

Report of the Deputy Director for Education, Employment and Skills to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 30 March 2016.

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Subject:

Cultural Education

Summary statement:

This report looks at how cultural and creative education can lead to improved outcomes for young people by ensuring all children receive a broad and balanced education.

1. SUMMARY

- 1.1 This report looks at how cultural and creative education can lead to improved outcomes for young people by ensuring all children receive a broad and balanced education.

Michael Jameson
Strategic Director
Children's Services

Portfolio: Education Skills and Culture

Report Contact: Judith Kirk
Deputy Director for Education,
Employment and Skills
Phone: (01274) 439255
E-mail: Judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services



2. BACKGROUND

- 2.1 Cultural and creativity within the school curriculum has long been seen as a way to enhance the development of children and young people. Within recent years revisions to Ofsted's inspection framework have led to substantial changes to the curriculum for cultural education. There is universal recognition that cultural education is a vital part of a child's schooling and this has now to be captured under the terms of a broad and balanced curriculum.
- 2.2 The chairman of Arts Council England argues that "all pupils should have the opportunity to create, compose, and perform their own artistic work". In Bradford it has been seen that young people who engage with the arts are happier, and have improved concentration and higher aspiration, which ultimately impact on all aspects of their education. Looking beyond the playground, creative skills are becoming an increasingly valuable currency for young people in securing future prospects, given that one in 20 new jobs is currently coming from the creative industries.
- 2.3 Professor Susan Hallam MBE from the Music Education Council has spoken about the power of music and its impact on the intellectual, social and personal development of children and young people. She said: "The research shows there is compelling evidence for the benefits of music education on wide range of skills including: listening skills which support the development of language skills, awareness of phonics and enhanced literacy; spatial reasoning which supports the development of some mathematical skills; and where musical activities involve working in groups a wide range of personal and social skills which also serve to enhance overall academic attainment even when measures of intelligence are taken into account".

3. REPORT ISSUES

- 3.1 In response to Arts Council England's Cultural Education Challenge, Bradford Council is working with Arts Council England via their bridging organisation, Cape UK, to ensure children and young people across the district receive a cultural and creative offer as part of their time in school. This is being achieved in a number of ways.
- 3.2 A **Local Cultural Education Partnership (LCEP)** is in the process of being set up. In order to oversee this work a steering group has been established to strategically support the roll-out of the District's offer. The membership has been agreed and there is wide representation from Bradford Council (including the Deputy Director for Education, Employment and Skills who will chair the group), Bradford University and Bradford College, arts organisations (including the National Media Museum, City of Film, Sustained Theatre Artists York (STAY), Mind the Gap, Impressions Gallery), headteachers and school leaders and the teaching school alliances. Terms of reference for the group will be set at its first meeting on the 24 March 2016
- 3.3 With support from Cape UK a **Creative Consultation** with children, young people and families in Bradford South will take place over the next few months. The consultation will explore ways of enabling families, parents and carers to find out about local cultural and arts offers across the city and to articulate what they perceive to be missing and highlight any potential barriers to accessing these activities. The focus will be on using new ways to reach families and consulting with them about need, interest, barriers, challenges and drivers for engagement. The findings of this consultation will inform the future development and focus of work carried out by the emerging Local Cultural Education Partnership (LCEP)



in Bradford. The consultation process will involve creative / participatory activities, 'go see' visits / tours, talks and workshops delivered by Cape UK Associates, Bradford MBC's Cultural Policy Manager and the Head of Music and Arts Service, who will also be able to advise and support with the organisation of these consultation activities.

- 3.4 Currently schools, both primary and secondary, across the district offer a wide range of cultural experiences for their pupils but at present the extent of the coverage is not clear. Work with Cape UK will begin to provide a clearer picture of numbers offering these experiences. 15 Schools have received Artsmark recognition, with two schools involved with Cape UK to pilot the new Artsmark awards. Cape have also run Artsmark training and induction days for schools.
Osted outcome for these schools - 8 Good 3 Outstanding and 3 RI
- 3.5 The local authority's Music & Arts Service is working alongside the National Literacy Trust on a number of projects to enhance pupil's cultural development. These projects include:
- Working with boys aged 10 to 13 (Years 6, 7 and 8) to support writing - seven schools have been identified as an initial pilot group.
 - A programme to support pupils who are at risk of exclusion. Suitable pupils will be supported one-to-one to write lyrics and music. Again this will be a pilot programme to measure the impact of this focused intervention in enabling reintegration into full-time mainstream education.
 - Targeting primary school classes of 5 to 6 year olds to deliver a rhyming session based on rhymes from different cultures. This work will be extended to Children's Centres to involve fathers in their children's cultural development. These sessions will be delivered in partnership with the local authority's Early Years Team and one of Bradford's teaching school alliances. It will support our existing priorities in terms of parental/community engagement in literacy development and also sit alongside a priority to build better links between Children's Centres and schools.
- 3.6 There have been a number of studies on the impact on outcomes for young people of cultural initiatives across the district. For example, a consultant from Bradford's Curriculum Innovation team has used creative digital technology such as video, animation, photography and audio to raise attainment across the curriculum. He leads the Bradford Media Literacy project in partnership with Bradford UNESCO City of Film, the BFI and Cape UK. There is recorded evidence from school staff that this initiative has enthused pupils learning in English and has resulted in much improved pupil outcomes. The contribution of this at one primary school's meant that pupil outcomes were so improved that the school was removed from an Ofsted 'inadequate' category ahead of schedule.
- 3.7 As lead partner for the Bradford Music Education Hub, the Music and Arts Service has contracted to deliver the following core activities:
- Ensure that every child aged 5-18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes. Children who choose to learn a musical instrument are expected to engage with weekly tuition on the same instrument for at least a year. Currently the service supports over 8000 children with Whole Class Ensemble Teaching (WCET) on a wide variety of instruments
 - Alongside this WCET, pupils have the opportunity to experience a live music performance linked to a curriculum area each week, giving in excess of 20,000 pupils this experience to hear live music. The Music and Arts Service conducts an annual survey of schools who offer these experiences. Feedback indicates high increases in pupils self-esteem and confidence, with 68% of schools indicating improvements in pupils' concentration, self-esteem and confidence.



- Opportunities to play in ensembles and to perform from an early age. A range of progressive ensembles provide out of school opportunities for pupils to come together and make music.
- Opportunities for clear progression routes are available and affordable to all young people if they want to extend their musical activity. The ensembles have clear progression routes from beginner groups through to the service's top ensembles i.e. Bradford Youth Orchestra
- A singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available to all schools and pupils.

3.8 The Music and Arts Service has a role in providing extension activities and opportunities. These include:

- The offer of continuous professional development (CPD) and training to staff in schools, particularly in supporting schools to deliver music in the curriculum. Over the last year CPD has been provided to 33 Primary Schools and 11 Secondary schools with some 50 teaching staff supported from these sessions
- Support for arts events of all types in schools.
- The delivery of regular primary and secondary music network meetings for school staff -one each term
- The service provide an instrument loan service, with discounts or free provision for those on low incomes or choosing 'endangered species' instruments. The loan service is available to schools and parents.
- A maintenance contract with a local instrument repairer who keeps instrumental stock in good repair and delivers direct to schools.
- A highly subsidised loan service to provide whole class sets of instruments
- Access to large scale and/or high quality musical experiences for pupils working with professional musicians in different venues. This includes publicising the opportunities available to schools, parents/carers and students.
- The service runs regular concerts giving opportunities for pupils to perform, as well as running two evenings of schools' proms each year. Through these activities, and others, Bradford pupils have opportunities in all the arts annually
- The Service continues to provide large scale opportunities to the children of the district. Recent examples include a 'Mad Day' (Music and Arts Day) to celebrate the Tour de France celebrations in Yorkshire in 2014. The service was asked to run a BBC Music Day in Bradford in 2015 (one of only 10 BBC events of this type across the country).

Other work includes opportunity for pupils to display art work offering regular winter and summer exhibitions attracting hundreds of parents to visit and look at the Art work. Holding these events outside of their own school settings adds significance and value to the pupils' work. Pupils have also sold their work as interest has been so great.

4. OTHER CONSIDERATIONS

- 4.1 Enlightened school leaders recognise the positive impact of cultural education and a creative curriculum.
- 4.2 The headteacher of Eldwick Primary School (judged 'good' at its most recent Ofsted inspection) has written: "To me, cultural and creative education is the heart of the curriculum which has the power to inspire and enrich learning in the primary school. It is often the key that unlocks thinking, debate, decision making and opens up swathes of possibilities for pupils. If we want future engineers, scientists, historians and designers, we



need to give them space to have ideas and explore issues that are part of the rich cultural heritage of our country and the world. Our job is to prepare pupils for their future education and to take their part in the world of work as adults. We need to inspire them to be rounded, thinking individuals who understand creative thought and can enhance the communities they are going to move into. The arts, in their broadest sense, will give children that additionality that makes them good learners who have passion and determination. At Eldwick the creative approach to all curriculum delivery, as well as a strong arts curriculum, are at the core of our success. We are able to enthuse pupils about learning and present it to them in a way that they can make sense of”.

- 4.3 Farnham Primary School (judged ‘outstanding’ by Ofsted at its recent inspection) has been visited by Darren Henley, Chief Executive of Arts Council England. Following his visit he tweeted, “Had a wonderful visit to Farnham Primary- a school with cultural education at the heart of driving up standards.” The headteacher has stated, “We want to look at ways to further develop this and give the children a bigger say when planning both the environment and the experiences we offer in and outside school. Early indications from our Cape UK project using the Art of Science and Noticing (with partners Bradford Museums and Art Galleries), show that children’s writing skills and motivation for writing, are improved through receiving high quality arts and cultural input and experiences. Our increased work with the Bradford Education Music Service has made our school a more stimulating and happy place for children. It has increased their self-esteem and raised their awareness of possible career opportunities in later life and given them the potential for life long appreciation and enjoyment of the richness of life around them”.
- 4.4 Following an ‘Aliens & Space Day’ at Miriam Lord Community Primary School the teacher who organised the event commented, “A fantastic day which children and teachers have both enjoyed, use of junk to make interesting sculptures, skills to use across the curriculum”.

5. FINANCIAL & RESOURCE APPRAISAL

- 5.1 Bradford’s Music and Arts Service is funded by a Music Education Hub Grant and traded income. It is self-financing and does not receive a Council budget.

6. LEGAL APPRAISAL

- 6.1 None.

7. NOT FOR PUBLICATION DOCUMENTS

- 7.1 None.

8. OPTIONS

- 8.1 Not applicable.

9. RECOMMENDATIONS

- 9.1 That Overview and Scrutiny Committee receive this report on the cultural and creative education of Bradford’s pupils as part of their broad and balanced curriculum.
- 9.2 That Overview and Scrutiny Committee support the continued work of the Music and Arts Service, its partners and Bradford schools to ensure that every child receives a meaningful cultural and creative curriculum offer.



10. APPENDICES

10.1 None.

11. BACKGROUND DOCUMENTS

11.1 Opera North - Dramatic SATs results increase at schools working with Opera North

