 students who attended these lectures in Year 12, and some teachers. This research will ascertain if any impact on students via this experience – for example, impact on learning at a super-curricular or personal level, whether these have inspired them to think of other subjects to study at degree level, will this help with UCAS applications, or has it inspired them to study a subject further (for example an EPQ).
- Gresham College will be working with the Mulberry School Trust and an educational researcher currently on secondment to the Mercers Foundation to undertake this research in 2025-26.

## Disadvantage & Cultural Capital

The aim of the pilot scheme was to give students who may not have had the opportunity to attend their first 'academic' lecture with a university or higher-level lecture theme/content. Mulberry School for Girls (who hosted the lectures) have 49.1% of pupils on free school meals.

The total 'breakdown' (%) by student from all these categories was:

- 86% Asian or Asian British
- 10% Black, Black British, Caribbean, or African
- 4% White British
- 58% qualified for free school meals at some point during formal education.
- 67% among the first in the family to go to university.
- 52% attending an undergraduate level lecture for the first time
- 49% attended at least two pilot scheme lectures

The feedback from students was extremely positive across all lectures:

*The lecturer's enthusiasm made the session incredibly engaging.* (participating student)

*The lecture inspired me to consider studying English Literature in the future.* (participating student)

*Dr Martin was warm and funny and engaging, and he answered questions in a way that was easy to follow – it felt more like a conversation than a lecture.* (participating student)

*I only used to think of a career in medicine – but now I'm interested in careers in the wider NHS.* (participating student)

## Unexpected Outcomes

Some work experience in cyber-security was secured over the summer for some female students through one of the lecturer's contacts. It was great to see students from different schools engaging with each other post lecture over juice and brownies!

## Key Media/Quotes



Scan QR code to see a video of student feedback

# Nature Learning

‘Nature Learning’ was an inclusive outdoor education programme designed to support children with special educational needs and disabilities (SEND) to experience meaningful learning and engagement in nature.

**Number of participants reached:** 32

**Participant type:** EYFS, KS1, and KS2 students with additional needs

## Outputs

- 58 outdoor learning sessions at West ham Park for 32 young people
- These weekly sessions were designed to foster:
  - Wellbeing and emotional regulation
  - Confidence to explore in nature
  - Communication and social interaction
  - Sensory exploration
  - Teamwork and cooperation
  - Risk awareness and decision-making
  - Stronger connection to the natural world
  - Progress towards classroom learning goals
- A specialist outdoor learning facilitator co-designed and delivered sessions in partnership with teaching staff, ensuring alignment with individual student needs and school-based learning goals.
- Activities included:
  - **Creative Play:** mud painting, puppet play, singing, drumming, exploring, shelter building, small world play, storytelling, eco-art: clay creations, leaf bashing, natural watercolour painting.
  - **Sensory Tasks:** planting, digging, raking, leaf sorting, petal foraging, sound baths and music making with nature sounds and resonances, meditations.
  - **Risk and Challenge:** safe firelighting, stepping-stone trails, bread toasting over open flames, toasting marshmallows/pieces of fruit independently.

## Outcomes

### Confidence to Explore Nature

Children increasingly chose to explore independently, showing curiosity, comfort, and enjoyment in natural environments.

#### Examples:

- Walking repeatedly across crunchy leaves, visibly enjoying the sensory feedback.
- Running to different areas of the garden, exploring the far corners of the garden, engaging independently through touching leaves and raindrops.
- Enjoying digging in soil.
- Laying in the grass, stroking it gently, repeating the action in a calm, focused state.
- Identifying nature and plants across the far reaches of the garden.
- Leadership confidence in leading their adults into joining them with activities they would like to do where on the site they would like to do them (child led).

### Wellbeing and Emotional Regulation

Children demonstrated positive emotional states through body language, vocalisations, and self-regulation strategies.

**Examples:**

- Smiles, high-fives, and eye contact on arrival.
- Sitting calmly on a log, enjoying the warmth of the sun with a peaceful expression.
- Extended focus and contentment in sensory activities like leaf collecting.
- Telling the Learning Facilitator or staff member that they are happy.

**Communication and Social Development**

Several children showed increased verbal and non-verbal communication, collaboration, and social engagement.

**Examples:**

- Asking the facilitator questions about worms.
- Initiating greetings and non-verbal gestures like thumbs-up and smiles.
- Increased eye contact during and following interaction with facilitator.
- Helping to set up materials for peers, including counting out trays to make sure there were enough for all, demonstrating consideration for others.

**Note:** Progress was not always linear and could be impacted by factors such as transport disruption or changes in home environment. However, consistent engagement and growth were observed over time.

## Budget

Cost	Amount (£)
Staff salary and oncosts	19,750
Equipment and materials	250
<b>Total</b>	<b>20,000</b>

## Impact

Given the developmental delays in communication among participating students, the evaluation consisted of observational assessments of the children's behaviour and interviews with teachers.

Observations were carried out for each session, focusing on indicators including confidence and well-being.

*Sample, session observations tracking children across Nature Learning sessions.*

**Key:**

	Improve wellbeing and emotional regulation.		
	Build confidence to explore in nature.		
	Consolidate learning (meet their targets).		
Date	02/07/2025	14/02/2025	28/02/2025
			03/07/2025
			14/3/2025

Child A	<p>Needing a little bit of directing from the support staff to keep himself self around the fire. Very happy to be on the site exploring exampled though high 5's on arrival and on leaving. Had excitable energy and worked week with his support worker and myself. His body language indicated that he was happy to explore the site.</p>	<p>Explored all the site upon arrival, excitedly ran around the site and did loads of digging and mud play. He remembered what the site looked like and was happy to be back! Excitedly toasted and ate marshmallows.</p>	<p>Played independently, mainly with the digging and the wheel barrow. A noticeable difference was that staff were more hands off from the children which allowed the children to explore more freely which they enjoyed- Child was happy and free in his body language from the start of the session. He was patient even if other children were not doing what he wanted. This calmer more focused demeanour was a change from the first session and demonstrated being more relaxed and comfortable in the space.</p>	<p>Was excited to play in the site. He loved exploring and ran straight to the digging area and was self directed in what he wanted to do.</p>	<p>Persevered with firelighting by himself and managed to not just make sparks but light the cotton wool which was a great achievement for the first session. Lots of smiles demonstrated he was happy to be in the space.</p>	
---------	--	---	--	--	--	--

## Disadvantage & Cultural Capital

Children participating in this project presented a range of needs including autism, global developmental delays, sensory processing difficulties, and speech and language delays. Initial interviews with teachers identified bespoke learning goals including emotional regulation, outdoor confidence, and sensory integration.

Several barriers were encountered during the year:

- Staff shortages in participating schools made session planning and consistency more difficult.
- Concerns about hot, cold or wet weather occasionally led to cancellations.
- Children enjoyed and benefitted from Nature Learning, however, their families / carers are not always able to build on this as they are some of them are unable to take them out to the park.

Despite these challenges, schools remained committed and responsive, helping us maintain the programme's integrity and impact.

## Unexpected Outcomes

Sir John Heron Primary School shared a significant update regarding Lucy, a child with a history of adoption and instability in her home life:

*'Lucy's social workers were amazed at the impact Nature Learning has had on her. At her child-in-care review, they highlighted her improved emotional regulation, communication skills, and ability to form connections.'*

*'Activities like building dens, firelighting, and raking leaves gave her experiences she could talk about and anchor language to. These experiences helped her speech and confidence develop in real, lasting ways.'*

*'Nature Learning helped her form core memories — and through those, she gained language, confidence, and emotional strength.'*

## Key Media/Quotes

*'Helen has benefitted so much from coming to the sessions – especially in her vocabulary, her movement confidence, and her willingness to explore and try new things.'* (participating teacher)

*'Lily has grown in bursts of confidence. Back at school, she pretends to build fires and toast marshmallows in her imaginative play. It's wonderful to see how much the children have absorbed.'* (participating teacher)

*'Bhavtej talks about the sessions at home and wants to stay longer. His mum told me she now tries to take him out at weekends, although it's tricky with his sibling. She asked me to pass on how grateful she is that the school can offer this experience.'* (participating teacher)

*'The opportunity to engage in outdoor activities through Nature Learning has been particularly significant for our children. Many of them do not have access to outside spaces, as they live in high-rise flats, and their parents struggle to take them out.'* (participating teacher)

*'Attending Nature Learning has positively influenced their wellbeing and behaviour.... We have seen a decrease in dysregulation.... These sessions have provided an enriching and supportive environment that complements their overall educational journey.'* (participating teacher)

# Reimagining Londinium

This project is a unique opportunity for primary school students to explore the Roman Archaeology of the City of London and to create six, large-scale, artworks to be prominently displayed around the City.

**Number of participants reached:** 219

**Participant type:** yr 3,4 & 5 students, families

## Outputs

- Eight classes, 5 schools, 219 pupils plus accompanying adults.
- 8 special archaeological explorer days at London's Roman Amphitheatre or Billingsgate Roman House and Baths. Taught by a trained archaeologist, each class focused on a slightly different theme to reflect the subject of each school's artwork. Wherever possible, visits were also made to the locations where their artworks would be displayed.
- 16 specially tailored art sessions with a professional artist at schools.
- Exclusive day of Roman themed day of family activities in London's Roman Amphitheatre.
- Eight new artworks, prominently displayed across the City of London over the Summer holidays (July 18 – September 1).

## Outcomes

- Expanding horizons:
  - Many pupils were visiting the cultural venues, and the City in general, for the first time.
  - In the long-term it will also encourage pupils to think more about the arts and the City as a space they could work and visit in later years.
- Building confidence
  - The scale of the artworks and their prominent display was also designed to engender a sense of confidence and pride.
  - Pupils were made to feel that they owned the project and could talk more confidently about their artworks than anyone else.
  - Surveyed teachers identified that creativity, critical thinking and initiative were all skills developed by participating in the project.
  - Enabling pupils to try new things and actively involving students and valuing their contributions were also highly appreciated.
- Increased social /cultural capital:
  - Students and teachers had the opportunity to explore the amazing Roman sites and resources in the City.
  - Students also had a chance to talk to an archaeologist and an artist about their work and careers helping to widen perspectives. The chance to work with other professionals was also highly valued by teachers.

## Budget

Cost	Amount (£)
Guildhall Art Gallery/ Archaeologist	2,048.24
Artist (Animate Arts)	9,965.95
Parking fees	45.81
Design fees	6,340.00
Gladiators for Roman Family Day	1,000
Roman Family Day, assistant	200
<b>Total</b>	<b>19,600</b>

## Impact

- *Reimagining Londinium* aimed to explore a popular curriculum subject – the Romans - in a new and innovative way that offered something more than just a facilitated museum session.
- Feedback was universally high – with teachers appreciating the chance to work with other professionals, at unusual locations and for an extended period.
- Teachers have also appreciated the planning and delivery of the project – with all teachers stressing they would like to be involved with future projects.
- All respondents noted strongly that participating in this project had benefitted participants. It had also helped them to see more culture and creativity than usual and encouraged them to take more of an interest in future.

## Disadvantage & Cultural Capital

Demographic breakdown of participating schools:

School	Number of Classes	Free School Meals (%)
Grasmere Primary School	1	17
Harry Gosling Primary School	2	43
Kingsmead Primary School	1	54
Mandeville Primary School	1	58
New North Academy	1	68
Prior Weston Primary School	2	40

## Unexpected Outcomes

- The Family activities day over the summer was not as well attended as hoped.
- Several teachers expressed an interest in arranging a school trip to view the artworks *in situ* before the end of the term.
- One of many highlights were two personal messages recorded by an archaeologist working at Pompeii. Filmed in location, the message for Lilac class revealed a recently discovered bathhouse, whilst Purple class visited one of the largest houses at Pompeii.

*'I would like to also thank you and the archaeologist for the recorded personal message. My class were so excited to hear that it was addressed to them!'* (participating teacher)

## Key Media/Quotes

*'Working towards an extended project with a goal in mind was fantastic for the children. The combination of art and history was great for our children who are sometimes harder to engage.'*  
(participating teacher)



# St John's Gate Gardening Club

St John's Gate Garden Club aimed to improve the health and wellbeing of school children from disadvantaged backgrounds through creative and outdoor learning activities.

**Number of participants reached:** 30

**Participant type:** Yr 5 students

## Outputs

- 36 two-hour Garden Club sessions delivered across academic year 2024-25
  - 10 sessions held at school.
  - 23 sessions at the Museum of the Order of St John.
  - 3 sessions at The Charterhouse.
- Activities included:
  - Healthy eating incorporated into every session. Children prepared food, tried new fruits and vegetables.
  - Creative recording of experiences on instant cameras.
  - Seed-sowing, composting, pollinators and wildlife studies.
  - Mosaic making and stained-glass crafts.
  - Plant biology and wildlife surveys.
  - Vegetable-growing and Victorian food workshops.
  - Seasonal plant displays.
  - Museum gallery tours.
- End-of-year Summer Party.
- School Playground enhancements.
- Museum Garden enhancements.

## Outcomes

- Participation and Engagement:
- Cultural Engagement & New Experiences
  - 100% of Year 5 pupils (30/30) voluntarily took part in Garden Club sessions.
  - School attendance was excellent at 96.7%, above both the school's average (93.1%) and the 96% threshold required for project participation.
- Cultural Engagement & New Experiences:
  - Only 17% of participants had previously visited the Museum of the Order of St John.
  - 0% had visited The Charterhouse before.
  - 100% reported engaging in activities they had not done at home or school.

*'I didn't know any of this at all and I loved it.' (Yr 5 student)*

## Budget

Cost	Amount (£)
Staffing	9,092
Freelance Facilitators	2,350
School LSA Support	2,310
Craft Materials	850
Gardening Equipment	600
Garden Infrastructure	1,453
Refreshments & Food Prep	885
End-of-Year Celebration	695
<b>Total</b>	<b>18,235</b>

## Impact

- Improved teamwork, communication, and creative confidence will support transition into Year 6 and secondary school.
- Greater appreciation for the natural world, especially important in an inner-city school with limited green space.
- Ongoing participation:
  - 17 Garden Club alumni attended Summer Holiday sessions with their families.
  - Garden Club practices (composting, planting) have spread to other year groups.
  - Teaching staff feel more confident in delivering outdoor learning.
- Infrastructure provided (raised beds, compost bins, tools) ensures long-term sustainability.
- End-of-term pupil survey showed:
  - 100% enjoyed learning about history and wildlife.
  - 96.7% enjoyed spending time outdoors.
  - 89.5% tried a food they'd never eaten before.
  - 100% wanted to return to the museum with friends or family.
  - 96.7% believed they had improved their local area for people or wildlife.
- School Staff Feedback
  - Reported improved communication, confidence, and collaboration among pupils.
  - Identified positive impact on attendance, especially for children with prior difficulties.
  - Noted that fine and gross motor skills improved due to hands-on tasks like digging and planting.

## Disadvantage & Cultural Capital

- Access to two cultural institutions (Museum of the Order of St John and The Charterhouse):
  - 100% of pupils expressed interest in returning to the Museum with family.

- 17 children have returned to participate in Museum workshops.
- Activities were inclusive, hands-on and accessible, helping those pupils who sometime struggle academically to engage confidently, asking questions and working at their own pace.
- Pupils learned appropriate behaviour in historic and religious spaces, improving their confidence in cultural settings.
- The participating school (St Peter and St Paul's Catholic Primary School) have 56.8% of pupils on free school meals.
- Emphasis on recycled and low-cost materials showed children and teachers that gardening and craft are accessible regardless of budget or experience.

*'I have never been to this place before its cool. I would like to come again'* (Yr 5 student)

## Unexpected Outcomes

- Garden Club inspired the launch of family volunteering days.
- Museum staff now feel more confident delivering outdoor sessions.
- School and museum staff reported improved mental wellbeing due to time spent outdoors.

## Key Media/Quotes

*'Every Thursday, a group of 10 students attended the Garden Club either based in school or outside in the Museum of the Order of St John or Charterhouse. The sessions are very well organised and we are always told in advance of where the sessions would take place and we received a timetable of the activities the children would be participating in. As our school is quite close to all locations, the sessions outside are very accessible by all students, with a short walk down the street.'*

*The children had to work collaboratively to design, discuss and make new and exciting things that ranged from bug houses to bird food, to locating new green spaces in our school playground. This has improved their communication skills, confidence and has encouraged them to be creative. It has also improved their ability to work well together in a group.*

*As our school is an inner London city school with limited green space, the children have had to adapt and learn new skills. They had to learn how to look after plants and flowers and how to increase the green spaces in order to attract more wildlife to the area.*

*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. Furthermore, children learned about the environment and sustainability and about insects and how they have an impact on the development of plants and vegetables.*

*Getting outside and into nature gave children the opportunity to learn in a hands-on way, encouraging them to move their bodies and develop their gross and fine motor skills; for example, digging, carefully separating tiny seeds and handling delicate seedlings.*

*Gardening club sessions have also had a positive impact on the children's attendance. Children who struggle with their attendance and punctuality are motivated to come into school on Thursdays so they can attend their gardening club sessions and are rarely absent as they do not want to miss out on the amazing activities.' (Yr 5 class teacher)*

## Tots at the Docks

This project expanded London Museum Docklands' free provision for Early Years children and their parents/carers through offering regular monthly structured sessions, including music workshops, messy play, gallery exploration and craft that focus on the development of fusion skills.

**Number of participants reached:** 1,130

**Participant type:** 546 children under the age of five years old, 584 carers

## Outputs

- Free structured sessions for Early years audiences, including music workshops, messy play, sensory storytelling, gallery exploration and craft.
- Sessions were 45 minutes long and divided into 'baby' and 'toddler' classes.
- Twelve monthly sessions on the second Monday of each month advertised as 'Mini Mondays'.
- 'Tots & the Thames' festival day featuring a mix of structured sessions, free play areas, and sensory activities.
- Three additional workshops at weekends to accommodate working families.
- Consultation with a critical friend (Jo Graham) on sector best practice.
  - Developed a 'Guide to Play' to help staff understand the different ways young children learn and to build confidence in engaging Early Years audiences.

## Outcomes

**Aim:** to engage 500 children in the Early Years, and 500 carers.

- This target was exceeded, with 546 babies and toddlers and 584 carers participating, totalling 1,130 participants across the sessions.

**Aim:** Families had opportunities to create new memories and share cultural experiences together.

- Sessions created opportunities for new experiences and interactions between carers and children, creating new memories together.

*'She remembers things from months ago. So, any exposure to anything with other children where she's having fun, feeling things, seeing things is good. We talk about those for, you know, weeks on end.'* (adult attendee)

**Aim:** Children in the Early Years were supported to develop life skills aligned with the EYFS learning framework, particularly in the areas of personal, social and emotional development, understanding the world, and communication and language.

- All sessions included opportunities for children to develop life skills, such as turn-taking, independent exploration), and activities to boost confidence and their sense of self.
- Carers appreciated that the sessions offered children opportunities to interact with other adults and children, particularly for those not yet attending nursery.
- Sessions also provided social opportunities for carers. Many attended in groups and continued their interactions in the cafe after sessions.

*'... We have these little friends that we meet up there especially on Mini Mondays, so they can engage together play before and after. On some of the Mini Mondays the toddlers that play together in the session have stayed afterwards to chat and engage which is nice to do especially in a museum which generally isn't very friendly to that.' (adult attendee)*

- Sessions supported language development, allowing carers and children to practice newly acquired language skills in a playful context.
- Topics were designed to connect with families' experiences as Londoners encouraging families to explore the world around them and supported the understanding the world element of the EYFS learning framework.

**Aim:** Families feel welcomed and positive about attending cultural spaces

- Observations showed babies and toddlers consistently rated highly on Wellbeing and Involvement indicators.
- Involvement indicators showed children demonstrated high levels of curiosity, engagement, and independent exploration.

**Aim:** Families experience improved wellbeing through sharing new experiences together

- 66% of carers reported feeling more confident visiting London Museum Docklands after attending these sessions, with one carer even changing their child's nursery hours to take part in more museum activities.

*'When I got home and told my husband, we both agreed that we should go and visit the museum again. So I also thought that [Mini Mondays] was a good way to introduce us to that museum. We're definitely going to be visiting outside of baby class hours.' (adult attendee)*

**Aim:** Participants represent a more diverse demographic

- Session participants were more diverse than the average museum visitor at Docklands:
  - 45% of respondents at these sessions identified as belonging to the Global Majority, compared with 24% of museum visitors in most recent surveys.
  - 5% of respondents were in receipt of Universal Credit, compared with 0.6% of Mudlarks family gallery visitors and 2% of Secrets of the Thames exhibition visitors during the same period.
  - 10% of respondents identified as disabled (no comparable museum data available).

## Budget

Cost	Amount (£)
Facilitator cost	8,396
Casual staff	2,250
Resources	1,027
Evaluation	3,500
Consultation	3,000
Contingency Budget	827
<b>Total</b>	<b>19,000</b>

## Impact

The project aimed to introduce more families to the museum and increase awareness of their family-friendly offer, including programming for Early Years audiences, half-term and holiday activities, and year-round provision.

A key goal was to help families feel more confident as museum visitors – encouraging them to return regularly, join monthly free-play sessions, and eventually take part in family programming as their children grow. Several families have already become regular visitors at the museum, attending both monthly free-play sessions and the ‘Tots & the Thames’ festival day.

*‘What I like about it is when we go through the museum with his sister [on a different day], we can talk about things that we did in the session, and it’s engaging for her and I as well as my son.*

*I really like that part, too.’ (adult attendee)*

88% of adult survey respondents stated that they either agreed (32%) or strongly agreed (56%) that ‘The [activity] inspired us to do similar activities at home.’ Carers highlighted this in their feedback:

*‘I loved some of the sensory play activities - with just the random bits and pieces in the sand and mud. Definitely something I could recreate.’ (adult attendee)*

This evidence demonstrates that carers are motivated to extend their child’s learning at home, and that the sessions provided practical, inspiring ideas to support this.

## Disadvantage & Cultural Capital

The project prioritised working with families in Tower Hamlets, Lewisham, and Greenwich.

Among those who completed the demographic survey questions, all lived within a London Borough, with:

- 48% from Tower Hamlets.
- 14% from Newham.
- 10% from Greenwich.
- 10% from Lewisham.

Further demographic data revealed that:

- 45% of families identified as belonging to the Global Majority.
- 10% of families had lived experience of disability.
- 5% of families came from single parent households.
- 5% of families were in receipt of Universal Credit.

The work with Early Year consultant Jo Graham allowed the museum to review their family programming, ensuring it meets the needs of those historically excluded from museum spaces. Practical changes included equipping carers with prompts and questions to help them interact with their children during sessions, boosting their confidence to engage and creating a more inclusive atmosphere.

Feedback from families indicated that their cultural capital had been strengthened through comments from carers:

- who previously found the museum unfriendly to visit but found that the sessions gave them and their children a community to play and participate with.
- returning to visit the museum outside of the sessions to develop their own knowledge and have their own experiences or returning with their children to the museum.
- discovering the museum as a new and engaging environment for them and their children.
- developing their own knowledge and skills by participating in the sessions and learning about activities they can replicate at home.

## Unexpected Outcomes

Several carers born outside the UK reported that the sessions helped them learn more about the UK, London, and British culture, and even develop their own language skills alongside their children.

*'I'm originally from Japan and I have never heard about that terminology but now I learned so both my children can learn something and [they are] getting to know London more.'* (adult focus group attendee)

## Key Media/Quotes

*'My three year old was highly engaged from start to finish. Staff were hands on and supported children in activities when needed yet also allowed independence.'* (adult attendee)

*'[I enjoyed] seeing children engage and interact with things I can't provide at home e.g. skilled musician.'* (adult attendee)

*'An amazing line up of activities particularly focused on babies and lots of free sessions such as Hartbeeps and the water music session that are usually very expensive to book and offered for free at the festival.'* (adult attendee)

*'It was lovely, thank you, do it again please. Regularly.'* (adult attendee)

All surveyed families who attended the 'Tots & the Thames' festival day said they would recommend similar museum events to friends and family. This has been the Learning team's highest net promoter score on record.

## Young City Poets

This project supported writing for enjoyment by offering primary and secondary students the opportunity to take part in visits to cultural/heritage venues, participate in writing workshops with professional poets, and have their work published in an anthology.

**Number of participants reached:** 563

**Participant type:** primary and secondary students

## Outputs

The Young Poets' process of memorable experiences to help bring writing to life includes lively guided discussions, collaborative and individual writing activities led by professional poets and publishing and performing tasks. These empower pupils to engage with writing on their own terms, in a way that also meets national curriculum requirements. All participating schools received:

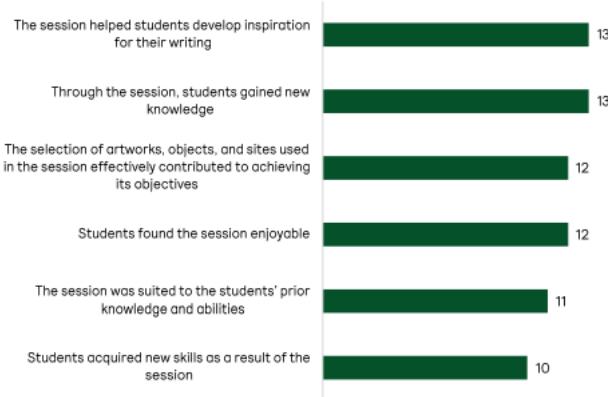
- A teacher briefing in the autumn term focusing on the latest poetry engagement research and using the three-pillar approach to writing to inspire reluctant writers.
- A teacher-facing handbook with lesson plans and accompanying PPT deck.
- A memorable experience in the Spring term for pupils at our partner cultural venues (Keats House, London Metropolitan Archives, St Paul's Cathedral, Tower Bridge, Guildhall Art Gallery).
- 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 at St Paul's Cathedral.
- Certificates for all participating pupils.
- A chance for pupils to be published in an anthology with free copies of publication provided to schools.

## Outcomes

- Inspiring writing through memorable experiences:
  - 3 in 5 (60%) pupils agreed that they would like to visit places like the ones they learned about in the future
  - About 1 in 2 (51%) agreed that the experience made them feel like they now knew more about the city they were living in.
  - Almost half (45%) agreed that the trip inspired them to write something.

*'My confidence grew higher after that trip because I don't speak that much in school'*  
(participating pupil)

**Number of teachers who agreed with specific statements about the memorable experience (n=13)**



- Modelling ‘real’ writing and working with a professional poet.
  - 64% of pupils agreed that working with the poet showed them other ways to approach writing.
  - 58% said that it made writing enjoyable.
  - Just over half of pupils agreed that the poet’s visit inspired them to write their own poetry and experiment more with their writing.
  - All teachers agreed that the poet’s visit encouraged pupils to experiment more with their writing, motivated pupils to create their own poetry, and made writing fun.

*The poet gave me some good inspiration and ideas, especially when he told us a poem, which I think he probably wrote himself. The emotions were very strong and that inspired me to make a very strong and emotional poem draft. It was very fun and when the poet told me that my poem was very good, it made me very happy, inspiring me even more to make a great final poem.’ (participating student)*

- Providing a real audience and purpose for writing.
  - All teachers rated the publishing and events provided as either ‘very good’ or ‘good’.
  - When students who shared their poems on the festival day were asked why they decided to share, 25 students said that they shared in order to inspire others and 19 to have their voice heard

*‘The event made me feel brave.’ (participating student)*

*I really liked the event because I got the chance to come up and express myself through my poem and it’s a once in a lifetime opportunity.’ (participating student)*

*‘I loved people’s different ways of writing and I loved meeting other people!’ (participating student)*

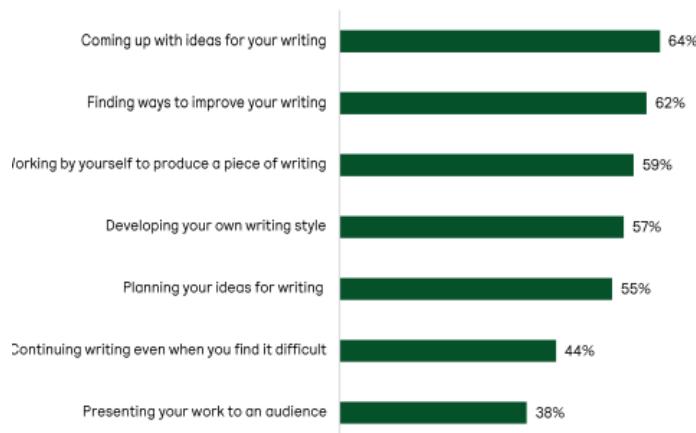
## Budget

Cost	Amount (£)
Project Management	6,000
Project Delivery	9,250
Evaluation	700
Marketing & Comms	1,000
Cost Recovery	3,050
<b>Total</b>	<b>20,000</b>

## Impact

- Benefits for pupils and their writing
  - Since taking part in the programme, 50% of students stated that they enjoy writing poetry, up from 35% before the programme.
  - The programme was also beneficial for pupils' confidence in their writing abilities. Following participation, the percentage of pupils who rated themselves as 'very good' or 'good' writers increased from 54% to 74%.
  - Pupils' perceptions of poetry also changed after taking part in Young City Poets. Considerably more pupils told us that in their opinion, writing poetry was 'fun', 'brilliant', 'exciting' and 'easy'. At the same time, after taking part, fewer pupils described poetry as 'boring', 'rubbish' and 'pointless'.

### Percentage of pupils who agreed that Young City Poets helped them with the development of specific writing skills:



- Benefits for teachers and schools
  - All but one teacher agreed that taking part increased their knowledge and confidence for delivering writing for pleasure activities in their school.

- All but one teacher agreed that they intended to use memorable experiences to teach literacy in the future (only 6 had done so previously).

## Disadvantage & Cultural Capital

Demographic breakdown of participating schools:

School	Number of Classes	Free School Meals (%)
Redriff Primary School	1	21.8
Essendine Primary School	2	50.7
St Edward's Catholic Primary School	1	52.8
Jubilee Primary School	1	25.2
Holmleigh Primary School	1	33.2
West Acton Primary School	3	30.8
Torriano Primary School	2	41.1
Coombe Wood School	1	23.8
The Totteridge Academy	1	25.8
Royal Greenwich Trust School	1	43.2
Harris Academy Bermondsey	1	48.6
Friern Barnet School	1	36.7
Newman Catholic College	1	30.3
Pimlico Academy	1	50.1
Arts and Media School Islington	1	55.7
Springhallow School	1	55.7

## Unexpected Outcomes

Benefits to the professional poets:

- All professional poets who supported the delivery of Young City Poets rated their experience of working with the National Literacy Trust on the programme as either 'very good' or 'good'.
- All but one poet agreed that their knowledge of how to support children and young people to write for pleasure has increased and that their skills in delivering writing for pleasure workshops in schools have improved.

## Key Media/Quotes

*'It is incredibly well run and a highlight of Year 6 for the children.'* (participating teacher)

*'The school has really benefited from the project. The creative writing element has really made them step outside of their comfort zone and think imaginatively.'* (participating teacher)

*'[I will incorporate the knowledge] that poetry is freedom and a topic of area can be given, and from this, it [can be] a stepping stone for pupils to write creatively. [I will] start with what pupils know and work from there.'* (participating teacher)

*'I learned lots of skills, which I want to use to write lots of poems and make me happy because the professional poet inspired me!' (participating student)*

*'Taking part in Young City Poets was overall an honour, as I never had this much fun writing in a while. It helped me to think and create more deep and convoluted pieces of writing.'*  
*(participating student)*

