

DfE Programme for Cultural Education

Final Report – June 2015

On behalf of the School Partnership Trust Alliance National Group





Phoenix Dance project, Garforth Arts Festival

“It’s been really positive to meet and develop a network across the country - supporting a shared ethos and values”

Partnership group member

“The national status of the programme has ‘raised the bar’ and increased engagement of staff and arts sector partners”

Introduction

The DfE initiated the Cultural Education Programme in 2012, in response to the Darren Henley review of Cultural Education in England. Two groups of teaching alliances were selected nationally; each group was awarded £150,000 to explore cultural learning across their school networks. The groups were also tasked with developing activity, materials and resources to support continuing professional development (CPD) for teachers, school leaders and creative professionals.

The Schools Partnership Trust Alliance (SPTA) was nominated as a lead for one of the groups, which included Hackney TSA, Queen Elizabeth School, Swiss Cottage School (SEN) and Fallibroome Academy.

Cape UK also supported the group and made links with the other bridge organisations, A New Direction and Curious Minds, to ensure connectivity with relevant national and regional initiatives. Cape have also supported through sharing their knowledge of existing resources and approaches to continuing professional development (CPD).

This final report provides a summary of activity from the SPTA group, with an overview of the impact and legacy of the programme for those partners involved. It also gives an insight in to what aspects will be sustainable and key recommendations for maintaining high quality Cultural Learning in schools.



“It was important to have the autonomy and freedom to pursue what was relevant to our schools and local communities”

Partnership group member

Summary of activity

The SPTA group worked together to promote high quality teaching and leadership in arts, cultural and creative education. The individual TSA's developed bespoke creative programmes, which were relevant for their own school networks and particular context. Activity has encompassed all art forms and has ranged from strategic policy development to open space consultation to festivals and has included a wide variety of creative projects with pupils as well as training and conferences for teachers and artists.

The partnership has met five times over the life of the programme to:

- Share practice and delivery models.
- Map the common factors for successful Cultural Learning in schools.
- Identify issues in relation to provision and share solutions and approaches to addressing the gaps.

All partners have produced a range of resources to support the professional development of school staff and arts and cultural practitioners. The materials are designed to exemplify and promote some of the key features of high quality arts and cultural education for children and young people.

Common components embedded in the cultural education programme

The 5 C's of Cultural Learning:

- **Collaboration** Partnerships with the professional arts and cultural sector and a belief in cross-school/teacher collaboration helped raise quality and innovation.
- **Creativity** Schools created the opportunities and space for pupils to explore their creativity. Encouraging pupils to develop skills both in and through the arts, encompassing a wide range of art forms.
- **Capturing** Regular sharing of practice, through the use of CPD materials, training events and an ongoing dialogue with colleagues supported reflection and the evaluation of cultural learning experiences.
- **Celebration** Provision of regular platforms to celebrate and showcase the arts. Performances, exhibitions and festivals helped to raise the bar in relation to quality outcomes and ensure staff and pupils gained recognition for their efforts and achievements.
- **Change** Leadership was key to maintaining and developing Cultural Education, setting a clear strategic vision of its role and contribution to the wider school agenda and priorities for teaching and learning.



Kingsmead Primary, Creativity Week 2014

“Leading the HTSA dance show was amazing, but challenging and it taught me a lot about getting the best out of people – and the need to have lots of patience!”

Year 13 Leader, Clapton Girls' Academy

The ‘Twin Pillars’ of Cultural Education

Swiss Cottage formulated two principles for effective Cultural Education which other school leaders may find useful to consider when developing their school vision and offer:

1. Cultural Entitlement

Providing access to opportunities for all pupils to meaningfully engage in a range of art forms, and explore human creativity and heritage. Creative activities designed to address barriers to cultural entitlement, associated with factors such as deprivation, ethnicity, family capacity, and disability.

2. Cultural Development

Creating the conditions for any encounters with the arts, to enable deep learning, and facilitate personal growth.

The arts and creativity relate to **SMSCD** (Spiritual, Moral, Social and Cultural Development). According to OFSTED guidance Cultural Development is shown by pupil's by:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (OFSTED Subsidiary Guidance, January 2012)

The SPTA National Group Cultural Education Programme in numbers

- 117** Schools
- 11881** Primary Pupils
- 10189** Secondary Pupils
- 449** Teachers
- 673** Artists
- 74** Arts Organisations
- 31** Cultural Venues
- 12** Arts Festivals
- 1285** Artist-led workshops
- 297** Performances
- 68** Exhibitions
- 31** New CPD Resources
- 57** New Partnerships
- 34** Student Arts Ambassadors
- 1** Cultural Education Audit



Garforth Jazz Rock band, Garforth Arts Festival

Schools Partnership Trust Academies

The programme has enabled the SPTA to develop at both the strategic and delivery levels. Key staff have developed leadership skills through taking responsibility of the programme on behalf of a national network of Teaching School Alliances. This role has allowed us to forge strong and on-going links with our regional bridge organisation Cape UK, which has also supported our links to Arts Council England. The programme has helped to highlight the SPTA's commitment to the arts across our schools alliance and will enable us to continue promoting cultural learning with a commitment to 46 schools engaging with Artsmark and Arts Award. Our new dedicated arts pages on the website will provide a stronger presence for the arts and increase their strategic influence. We will be better placed to support staff development and circulate opportunities and pupil achievements. This will be underpinned with a clear philosophical commitment to people, creativity and community.

At the delivery level we have extended our partnerships with new artists and organisations across the Yorkshire region, and have refined our methodology when commissioning arts partners to work alongside teachers. We have also developed models for more school-to-school arts networks and peer support. New pedagogical approaches to creative curriculum planning and delivery have emerged which we can build on, some of which we have captured in the resources developed in the programme. Finally, through the SPTA arts network we have established two new festivals devised by learners, teachers and artists aimed at developing and sharing best practice. We aim to help more schools to deliver holistic



Primary choir and audience at Garforth Arts Festival



Impact and legacy:

- Higher profile of Cultural Education across SPTA with a new dedicated arts section on the SPTA website.
- Two new schools festivals established, plus the delivery of a regional Music for Youth Festival. The 'Festival Model' is now being actively promoted across the Alliance.
- Successful funding bid to ACE to support the 2015 Garforth Arts Festival.
- Developed a Cinema, Arts centre and Arts Network at John Whitgift Academy in Grimsby, an area with very little in terms of arts infrastructure and provision.
- We will build on our successful cross-curricular programmes using the arts to explore areas such as literacy and cultural awareness.
- Through our arts partners we have supported high quality learning in the arts, developing both staff and pupils' skills and knowledge in film, drama, dance, music and poetry.
- A CPD programme will be developed using resources created and delivered by teachers and arts partners.
- We have developed successful approaches to supporting non-arts specialist teachers (particularly in primary schools) and intend to extend this learning across all art forms.
- Our work has been underpinned by the notion of the 'Mutual Learning Triangle' which we will further develop, as well as the use of the 'Open Space' process for consulting with colleagues, pupils and community.
- Our strategic relationship with Cape UK will continue through Cultural Partnership funding to support our programme.



“It's grown so much but it's great to see young and local performers up there alongside the big names.”

Audience member

Garforth Arts Festival Parade, The African Children's Choir, Rock Band Project performers

Sustainability:

- Planned 'arts' campaign for the forthcoming academic year to build on the work and engage more schools across the SPTA in arts partnerships.
- CPD and training events to be delivered based upon the materials and resources created.
- Peer mentoring models to be extended.
- Working towards an arts conference to include SPTA school leaders and key arts staff.
- Core aims of the programme and partnerships with cultural sector to be maintained through ongoing schools work and particularly supported through ACE funded Festivals and CAPE Partnership Investment funding.
- Currently in the development phase to support all SPTA schools to achieve Artsmark and to embed Arts Award training programme throughout the partnership of schools.

SPTA programme in numbers:

- 37** Schools
- 5,754** Primary pupils
- 3,449** Secondary Pupils
- 245** Teachers
- 574** Artists
- 30** Arts Organisations
- 14** Cultural Venues
- 8** Arts Festivals
- 1,270** Artist-led workshops
- 259** Performances
- 55** Exhibitions
- 11** New CPD resources
- 40** New Partnerships

SPTA - Arts & Cultural Partners:

- ArtForms Leeds
- Arts Live
- Arts Council
- Arts@Leeds
- Jack Barton, Film maker
- Beat Goes On UK
- Theatre Co. Blah Blah Blah
- Boy Blue Theatre Co.
- Cape UK
- Cast Performing Arts Centre
- Alex Cairns, Music Teacher
- Culture House
- DARTS
- ELFM
- Frantic Assembly
- GY Taiko
- Isophase Audio
- Dave Herbert, Drama Practitioner
- Hee Haw Sessions
- Hope and Social
- Jumbo Records
- Leeds Inspired
- London School of Samba
- MAPAS
- Music For Youth
- Northern Line
- Phoenix Dance Theatre
- Red Ladder Theatre
- Rock School UK
- Seven Jazz Leeds
- Timps and Percussion
- Trestle Theatre Co.
- Youth Music
- Zulu Tradition



Phoenix Dance Theatre work with SPTA staff and pupils

“We’ve seen a vast improvement in our teacher’s confidence in delivering dance...the skills learnt through the Cultural Education Program are now fully integrated into lessons across the curriculum to the benefit of both staff and students” Vice Principal, Green Lane Primary Academy



“I have found that my students engage with a concept more easily when we are able to explore it through movement”

Year One Teacher
Green Lane Primary Academy



Oily Cart Theatre Company, "very special theatre for very special children".

Swiss Cottage

Our Cultural Education Programme has enabled us to extend and develop our role in supporting the related professional learning of teachers, school leaders, initial teacher trainees and educators working within the arts and heritage sector. For example, the programme was an opportunity to establish regular 'SMSCD Learning Walks' (Spiritual, Moral Social and Cultural Development). It was also an opportunity to introduce training materials to promote professional discussion around individual barriers to cultural entitlement, such as those associated with deprivation or particular special educational needs and disabilities. This has supported related delivery against 'The Big 6' for National Teaching Schools.

Through joint practice development, new curriculum and assessment frameworks, which support meaningful cultural education in special schools, have also been developed, such as the construction of a unique new curriculum area 'My Creativity', for pupils with severe learning disabilities. In addition, the Cultural Education Programme gave added capacity for strategic innovation and exploration of refined models for partnership working, timetabling and whole school key processes, for the 21st Century.

Impact and legacy

As a result of our Cultural Education Programme, we have now have a more coherent related teaching school offer which includes ongoing sessions on initial teacher trainees and a team of Specialist Leaders in Education, dedicated to Spiritual Moral, Social and Cultural Development.

A new curriculum and assessment framework for cultural education is now firmly in place, which is available to other schools and editable. This has generated considerable interest and led to specific school-to-school support being provided across London and beyond, for example in Southport, Bradford, Plymouth and Doncaster. We therefore now have new networks and school partners to feed into joint practice development for the future.

Stronger partnerships have been formed between arts partners and our teaching school alliance, which has led to the development of new models for partnership working, which will continue beyond the duration of the project activity.

New approaches to timetabling, and cultural education delivery have also been established through our new 'Deep Learning Tuesdays', 'Flexible Fridays' and 'Leisure and Choices' initiatives. This is a significant step in embedding a "third space" for meeting Education and Health Care Plans and bringing together learners with special educational needs from different schools.

Individual practitioners have been developed in numerous ways. Those working in the arts sector have developed strategies for working with young people with special educational needs and disabilities. Teachers across the entire curriculum have developed ways of the arts to unlock learner potential, most notably in PSHCE where working with drama practitioners has enabled more effective use of role-play.



Sustainability

Our related teaching school offer will continue beyond the duration of the project funding, for example through dedicated Specialist Leaders in Education deployments which we are continuing to receive requests for. This is leading to further development of 'Cultural Education Champions' across the school system. It is also multiplying the impact of many of the resources developed through the project, the curriculum frameworks for cultural education in particular.

The project has established new mechanisms and key processes for delivering cultural education, such as new alternative timetabling arrangements for schools, which will remain in place. They will also continue to be refined through dialogue and joint practice development across the partnerships and networks, which will extend beyond the duration of the project activity.

The clear vision for developing cultural education, that was established, will maintain its role in ongoing strategic dialogues and other evolving initiatives.

Professional learning from the project is being carried through into new roles we are adopting as a teaching school alliance. For example, we now represent special education on the DfE Cultural Education Expert Subject Advisory Group. We are also ambassadors for Artsmark, and are a partner school for an evolving Cultural Commissioning Model being developed across the London Borough of Camden.



"We have this new thing called 'Deep Learning Tuesday' where we get to choose between different things we want to do. It means we get to learn with different kids, teachers and people with different skills, who come in and work with us. It is really good"

Year 6 Pupil with Moderate Learning Difficulties.

As part of a 'Flexible Fridays' programme, we have been working to create a "third space" bridging special and mainstream education, and developing employability skills through extending individual talents and interests. Learners work towards AQA units and/or Arts Award.

Swiss Cottage programme in numbers

- 25** Schools
- 40** Teachers
- 35** Artists
- 28** Arts Organisations
- 1** Cultural Venue
- 800** Initial Teacher Trainees
- 9** New CPD resources
- 12** New Partnerships

Arts & Cultural Partners:

- Shape: Disability Arts Charity
- Camden Arts Centre
- Central School of Speech and Drama
- The Roundhouse
- The British Museum
- Film Club
- TRAIID (Textile Recycling for Aid and International Development)
- Oily Cart Theatre Company
- David Brook: Freelance Puppeteer
- Skoog: Music Technology for Special Educational Needs and Disabilities
- Step Into Dance
- Drake Music



Bronze arts Award students perform Little Red Riding Hood to younger pupils (Supported by Central School of Speech and Drama and disability arts charity 'Shape').

“Working alongside drama practitioners has enabled me to start using role play more effectively in my own Life Skills sessions” Lifeskills Tutor



A learner with Profound and Multiple Learning Difficulties responds to a sensory story that has been co-authored by a professional puppeteer and the Leader for Curriculum and Assessment at Swiss Cottage School. Here, she explores the sand, where feathers were found on the beach.

“By working with a range of creative professionals, special education practitioners across Swiss Cottage Teaching Schools alliance have developed additional ways of addressing barriers to learning, associated with sensory impairments.” Tracy Edwards, Leader for Curriculum and Assessment.



Spoken Word Poetry performances, Clapton Girls' Academy

Hackney Teaching School Alliance

Hackney Teaching Schools' Alliance is a partnership of seventeen schools in East London. The Cultural Education programmes within and across our schools provide a broad range of opportunities for children and young people, from Early Years to Key Stage 5.

This project has strengthened our commitment to Cultural Education as a tool for developing confidence and communication skills and has shown how creative our children and staff really are. The project has also given us the opportunity to capture the valuable partnerships we have with professional artists, cultural institutions and organisations.

Highlights have been the opportunity to combine our School Direct programme with the delivery of Cultural Education through primary Creativity Week, the alliance Dance Show and the secondary Spoken Word programme.



HTSA Dance Show 2015

Impact and legacy

- Cultural Education opportunities that benefitted all students, including disadvantaged students, and which extend their cultural capital.
- School Direct trainees trained to develop skills, knowledge and confidence to embrace and deliver Cultural Education in 2014 and 2015
- Key Stage 5 students trained as leaders of dance in 2013 - 2015
- Key Stage 4 students trained as Arts Ambassadors to developed stage management skills and knowledge in 2013 -2015
- Embedded practice and support to enable all alliance schools to be accredited with Artsmark Gold
- Cross-phase collaboration developed and embedded in annual Dance show 2014 and 2015.
- Spoken Word Programme embedded in Key Stage 3 English
- Good practice with Cultural Education has been formally captured as resources to share within and beyond the alliance



Clapton Girls' Academy Shakespeare for Schools Festival 2015



Kingsmead Primary School Creativity Week 2014

'Creativity week brings the school together and unleashes all our talents!'

Associate Headteacher -
Kingsmead Primary School

Sustainability

- Cultural Education meetings to maintain an active group of teachers across the alliance dedicated to developing and sharing best practice
- Continued provision of relevant and inspiring Cultural Education opportunities that benefit all students, including disadvantaged students, and which extend their cultural capital.
- Continued training for teaching Cultural Education as part of our bespoke School Direct programme
- Continued training for student leaders and arts ambassadors at Clapton Girls' Academy
- Continued partnerships with arts organisations such as *A New Direction* and schools in our cluster
- Continued cross-phase collaborations in the arts within the alliance
- Continued commitment to create resources such as films, case studies and resources that can be shared on the alliance website to show-case best practice and provide a model for other schools to consider.

Hackney TSA programme in numbers

- 17** Schools
- 4,300** Primary pupils
- 1,200** Secondary Pupils
- 124** Teachers
- 2** Artists
- 1** Arts Organisation
- 6** Cultural Venues
- 6** Artist-led workshops
- 6** Performances
- 6** Exhibitions
- 5** New CPD resources
- 1** New Partnership
- 34** Student Arts Ambassadors

Arts & Cultural Partners

- Shakespeare for Schools Festival
- Apples and Snakes / Spoken Word
- Debate Mate
- Take One Picture, National Gallery
- Almeida Theatre
- Barbican Box



Spoken Word Poetry performances, Clapton Girls' Academy

'The poems were written and performed with real passion - the girls were inspiring.'
Keith Jarret, Spoken Word Educator



Cultural Safari, Forest School



'AIR', Artist in Residence Project

Fallibroome Academy

At Fallibroome we deliver a wealth of experiences, which harness the potential of Cultural Education to engage and motivate students. Our strength lies in our ability to forge positive and effective partnerships with key cultural providers, networking, collaborating and sharing best practice through short and long term planning, resulting in wider benefits for all.

We have embraced Cultural Education practitioners into our school and also the local Primary schools, working alongside classroom teachers as a CPD opportunity and to share their knowledge with the students. We have remained committed to offering opportunities and experiences that make the arts and creativity central to a child's life, to deepen their understanding of the world around them and provide fresh insight into their studies. Following the approval of our Cultural Education bid, we outlined and planned 3 main CPD events over 2 years.

Impact and legacy:

- A new dedicated 'Cultural Education' section on the Fallibroome Academy website
- Commitment to Artsmark
- Continued CPD for teachers
- A range of materials and resources to support CPD
- Maintaining and developing high quality arts and cultural partnerships

"I could noticeably see an improvement in confidence. They are very proud of their work and thrilled that it is going on display - it seems to have given greater credibility amongst his peers to be part of this project - as they often struggle in other areas of the curriculum. I think this is really important"

AIR Project Teacher



'The Hunger Games' – Dance Show



'Hood' National Theatre Connections

“I was amazed at their level of skill, their confidence and the way they worked so well together - an astonishing feat, especially given their ages”

Parent

Sustainability:

- Developing arts in other schools
- Providing opportunities for engagement of young people – Creativity Week, Summer Schools, Re:Play
- Transition work Yr6 – Yr7 through the arts
- Providing resources / space for cultural activities
- Provision of Arts Award
- Input into our Training School programme – creativity in the curriculum
- Cross-curricular projects and events – using the arts as a vehicle for learning in other disciplines
- Sharing opportunities – students moving between schools leading workshops and projects, acting as arts ambassadors
- Well established links and practices

“Creativity is allowing mistakes to be made - the 'Art' is knowing when to stop!” Cultural Safari Practitioner

Fallibroome programme in numbers:

- 8** Primary schools
- 1,627** Primary pupils
- 68** Primary teachers
- 1,540** Secondary Pupils
- 120** Secondary teachers
- 22** Artists
- 11** Arts Organisations
- 6** Cultural Venues
- 4** Arts Festivals
- 4** Artist-led workshops
- 24** Performances
- 3** Exhibitions
- 6** New CPD resources

Arts & Cultural Partners:

- David Richardson – AIR Project (Artist in Residence) – Jack Sevens Gallery, Macclesfield
- Amanda Phillipson (Learning & Activities) – Stockport Museums
- The Silk Alliance
- Maxim Hogden – Cultural Partnership Head
- Julie Smith – SLICE Role / Art Practitioner
- Claire Beresford – Cultural Ambassador



'Flying Chairs', Fallibroome Creativity Week 2015

"I enjoyed every second of the silver Arts Award and would highly recommend it to anyone who wants to discover new possibilities and exciting experiences." Year 12 student



Arts and Culture Week Exhibition

Queen Elizabeth School

Our focus centred on developing strategic partnerships for the development of Cultural Education in our own and other Teaching School Alliance schools. In schools across our Teaching School Alliances senior and middle leadership colleagues were identified by head teachers who would support and be proactive with regards opportunities in this area of the curriculum. The senior leadership colleague would ensure new initiatives were acted on by the relevant middle leader. This has given clear and reliable communication routes, which have added to those already in operation.

We linked with NPOs and other local and regional arts organisations in order to achieve even more unification, sharing, coverage and efficiency. We explored and developed our understanding of aspects of cultural education including policy. Practical aspects included our interactive conference, which involved over 80 delegates with practitioners, arts organisations and educators represented. Links were achieved for educators to meet cultural organisations that would have a direct impact on the learning of young people in their schools. Activities were shared that would enable the participants to repeat them in their own settings. An Arts and Culture Festival week across the North West (June 2014) promoted a vast array of events.

Impact and legacy

- Greater Partnership working
- Increased sharing
- Inspired individuals
- Allowed for pupil opportunity

The creation of shared agendas across a time when funding issues exist for many, enabled project and joint work to continue with a high level of interest and enthusiasm. New connections and networks were formed and the opportunities afforded to young people were extended as a result of this additional grouping of cultural parties. Links will exist and shared working will provide supportive approaches that will see the wide range of cultural opportunities maintained.

Individual projects that were developed identified specific need and allowed for a greater equivalence of offer for a range of cultural activities.

“I’m so inspired – it’s been a fabulous day – I just want to get back to my own school to get some of this going”

Primary School Headteacher



Jonathan Barnes working with primary pupils



Speech Bubbles project - Southwark

“Your students were fantastic to work with. I surprised myself as to the high quality of work that the pupils created”

Artist at QES.

Sustainability

- Aim to keep high profile of cultural opportunities.
- Consolidate partnerships.

Our links and partnerships are now well established and these should make future opportunities possible. However, jobs and roles are changing quickly and with the pressure on funding and curriculum design we are witnessing a changing landscape. This will undoubtedly mean that some of the connections are not sustainable.

The process that we have followed is repeatable though and the benefits that exist for young people will be valued and even more relevant.

Queen Elizabeth programme in numbers:

- 30** Schools
- 200** Primary pupils
- 4000** Secondary Pupils
- 40** Teachers
- 40** Artists
- 4** Arts Organisations
- 5** Cultural Venues
- 3** Arts Festivals
- 5** Artist-led workshops
- 8** Performances
- 4** Exhibitions
- 1** Cultural Education Audit
- 4** New Partnerships

Arts & Cultural Partners

- Curious Minds
- Creative Futures Cumbria
- Rural Touring Highlights
- Brewery Arts Centre
- Green Close Studios
- Abbott Hall Gallery
- Cumbria Music Hub
- Theatre by the Lake, Keswick





Speech Bubbles project - Southwark

“That’s the best thing I have done this month” Participant



SPTA 'Lets Get Lost' Festival, CAST Performing Arts Centre

“The breadth of response across the partnership has been great, the different models for disseminating and the range of CPD materials for trialing with colleagues.” Partnership group member

Overview of CPD resources and materials

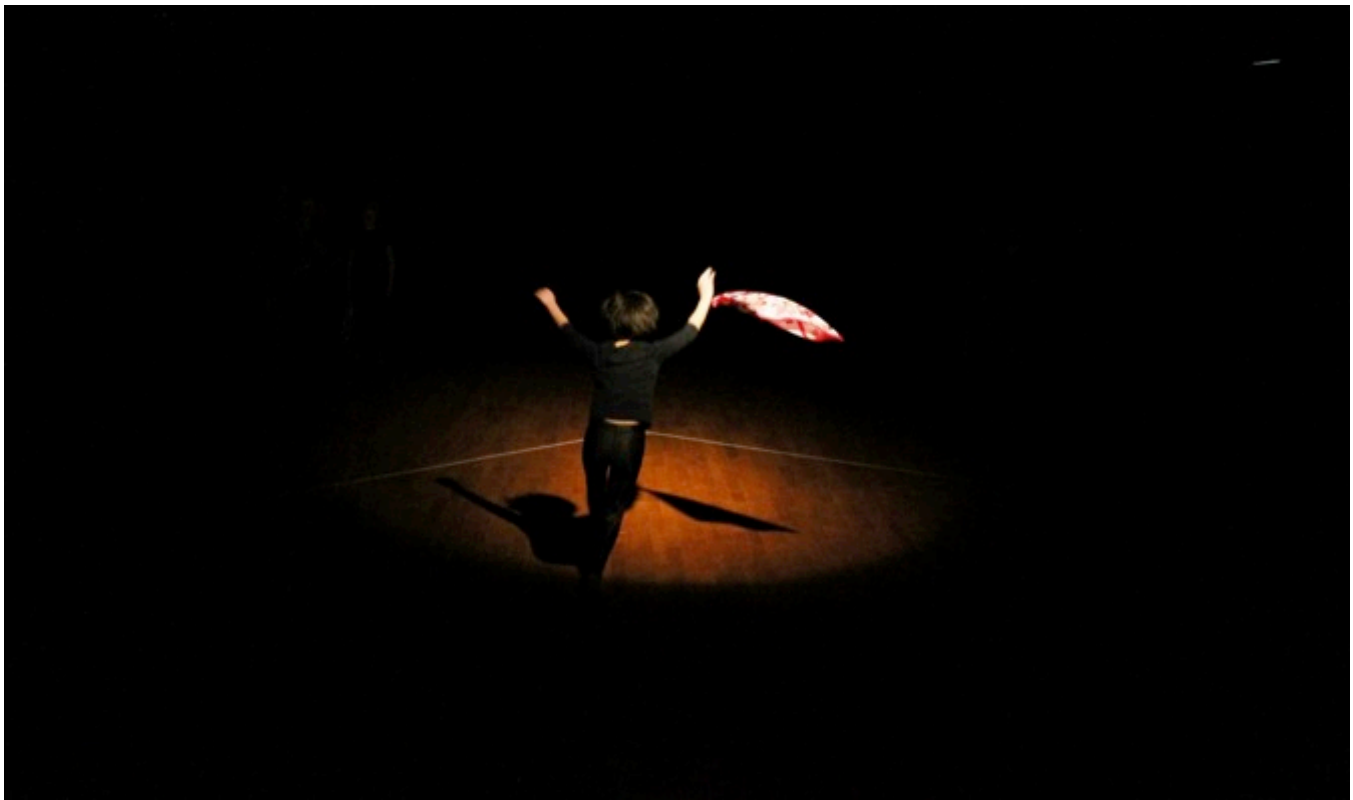
	SPTA	Swiss Cottage	Fallibroome	Queen Elizabeth	Hackney TSA
Music	Musical arrangements, videos and guidance for non-specialist primary teachers		Music, Drama & English cross-curricular project (a short film)		
Drama/ Spoken Word	<ol style="list-style-type: none"> 1. Raft of the Medusa - a catalyst for drama for all key stages. 2. Drama to promote writing – Theatre Co Blah, Blah, Blah 	Life skills through Drama - capturing learner voice	Drama & Geography cross-curricular project	Then and Now stories - case study	The power of the Spoken Word
Dance	Films of dance lecture demonstration and primary dance sessions plus written guidance.				Partnerships in Dance – the HTSA Dance Show 2014
Art & Design/ Cross-Arts				Arts and Culture Week case study	<ol style="list-style-type: none"> 1. Primary Creativity Week – Take One Picture 2. How to stage a school Art Exhibition
Film	How to make a Film – case study and video guides for high schools,	Film Club Toolkit for SEN Pupils			
Leadership	<ol style="list-style-type: none"> 1. How to develop a school based arts festival – written guide and films. 2. The Mutual Learning Triangle – guidance for school leaders. 	<ol style="list-style-type: none"> 1. 'My Creativity Curriculum' - a guide to support progression and assessment for learners with SLD 2. Learning Walk toolkit & 'Mystery Activity', a tool to help assess barriers to learning in SEN students 	<ol style="list-style-type: none"> 1. How to set up a 'Creativity Week' - toolkit & film. 2. A guide to setting up an Artist in Residence Project (AIR). 3. How to set up your own 'Cultural Safari' – toolkit & film. 4. 'Making Connections in Cultural Education' toolkit. 5. 'Cultural Education Marketplace' toolkit 	<ol style="list-style-type: none"> 1. Cultural Education Mapping Document 2. What type of 'cultural' school are we? What are our priorities for working with cultural partnerships 	<ol style="list-style-type: none"> 1. Leading your school through Artsmark 2. LEAP for Hackney Art teachers and Expressive Arts Ambassadors



Thanks and acknowledgements:

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- Rae Potter - Hackney Teaching Schools' Alliance
- Pat Cochrane - Cape UK

Finally - Thanks to all the school leaders, staff, pupils and arts partners who have been involved in the Cultural Education Programme. Their passion, energy, talents and enthusiasm have made for powerful, high quality and memorable learning experiences.



**'It's been an opportunity to spotlight and develop
some great practice and partnerships'**
Partnership group member

