

## What did you have for breakfast this morning?

79 responses



**#championingarts2020**





# What do you think of the new Ofsted framework

80 responses



# Alex Beard

CEO of Royal Opera House  
#championingarts2020

# Lizzie Crump

Cultural Learning Alliance  
#championingarts2020

# Jayne Bryant

CEO, Artswork  
#championingarts2020

# Michael Corley

Head of Festival Bridge  
#championingarts2020

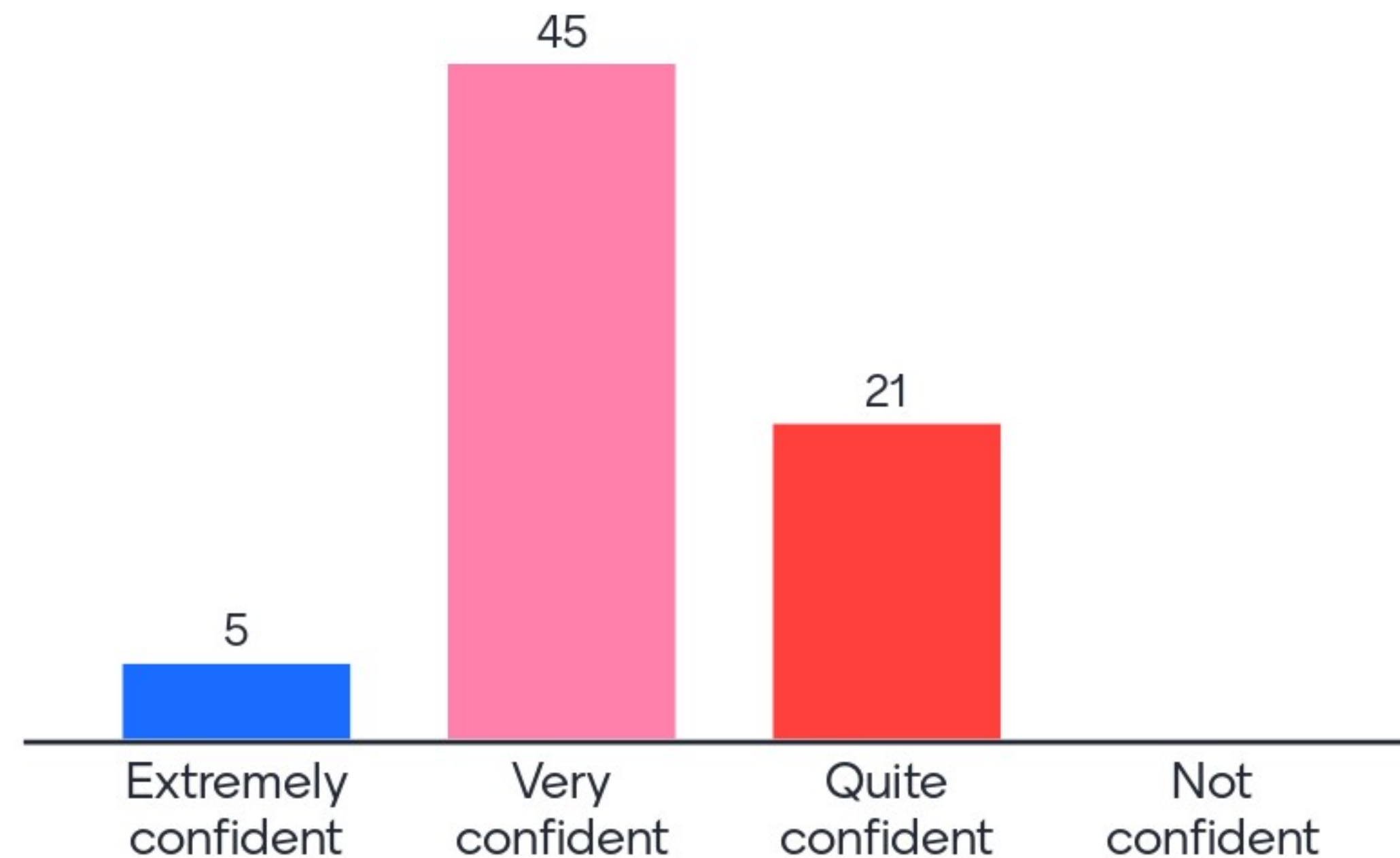


# Sally Manser

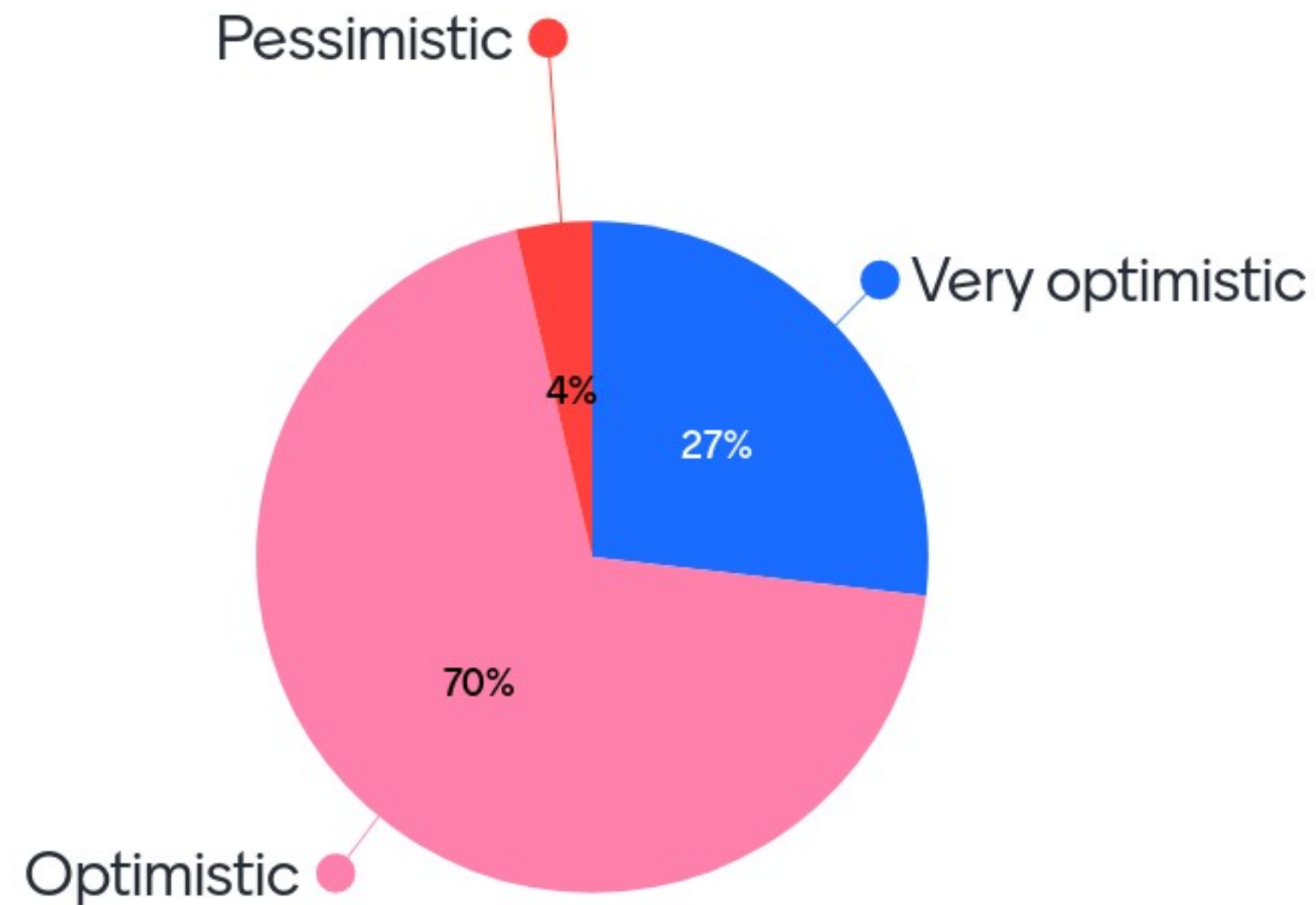
Head of Royal Opera House Bridge



# How confident are you in creating the climate for creative & cultural learning in schools?



# Based on Bill Lucas' talk, are you broadly optimistic or pessimistic about the future of Arts & Creativity?





# How do you articulate the unique contribution that creative & cultural learning makes to the quality of education in your institution?

Needs clearer definition, Bill's advice is good! Interpretation needs to further support staff development and pedagogy.

Takes pupils out of the immediate environment. Outward looking. Collaboration raises aspirations and the resulting events. Enrichment. Raising opportunities for the disadvantaged. Levelling the playing field.

Builds communities

Consistent messaging which is evidentially supported

It allows our children to understand and question the world around them. They understand themselves more deeply too.

Celebrate and share the excellent opportunities provided but look hard at where things are still not good enough.

Conveying key messages through action and in a language that connects to the whole school community

Teaching young people life skills of adapting and repurposing what they learn, connecting across disciplines, school and social life, offering cultural experiences, opening horizons and future opportunities.



# How do you articulate the unique contribution that creative & cultural learning makes to the quality of education in your institution?

Instils confidence and shows the choices available, widens horizons, widens conversations

Bring a genuine balance to everything we can offer children. Ensuring that they can see the options in life in order to choose their path.

Giving staff the freedom to be creative in their approach to teaching and learning and ensuring a culture of 'it's okay to make mistakes', it's how we learn.

By being brave, by example, evidencing impact through strong leadership via mission and vision

Articulating that what we do at Primary level is of high importance in the long term.

Give parents & other stakeholders the opportunity to experience it too e.g. take part in performances & visits

Celebrate. Use student voice. Interested in how creativity maps across the whole curriculum. Doing things differently. Challenging yourself to model creativity and invest time

Courageous leadership and a shared vision. Hold onto what you truly believe works and what is fundamental for your children and school.



# How do you articulate the unique contribution that creative & cultural learning makes to the quality of education in your institution?

Children have the opportunity to shine, share and showcase their talents, develop confidence, understand others.

Becomes the dna of the school, and part of the contract with parents

Through students being able to articulate creativity (what that is) the key stakeholders and the skills they are developing.

Keep it simple - keep it central. The golden thread through everything we do.

Raising aspirations through creativity to encourage students to be more outward looking. Giving students the tools to support projects lead by them...

It helps you to recognise and value yourself as an individual in your own right and to know that you are entitled to the same choices and options as the next person.

Would want to integrate this into school mission statement/values

It builds confidence and self esteem. In our rural area creative and cultural experiences can widen the horizon for children and their families and develop their understanding of the world. It inspires them to engage with life more fully.



# How do you articulate the unique contribution that creative & cultural learning makes to the quality of education in your institution?

Outward facing, celebrating our successes and learning to other colleagues and the community

Articulate the importance differently to different stakeholders. Show that you value through end of year reports

Share with your community, at every opportunity the way of creativity builds character and resilience.

Working in SEN you get to see what it is to be human and what essential needs are. They are stripped back. They are hugely inspiring, individual pathways enable creativity. We can't take a package off the shelf. We creatively respond to need.

Student voice... students articulate a more engaged and less passive experience of education with a more 'split screen' approach. Capture their commitment and gift them the language of creative aesthetic learning to also advocate 4 cultural learning

Giving staff the space and clarity. If we don't state it we don't know if all stakeholders have a real understanding on what we are striving for.

It has to be defined collaboratively with whole staff and then led by and championed by the SLT with constant reference. Plus evidence based outcomes. Plus immersive learning. Using a partner successfully over time.

The well-being agenda has supported this.

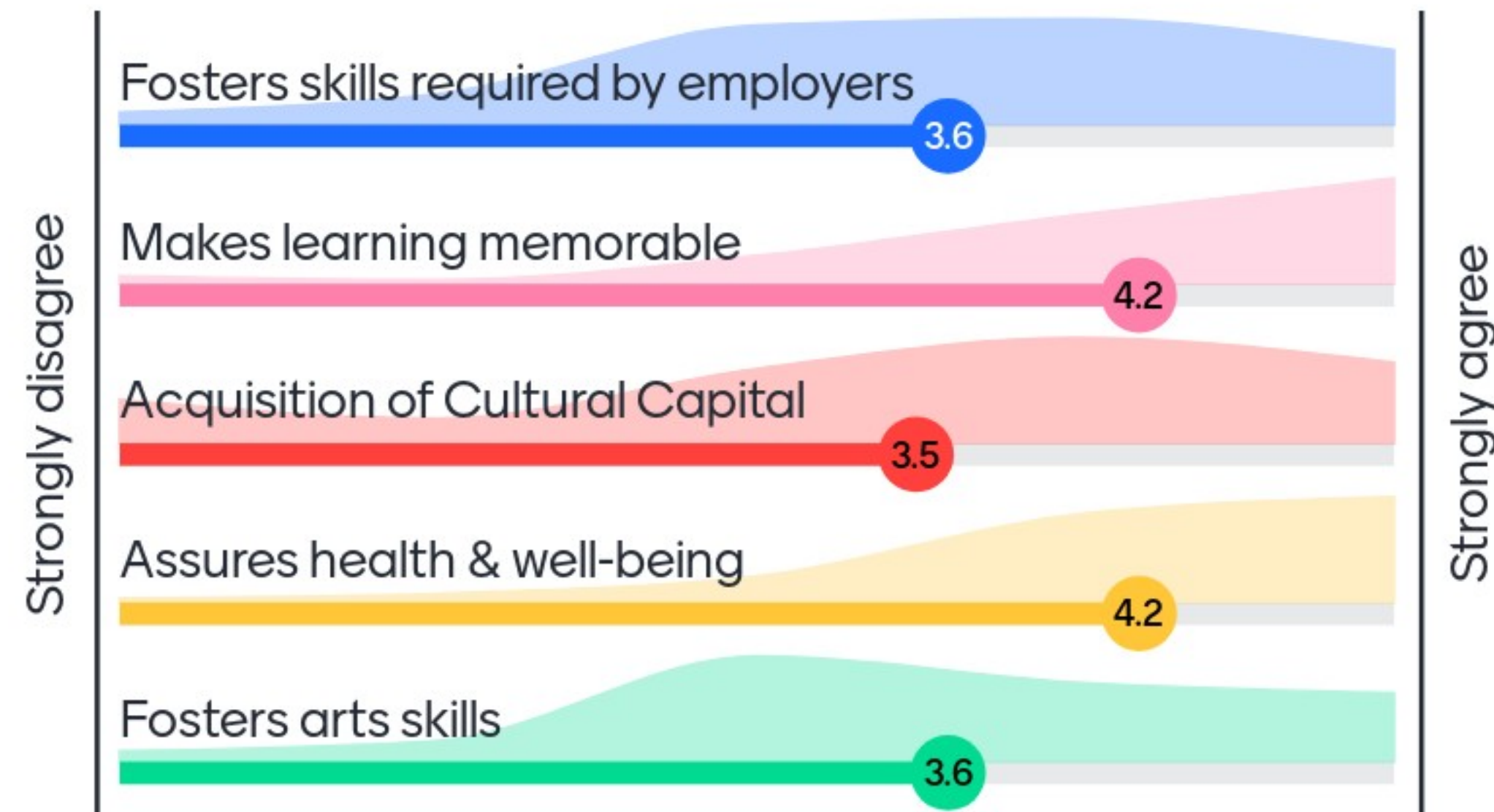


## How do you articulate the unique contribution that creative & cultural learning makes to the quality of education in your institution?

Through the ethos of our school

Courage and a shared vision and belief...

# To what extent are the current arguments about the benefits of creative & cultural learning carrying weight with your stakeholders?





# What do school (system) leaders need most to implement a quality creative & cultural education?

A more complex and nuanced approach to assessment and impact. Mental and emotional health and the green paper on SEMH is an interesting area where there is insufficiently valued impact of creative learning.

Confidence.Commitment.

Funding and quality resources, time, staffing etc!

Skilled and high quality staff who share the passion and belief for cultural and creative learning. Most importantly to be courageous in their vision!

Autonomy flexibility and partnerships

Trust, latitude and financial backing by colleagues, parents, governors, Ofsted to follow ideas through.

They need space and time to research, reflect, implement and review creative ways of developing the school in its creative and cultural education without the fear of ofsted misinterpreting or looking at the school in a blinkered way.

Leader autonomy - having the 'space' and resources to implement what best fits the school's unique needs.



# What do school (system) leaders need most to implement a quality creative & cultural education?

Time and space to work collaboratively cross school and cross stage

High quality CPD for teachers, including at ITT level. "Permission"/"Expectation" from DfE, Ofsted, LAs, MATs. Partner organisations to support with offer. Funding, funding, funding!!!

The bravery to implement a long term provision in our schools.

Changes in initial teacher training.

Courage and passion.

Autonomy. Flexibility. Partnerships. Mutually beneficial learning and impact on practice. Confidence to adapt to changing needs. Ability to commit long term. Ability to take a lead role for others.

Pressure from a renewed national DfE agenda to challenge school leaders to authentically review practice and provide a truly relevant curriculum and relevant learning experiences for children!

Resources that are fit for purpose  
Time for students in and out of school  
Opportunities to showcase  
Permission from those that schools are accountable to  
Message to be clear and not conflicted to governors  
Career options in the arts to parents



# What do school (system) leaders need most to implement a quality creative & cultural education?

DfE change ..

Passion, courage, collaboration and support of the powers that be.

We need teachers, initial teacher training, extended professional learning, to deliver attainment and progress, for the performance measures and EBACC to reflect the conversations we're having and money!

Strong working relationships between experienced staff and less experienced staff...time to collaborate...space to get it wrong

Time to embed what leaders know to be right for their setting. No such thing as rapid improvement.

Time and space for leaders. A genuine commitment from the government

Greater accountability for pots of money for the arts, withdrawing funds where targets aren't met

Consistency from OFSTED and DfE - no more mixed messages



# What do school (system) leaders need most to implement a quality creative & cultural education?

Autonomy. Trust that they know what is best for their students. Time to implement and make changes.

Clarity from those who hold us to account

Budget first of all. Knowledge of what's available locally. Our cultural education partnership has a Co Ord post that gets into schools and asks what do schools need and then links up with provision this provides Capacity to source access grants etc

Clear understanding of support available externally...use the networks school leaders are part of to promote Bridges, CLA, artwork etc.

Commitment, moral aim, self confidence. Be a maverick! Grab opportunities. Prove impact. Take part in research

Time. Flexibility of timetable. Skilled staff. University entry/ destinations to be based on more than results. Coordination between institutions. Lose pressure of assessment. Brave people who put the children first.

Sharing of case studies

Engage with parents and families



## What do school (system) leaders need most to implement a quality creative & cultural education?

Quality CPD

Confidence and capacity

Confidence

# What is the most significant barrier to other leaders placing greater emphasis on Cultural & Creative education?



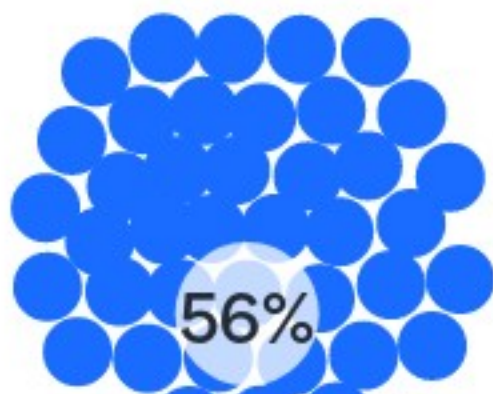
Conflicting priorities



Resource issues ( time/money)



Parental attitudes



School accountability measures



Lack of teacher confidence/skill



Policy environment



## Anything we have overlooked?

69 responses



## How can Bridge organisations help?

Come into school regularly,  
see what we do, plan how  
they can support us

Creating capacity and  
opportunity

Regular contact

Provide admin and publicity  
support for projects with news  
organisations

Signposting  
opportunities and  
resources

Networking opportunities,  
funding advice, sharing good  
practice, fostering  
partnerships between  
schools.

Collaboration between  
10 bridges to lobby to dfe

Facilitate networks



## How can Bridge organisations help?

Supporting leaders and schools to access funding and cultural networks.

Funding, school support, collaboration, champion the arts

Continue to develop partnerships and offer opportunities to all schools

Support local creative networks and get SLICEs in place consistently across all areas.

Highlight funding and opportunities.

Filter and find quality partners that schools can use with children

Provide more opportunities for disadvantaged children in our schools

Put us in touch with people who can help

# How can Bridge organisations help?

Signpost access to funding, training and local partnerships. Listen to the needs of schools as well as bringing their specific expertise.

Support schools with funding opportunities

Showcasing excellence

Continue to support and resource school leadership inspiration and development

Regular meetings to share good practice they are aware of. Good news items

Reach out to schools who have not engaged. Providing/ backing funded projects for schools. Support creative and innovative partnerships between schools.

Create greater collaborative cross school opportunities.

Help to set up Creative Networks within a locality allowing for collaboration of projects and professional development.



## How can Bridge organisations help?

They do a great job, but how can they really ensure that ALL young people aged 5-19 have access to high quality arts and culture?

Continue to provide access to opportunities including exciting curriculum development

Decide - are you informing policy, implementing and supporting the implementation of it or creatively subverting it?

Lobby government to put money alongside rhetoric

Empower education settings to collaborate and advocate in their local areas

Support collaborative funding in smaller partnership groups

Connection between schools and local cultural organisations

Expertise, direction and resources.



# How can Bridge organisations help?

Source/facilitate/offer high quality training for teachers that develops sustainability of quality arts and cultural learning in schools.

Work with families

Sign posting to free creative and cultural opportunities

Facilitate the development of cultural leaders in every school who can link with cultural partners ( funding, expertise)

Share within community of schools.

By coming into LAs and encouraging them to change their agenda so that the accountability measures change. Work tirelessly to change government agenda so that leaders have support in implementing a creative and cultural education.

Helping to join schools together who might support each other

Need a person to coordinate and energise practice on the ground by regularly visiting schools or meeting with them



## How can Bridge organisations help?

Run networking events between schools and practitioners/partners so we can get round the table with them

Coordinate initiatives which would be impossible for schools to achieve alone

Greater advocacy

Influence ITT provision

Bree present with us on the ground while also dealing with powerful authorities and decision-makers to really make a difference for us

lobby govt to ensure dfe policy is positively geared towards the arts

Bravery in numbers... join us up and articulate the unified messages and actions.

Promote benefits of creativity within all areas of learning related to the benefits for national economic and social success.

# How can Bridge organisations help?

How do we empower teachers so that they see Ofsted as an opportunity for professional dialogue and not as an agent that creates fear? How can they be creative when they are afraid?



# What question would you like to ask Amanda?

Are all subjects equal in schools? How does that fit with the ebac ambition?

Is there a danger that the current focus on knowledge could be misinterpreted and lead to a move away from creativity in the curriculum?

Do ofsted prioritise looking at certain subjects in schools eg english maths & science over arts?

Does ofsted hold any accountability for creating the parlous state of the arts in schools through their obsession with data-driven inspections?

Many of the issues and challenges the Headteachers in the room are facing, particularly in regards to embedding creativity, will be eased and improved by allowing them to have more say and control over how their schools are run. What do you think?

How can we be sure that inspectors really understand cultural capital and get a innovative curriculum and give credence to it even if the schools results are not good.

given the significantly increased diversity in the school landscape (specialist curricula, different ages of entry, location, cohort context...) why is the approach to assessment, judgement and accountability still so standardised?

When did Ofsted's brief become providing Trip Advisor for parents?

# What question would you like to ask Amanda?

How can you ensure that inspectors take the time to explore a school's cultural curriculum offer - especially within a very tight, prescriptive section 8 inspection for 'good' schools?

Just by looking round a school, are the inspectors really able to see true impact of good creative teaching and include that in their report?

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# Survey outcomes and questions to Amanda



# Amanda Spielman

Her Majesty's Chief Inspector, Ofsted





# Tom Proctor-Legg

Headteacher, Iffley Academy, Oxford

# Dave Bradshaw

Headteacher, Hillborough Junior School, Luton





# Craig D'Cunha

Headteacher, Chantry Academy, Ipswich



# Sam Cairns

Project Manager Learning About Culture, RSA





# Impact And Next Steps



# Final Thoughts





# Thank you!

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