

**Take a
closer look...**

Question
Connect
Imagine
Reflect



Stoke Newington School, Photographer: Chris Cullingford

What is Creative Partnerships?

Creative Partnerships is the government's flagship creative learning programme, designed to develop the skills of children and young people across England, raising their aspirations, achievements, skills and life chances.

One of a number of programmes generated by the new national organisation Creativity, Culture and Education (CCE), the Creative Partnerships programme fosters innovative, long-term partnerships between schools and creative professionals, including artists, performers, architects, multimedia developers and scientists. These partnerships inspire young people, teachers and creative professionals to challenge how they work and experiment with new ideas.

Young people develop the skills they need to perform well not only in exams and extra-curricular activities, but also in the workplace and wider society.

'We believe that the best education has creativity at its heart.'

'Creative Partnerships and the Curriculum: Eleventh report of Session 2006 – 2007', House of Commons Education and Skills Committee, 24 October 2007



Photographer: Tony Griffiths

Why creativity?

We believe creativity is the wider ability to question, make connections, innovate, problem solve and reflect critically. These are skills that are demanded by today's employers.

Creative learning empowers young people to imagine how the world could be different and gives them the confidence and motivation to make positive change happen. This helps young people to engage with their education and to achieve.

Young people at the heart of what we do

Creative Partnerships programmes demand that young people play a full role in their creative learning.

We believe that our programmes are most effective when young people are actively involved in leading and shaping them, taking responsibility for their own learning. Creative Partnerships programmes enable children and young people to develop the skills needed to play an active leadership role in school life.

8,520

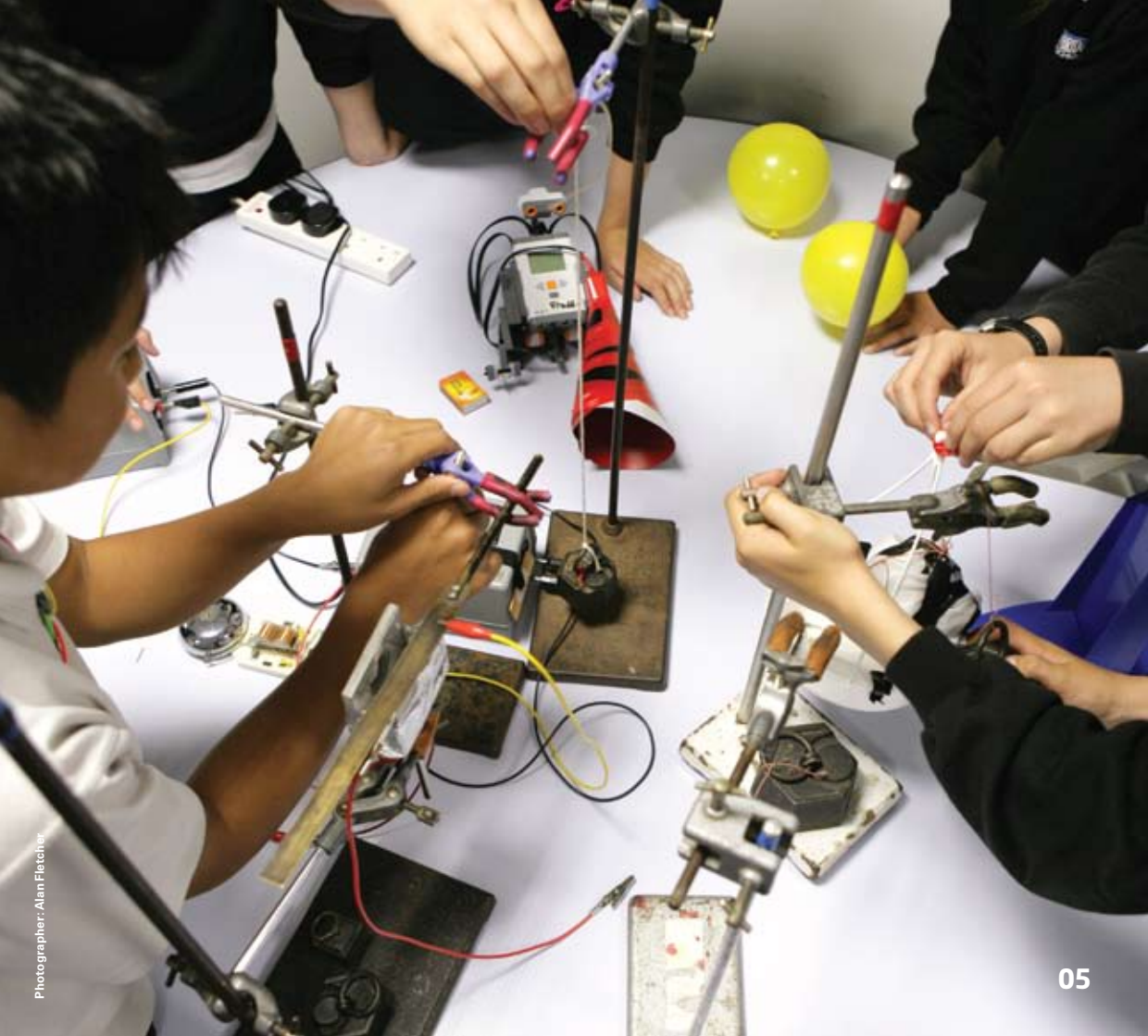
Creative Partnerships
projects completed

940,479

Young people involved

6,483

Creative organisations involved



Schools programmes

Creative Partnerships works with maintained schools from Key Stages 1 to 4 across England. A school can apply to one of three Creative Partnerships Schools programmes according to its needs and its commitment to creative learning. Schools will always receive the support of a creative professional as well as financial support.

Enquiry Schools

Enquiry Schools engage in a creative learning programme targeted at a specific group of pupils and teachers.

Change Schools

Schools with significant challenges that wish to engage in a programme of whole school transformation.

Schools of Creativity

These schools are at the cutting edge of creative learning, engaging in an intensive, long-term programme. Schools of Creativity lead local and national school networks and help to shape policy and practice throughout Creative Partnerships.

'I can get very passionate about the importance of the arts and creativity in schools and getting practitioners in, working with young people. I do think this programme is very important and I want to see it continue.'

Jim Knight MP, DCSF Minister



'It has been a revelation to me that I can work with someone with such complementary expertise and how much this extends what together we are able to offer students.'

Secondary school teacher, Derbyshire

The role of creative professionals

Long-term relationships between creative professionals and schools lie at the heart of the Creative Partnerships process. Creative professionals work as Creative Agents, helping to deliver the programme, or as creative practitioners working directly with students and teachers.

By working with creative professionals from many different disciplines, young people develop a variety of skills, knowledge and capabilities. Creative professionals have different expectations of young people and when these are set high, children rise to the challenge.

Creative professionals also benefit from working in schools. By being exposed to new voices and different views, and the creative teaching methods of many of the teachers, they are challenged and their personal creative practice is enriched.

A research report entitled 'Youth voice in the work of Creative Partnerships' highlights that an important factor in developing positive relationships has been the experience of teachers working closely with creative practitioners. They can model possibilities and encourage teachers to try out new methods of learning, and new ways of communicating and interacting with young people: 'Sometimes they just give you that spark that you then go along with.'

'Youth Voice in the work of Creative Partnerships', The Open University, 2008

'When Creative Partnerships starts with a school development plan and builds a strong relationship between teachers and creative practitioners it can significantly expand the capacity and ambition of a school to teach creatively.'

'Creative Partnerships and the Curriculum: Eleventh report of Session 2006 – 07', House of Commons Education and Skills Committee, 24 October 2007

'The excellent partnership with other schools and bodies locally through Creative Partnerships has been particularly beneficial in developing a good curriculum which opens pupils' horizons by giving them a wide range of interesting experiences.'

Ofsted report on All Saints Church of England Primary School, Bexhill, 2008



Continuing professional development

Creative Partnerships supports teachers by delivering ongoing practice-based professional learning and knowledge sharing.

Our training and development sessions give school staff and creative professionals time and space to reflect, think and experiment with new approaches. This helps them to nurture their creativity, develop their practice and become better educators.

Research on the continuing professional development (CPD) opportunities developed and delivered by Creative Partnerships has shown that the level, breadth, innovative nature and diversity of CPD cannot be matched in other major national policy initiatives.



Photographer: Alan Fletcher

'Links with other providers such as the Creative Partnerships scheme are enriching the curriculum and improving standards. These enrichment activities create a good climate for learning and raise pupils' aspirations of what they can achieve.'

Ofsted report on Whytrig Community Middle School, 2007

The Creative Partnerships effect

Independent research and reports by many parties including Ofsted and a Parliamentary Select Committee have shown that Creative Partnerships has a significant positive impact on everyone involved: young people, parents, teachers and schools as well as creative professionals.

A report on Creative School Change, looking at 40 schools across the country, indicated that changes brought about by Creative Partnerships programmes often created a shared sense that the school was changing for the better and that a range of student-focused, high interest events, occasions and opportunities were now available where they hadn't been before. All of the students spoken to in the research said this was a sign that the school cared about them and wanted them to succeed.

Since 2002, we have worked intensively with over 2,700 schools across England. More than 12,800 schools have had some involvement in the programme. Over the coming year, we will work with many more schools in more areas of the country, as we start to deliver our new Schools Programmes.

'The Creative School Change Project: Interim Report', University of Nottingham and University of Keele, October 2007

90,536

Teachers engaged in local projects

54,023

Parents involved

The impact on young people

NFER pupil tracking survey

The National Foundation for Educational Research (NFER) completed a study of 13,000 young people who had participated in Creative Partnerships activities. NFER found that:

‘For all three key stages the progress of young people who attended Creative Partnerships schools and who were known to have taken part in Creative Partnerships activities was statistically significantly greater than that of other young people in the same schools.’

Despite coming from economically and socially challenged communities, young people who have participated in Creative Partnerships activities out-perform the national average at Key Stages 3 and 4.



The Sage Gateshead Shine 08. Photographer: Alex Aleveryiannis



Photographer: Alan Fletcher

‘The longer-term impact of Creative Partnerships on the attainment of young people: Results from 2005 and 2006’, National Foundation for Educational Research, September 2008

The impact on parents

A qualitative report by the Centre for Literacy in Primary Education reveals that creative learning projects encourage parents to engage with their child's education.

Children talk about the exciting Creative Partnerships projects they take part in and parents are motivated to find out more by becoming involved in their child's learning and in the life of the school.

Creative learning projects also provide non-threatening opportunities for involvement for parents who may not otherwise engage with schools.

'Usually you ask them and they're doing "nothing!" at school. They actually come home and tell you – and they can't wait to tell you, rather than you having to ask them.'

Parent, interviewed by CLPE

'Their Learning Becomes Your Journey: Parents Respond to Children's Work in Creative Partnerships', Centre for Literacy in Primary Education, December 2007

'The Creative Partnerships initiatives provide excellent opportunities for spiritual, moral, social and cultural development, which is outstanding.'

Ofsted report on Rockcliffe First School, 2007

'The school's work with Creative Partnerships has had a particularly beneficial impact and, without doubt, has added to the pupil's enthusiasm for school life and interest in the wider environment.'

Ofsted report on Briscoe Primary School and Nursery, 2008

The impact on schools and teachers

An independent survey of headteachers conducted by British Market Research Bureau (BMRB) spoke to three-quarters of headteachers from Phase 1 and 2 areas to assess their perception of the impact of Creative Partnerships.

Results

92% have seen an improvement in pupils' confidence



91% have seen an improvement in pupils' communication skills



87% have seen an improvement in pupils' motivation



Secondary schools have reported that:

80% have seen an improvement in pupils' enjoyment of school



78% have seen an increase in pupils' ability to learn independently

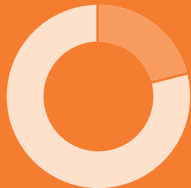


70% have seen an improvement in pupils' behaviour

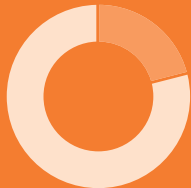


As a consequence, schools are seeing improvements in young people's achievement:

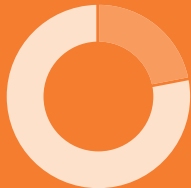
79% felt that Creative Partnerships has made a real contribution to raising educational standards in the school



79% felt that Creative Partnerships has improved attainment at the school

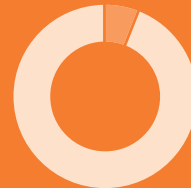


78% felt that being involved with Creative Partnerships has led to a stronger focus on student progress beyond simple exam results

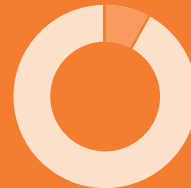


They also show that:

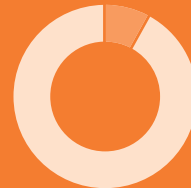
94% have seen an improvement in teaching skills



92% can see their teachers being more effective in using creative professionals in the classroom



92% can see that their teachers are more willing to take a creative approach



The impact on the economy

An independent study by the Burns Owens Partnerships has shown that Creative Partnerships is having a significant impact on the development of individual creative practitioners:

'Creative Partnerships has nurtured a pool of practitioners and creative agents that are highly skilled, with a strong understanding of the education market.'

35% of creative practitioners had been working in the sector for less than three years. This group of emerging professionals and new companies gained the biggest benefits from Creative Partnerships in terms of new skills, confidence and CV enhancement. This is a highly significant finding because traditional government training programmes are more successful in reaching the longest established and biggest companies.

Approximately half of creative professionals working with Creative Partnerships have developed other work and employed other creative professionals as a result of their involvement with the programme.

'Study of the Impact of Creative Partnerships on the Cultural and Creative Economy',
Burns Owens Partnerships, July 2006



'It has generated excitement at the possibilities for real change in the outlook in some of the hotspots of deprivation and has opened the minds of all to the need for creative activity at the core of the school, and in all subject areas.'

Tony Lyng, Former Headteacher, Brockhill Performing Arts College

Ofsted: The impact of Creative Partnerships

Ofsted published a report on the Creative Partnerships programme after inspecting a sample of 36 schools.

The findings of the Ofsted inspection corroborate the findings of the earlier studies, confirming that Creative Partnerships is delivering improvements in the aspiration and achievements of young people and in the skills and creativity of teachers.

Ofsted inspectors reported that they had seen evidence of significant improvements in the basic learning skills of young people who had participated in Creative Partnerships activities:

'Improvements in literacy, particularly writing, and speaking were significant in the majority of schools visited... Developing and applying mathematical skills in context was also an indicator of pupils' achievement which several schools identified... Pupils used information and communications technology (ICT) effectively to research, explore, develop and model ideas in and across different subjects.'

'Creative Partnerships: Initiative and Impact', Ofsted, September 2006

'This project has been an important aspect of our school development plan, as we have placed "Creativity" as one of the two central foci for our school development. Since embarking on this project we have significantly increased resources for cultural and creative activity from our own budget. In previous years, this allocation was between £100 and £200; this year we have put in £6,000.'

Helen MacFarlane of Ludgvan School, Cornwall

Inspectors also found that the projects had improved the confidence and creative skills of young people:

‘Most Creative Partnerships programmes were effective in developing in pupils some attributes of creative people: an ability to improvise, take risks, show resilience, and collaborate with others. Creative practitioners, teachers and support staff clearly valued these as skills for pupils to develop and apply in order to express their own creativity. The majority of pupils interviewed knew these qualities were considered important.’



Photographer: Simon Rix

‘Creative Partnerships is a unique economic intervention that has impacted strongly and positively upon a core of creative and cultural practitioners... the impact has been felt across the UK.’

Burns Owens Partnerships,
July 2006

The development of these new skills and attributes contributes significantly to improvement in the overall attitude of young people to education:

‘Often the outcomes of programmes could be seen in changed attitudes and behaviours, and the demonstration of creative approaches to work. This represents a significant achievement; it included teachers who previously lacked belief in their own creativity and ability to inspire creativity in others, and pupils who were previously unconvinced by approaches to learning or the value of education.

For some pupils their involvement in Creative Partnerships proved a turning point; good attendance and participation in learning continued beyond the project. In a small but significant proportion of schools, improvements in pupils’ attitudes and behaviour during projects signalled the start of a return to schooling.’

‘Creative Partnerships makes a positive difference to how pupils think and staff teach. As a result, subjects are being more imaginatively planned to add excitement for learners.’

Ofsted report on Marine Park Primary School, 2007

Inspectors also found that Creative Partnerships programmes were contributing to the Every Child Matters outcomes:

‘The vast majority of pupils directly involved enjoyed their education in and through Creative Partnerships; good behaviour, cooperation, enthusiasm and pride were common outcomes. Skills that were consistently improved – literacy, numeracy, ICT, self-confidence, team-working, an ability to show enterprise and handle change – are likely to contribute to pupils’ future economic well-being.

The nature of particular initiatives enabled some pupils to develop good regard for the safety and well-being of others; they showed high levels of responsibility in potentially high risk situations such as handling different materials.

In a smaller proportion of projects, pupils showed that they could manage personal stress, contributing to a healthy lifestyle. Opportunities for pupils to make a positive contribution to the community through Creative Partnerships programmes were valued by pupils; in community-based projects, pupils displayed high levels of social responsibility.’

146,605

Sessions delivered

51,190

Teachers receiving CPD

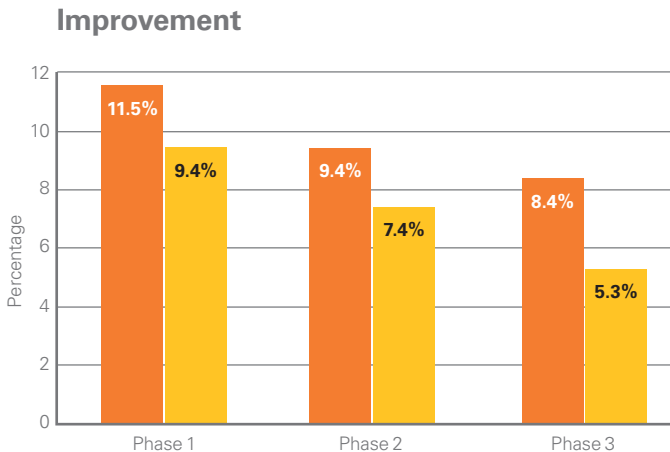


The Sage Gateshead Shine 08. Photographer: Alex Alevisoyannis

The sustained impact on attainment

An analysis of attainment levels in all 'Level 1'¹ Creative Partnerships schools from 2002 to 2006 looked at all Creative Partnerships schools in relation to non-Creative Partnerships schools in the same local authority, and Creative Partnerships schools in relation to local authorities with no Creative Partnerships activity taking place. The objective was to identify whether statistics would show a discernible Creative Partnerships effect.



The percentages for GCSEs were as follows²:



Creative Partnerships analysis from multiple sources, August 2007

'The school's involvement in the Creative Partnerships project is having a positive impact on developing pupils' performance skills and enjoyment in learning.'

Ofsted report on Sparkenhoe Community Primary School, 2007

 Schools working with CP
 Schools not working with CP but in the same local authority

¹ Most Phase 1 area office teams began working in schools in 2002–03. Phase 2 areas began in 2004–05. Phase 3 areas began in 2005–06.
² All figures relate to overall results.

'Through the elected school council and participation in the Creative Partnerships scheme, pupils make meaningful contributions to school life and gain skills that form the basis of responsible citizenship... the Creative Partnerships project, which has received national recognition, offers pupils innovative ways to develop their imaginative and inventive skills.'

Ofsted report on Dale Community Primary School, 2007

Note: Overall improvement in pass rates for secondary schools in local authorities not working with Creative Partnerships was 8.9%. These figures were adjusted to take account of the fact Creative Partnerships schools would have lower starting points than the national average and so might expect to have a sharper initial rise in attainment.

Even allowing for this adjustment there is still a clear margin of difference between Creative Partnerships and non-Creative Partnerships schools, and the figures demonstrate a clear increase in attainment. Although this difference cannot be solely attributed to Creative Partnerships interventions, there is no doubt that initial results show a Creative Partnerships advantage that has a deeper impact the longer Creative Partnerships has been in operation.

'The project does not stop here. A particular feature has been a major curriculum shift towards a more topic-based approach to teaching. This way of working will carry on, as it carries within it a model of teaching and learning that is motivating and enjoyable for both teacher and child.'

Jacqueline Bruton-Simmonds,
Headteacher, Jubilee Primary
School, Hackney



Find out more

To find out more about the Creative Partnerships programme please visit our website:

www.creative-partnerships.com

The website offers news on our programmes and events, resources for researchers and education professionals, and information on who to contact if you want to get involved.

To find out about the wider work of Creativity, Culture and Education visit:

www.creativitycultureeducation.org





www.creative-partnerships.com



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