

Barnet Cultural Education Partnership

A Cultural Education Strategy for Barnet

July 2022





Created for the children and young people of Barnet through consultation with schools, youth arts groups, arts organisations and professionals across the borough, and designed to support The Barnet Plan 2021-2025



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Introduction

The Barnet Cultural Education Partnership was established with three-year seed funding from A New Direction and John Lyon's Charity, and is one of over a hundred CEPs across England.

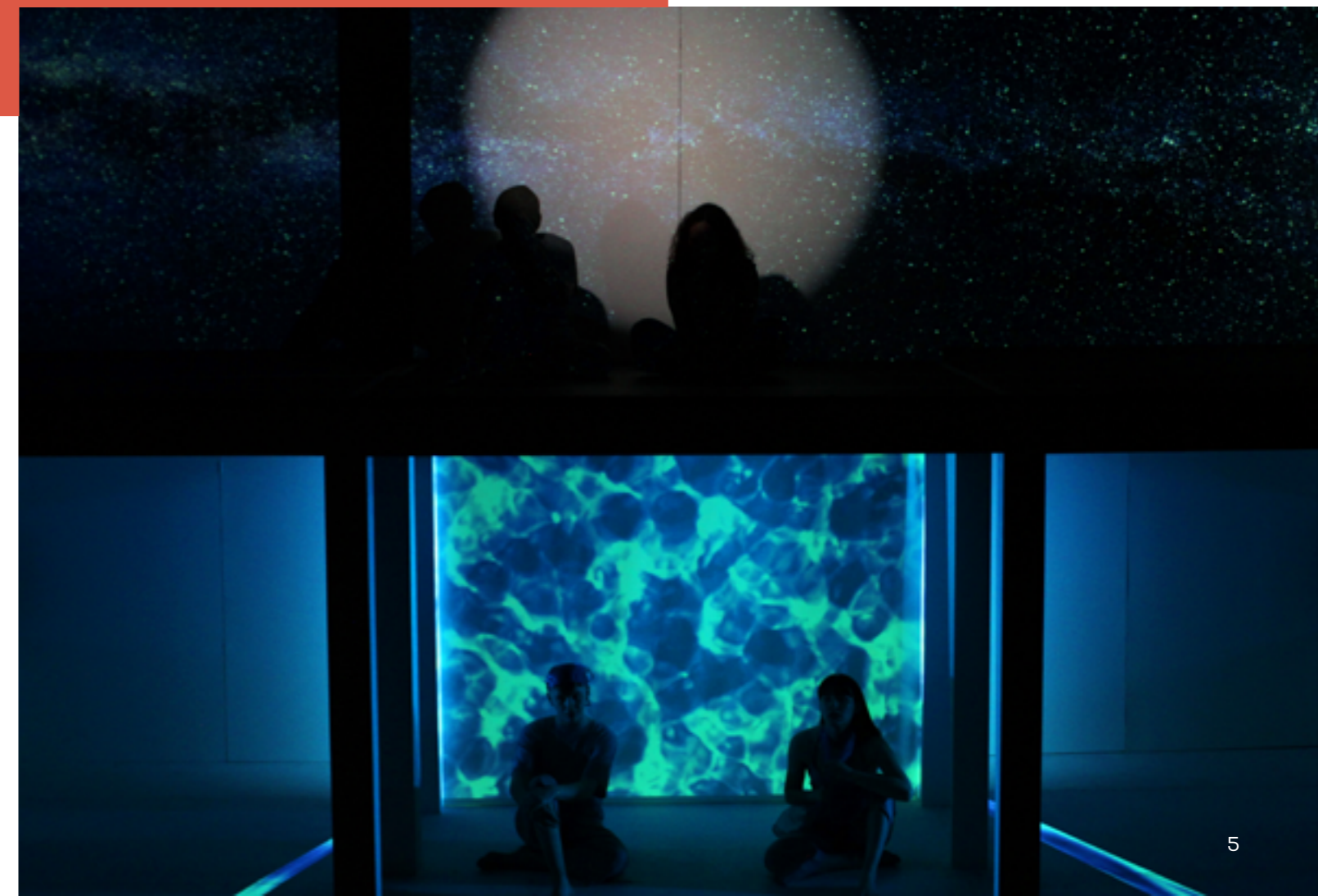
The founding partners were drawn from arts organisations, local authority services and primary, secondary and higher education providers from across the borough.

The principal aim of the project is to identify ways in which every child and young person in Barnet can experience a rich cultural education to provide them with tools to enable them to navigate the world and feel it is theirs to enjoy too.

Through a series of workshops with Sisterhood branding agency, the BCEP's Young Advocates devised the brand **Barnet & Culture for Youth**.



Partners



Consultation

One strand of the Barnet Cultural Education Partnership project is a commitment to develop a long term strategy for the borough to support children and young peoples' engagement in cultural activities.

Led by the BCEP Steering Committee, extensive consultation took place over the course of a year to find out what was important to children and young people in Barnet as our society recovers from the pandemic. Four key themes emerged that tie in well with the Barnet Plan themes of Education & Learning, Health & Wellbeing and Life Chances.

The committee also agreed an emphasis on those less likely to engage in cultural education with priority groups to include those excluded from mainstream school, SEN, faith and home educated.



Aims:

To establish a long-term cultural strategy for Barnet to benefit children and young people, drawing on priorities identified through the Barnet Cultural Education Partnership project (2019-22)

To advocate for cultural/creative engagement and education

To provide explicit articulation of the intended benefits and values of cultural education

To develop borough-wide infrastructure to improve and to continue to improve the opportunities for children and young people to access culture

To signal purposeful ambition that is about the quality of engagements, and using evidence to demonstrate that quality

Cultural Education Strategy Themes

Engagement



Engagement



Employability



Wellbeing



Engagement with culture can be on all sorts of levels and have all sorts of benefits, whether it is enabling children and young people to take part in arts activities for the pure enjoyment of participating; to attend performances, concerts and exhibitions to see what is possible; to engage more deeply to experience the satisfaction of achievement and progression for oneself. Engagement allows children and young people to experience first-hand that the arts can change society for the better.

Engagement introduces children and young people to the vast array of careers that are available to them across the creative arts industries.

Engagement needs opportunity however, and creating opportunity is at the heart of this Cultural Education Strategy.

Advocacy



Case Study
1

Barnet and Culture for Youth

The Barnet & Culture for Youth network is for schools and any organisations, individuals or artists working with young people in Barnet.

Members receive information about opportunities from other members, can apply for access funding, and join working groups. Members' networking events and CPD workshops take place throughout the year. Membership is free and currently stands at over 130+ schools and organisations from across the borough.

Connecting the providers who are providing the engagement is a fundamental priority of the Cultural Education Strategy.

"B&CY has given us some fantastic opportunities in promoting pupil wellbeing. As a small organisation, it hasn't always been easy to grow relationships with schools, but the access fund has been an immense support in introducing us to contacts and allowing us continue our work in this borough free of charge, which comes as a great relief to schools that can't always afford these types of services." Jack, Voicebox



Friern Barnet School Dance Project at the RAF Museum

Case Study
2

Taking the theme of Interwar, Friern Barnet School students worked with their dance and drama teacher and the Royal Air Force Museum to choreograph and produce two dance pieces for performance at the museum: *Sister Suffragette*, an exploration into the imagery used by the anti-suffrage movement to negatively affect public views of the suffragettes; and *Supermarine*, a piece which reflects the architecture of the marine planes of the Interwar period.

"The main highlight for them all was the performance space, as they felt that a site sensitive performance enhanced the performance and gave it a historical context that wouldn't be matched in a conventional stage space. This was our favourite part as staff too! I think it was also great for the kids to work on a project that had a near professional end result, and it's provided them good preparation for how to work in the dance world in the future."

Teacher, Friern Barnet School



Engagement





Barnet Schools Music Festival

Case Study 3

BEAT in partnership with Barnet Schools were again able to offer their live music festival this year.

The Barnet Schools Music Festivals are a series of concerts for Barnet primary schools held at artsdepot in Finchley, giving children from Key Stage 2 the opportunity to perform as part of a mass choir in a professional venue to an audience of parents and friends, and to have their own moment in the spotlight with individual school performances supported by theatre technicians and our house band.

47 primary schools and 1,400 primary children took part, with guest appearances from seven of Barnet's secondary schools. In the run up to the event, primary children also went to large rehearsals around the borough to practise the songs (including drumming and a whole variety of instrument parts), developing their confidence and building up excitement for the day itself.

After the impact of the last two years on children and young people's wellbeing, these opportunities to join together and make music have had a hugely positive impact. Schools have had many difficult challenges to deal with and preparation for the festivals was much more variable than usual, as plans were affected by COVID outbreaks, pressures on the curriculum and the loss of singing and community that has impacted these cohorts of students.

Visits to schools and mass rehearsals revealed that many children were initially more tentative and less confident with singing than they were before the pandemic, so these sessions were more important than ever before in building confidence and self-esteem, thus enabling children to fully enjoy the final performances, coming together with other schools and developing their confidence and self-esteem as they experience the numerous mental and physical benefits of music-making and performance.

Engagement



Employability

Fact:
The BBC TV programme
Strictly Come Dancing
employs over 60 different
creative career routes,
mostly off camera.



RAF Museum and STEM

Case Study 4

The Barnet Plan 2021-2025 highlights that one of the top three concerns of young people in the borough is a lack of jobs (p8). The Employability theme of the Cultural Education Strategy directly addresses this concern with a long-term commitment to introduce children and young people to the vast range of creative pathways that can lead to further study and employment.

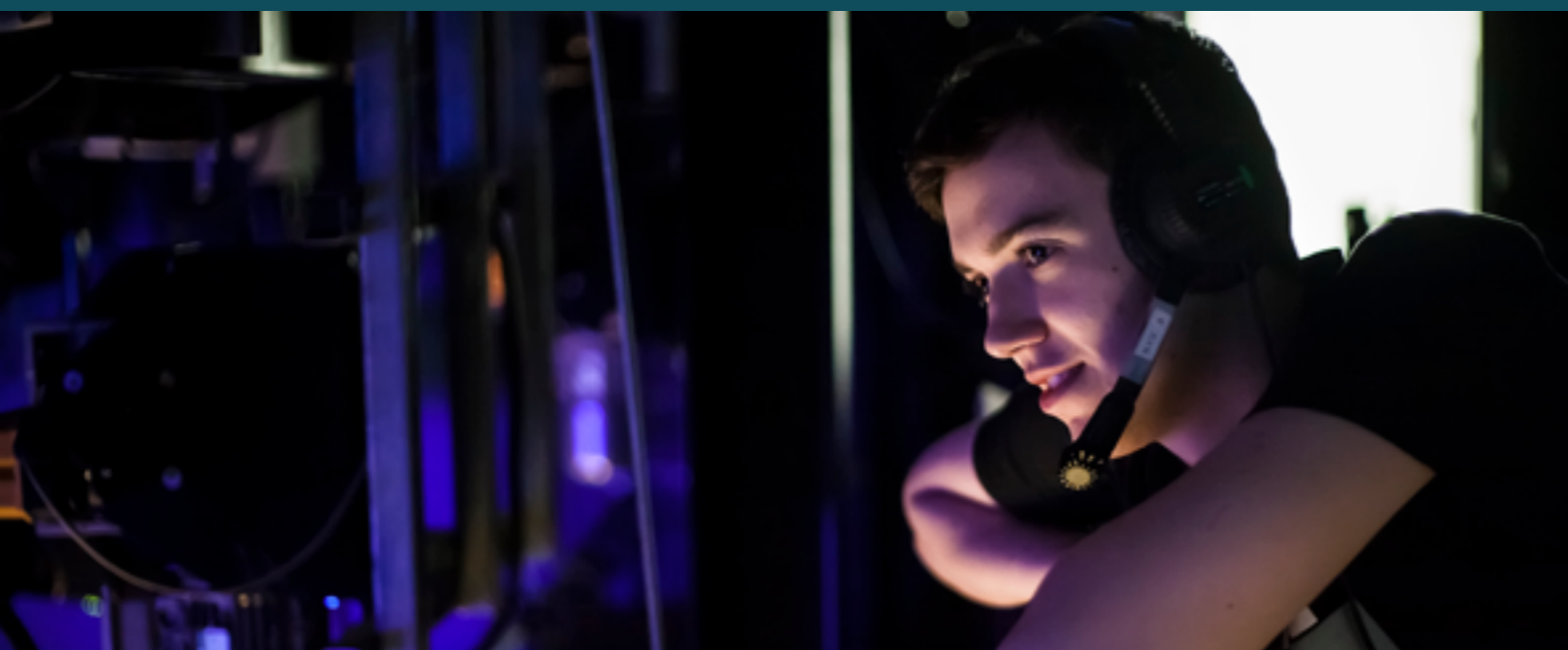
London is the creative hub of the UK, with so much opportunity; but you have to know what the opportunities are and how to access them. The Cultural Education Partnership brings together expertise from across the arts and education sectors in Barnet for the first time, allowing us to work together to share information and to shape guidance and opportunities for the benefit of young Barnet residents. This comprehensive approach will also convey the value of creative disciplines and employment routes to schools leaders, parents and carers.

Engaging in the arts cultivates all sorts of important abilities (transferable skills) that are important to employers, whether in or beyond the creative sector, including organisational skills, team-working, problem-solving, financial, social.

The Royal Air Force Museum hosted free Year 6 STEM Days sponsored by RAF Youth and STEM. Employability is key to the day, with STEM ambassadors on hand to answer questions about how skills that the children use on the day, e.g., team-working, problem-solving and hands-on investigation, can lead to careers in various dynamic fields. The day involved a coding activity with direct applicability to employment.

“Children were engaged throughout the day and completely engrossed with the activities. Children of all abilities were able to access the learning too. Brilliant!”

Teacher, Orion Primary School



Case Study
5

Middlesex University Teaching Artist Programme

Middlesex University's Teaching Artists programme mentors Year 3 dance students in creative and inclusive pedagogy, whilst facilitating high quality and meaningful dance encounters for Sunnyfields Primary School.

The annual programme brings together children and emerging graduates in a six week collaborative process of dance-making. Weekly creative workshops develop transferable skills in teamwork, leadership, communication, dexterity and creativity whilst providing a space to develop a sense of self and build self-esteem, while developing key employability skills in the student practitioners.

Now in its eighth year, the Teaching Artist programme has engaged over 350 children and mentored 40+ undergraduate dance students. The project has presented performance work at artsdepot, Middlesex University & the Royal Air Force Museum.

The proportion of dance students that have undertaken the Teaching Artist programme who are now in either schools-based or freelance teaching is around 95%, including those who have opened their own dance school businesses.



artsdepot SEN work experience

A diverse group of 10 young people with disabilities aged 16-22 took part in a 10-week SEN work experience programme at Artsdepot, with 4 going on to secure additional 10-week work placements. The group included 3 wheelchair users and 1 participant registered blind, 7 male and 3 female.

Participants were referred by The Village School, Barnet and Southgate College, Shaftesbury and Oaktree Schools. 9 young people earned Bronze Arts Awards, which are equivalent to a GCSE Grade D-E.

Only 7% of adults with learning disabilities enter full time employment. This project provides a significant opportunity for young people to gain an insight into creative industry careers, and to start developing content for their CVs in support of volunteering and further or higher education applications.

Case Study
6



“We would really like to continue this programme with artsdepot on a yearly basis. The students last year and this year loved the experience and have passed on their enthusiasm to the students coming up who are very excited.”

Deidre, The Village School teacher



Sayed took part in the workshops and listened attentively to the sessions. He really enjoyed the technical workshop where he focused on the operation of the lights.

He said: “I enjoyed the little light desk and controlling the mixer, it’s a little confusing because of all the buttons.”

Sayed developed his confidence and communication skills as a result of taking part in the SEN Work Experience programme.

Employability



Wellbeing



The Barnet Plan 2021-2025 (p17) rightly prioritises the health and wellbeing of children and young people, including resilience, as society moves forward from the pandemic.

The Cultural Education Strategy is well-placed to support this priority through the Wellbeing theme and its related activity. The value of creative engagement and participation has been widely documented (see Evidence Base) and has the potential to foster all sorts of really positive social connections as children and young people from different backgrounds and contexts are brought together by this thing they love.

Participation can foster social change, cohesion and inclusion, and life enrichment beyond the career aspect.

Fact

“Engaging with culture also helps young people to cope with difficult feelings and act as a distraction from negative thoughts, with the phrase ‘safe space’ being a recurrent term within the literature. These spaces were referred to as ‘non-judgemental’, places for positive social experiences and an opportunity for escapism. Within these spaces young people were able to develop new friendships and feel a sense of belonging that they did not feel in other walks of life.”

Centre for Cultural Value report, 2021

BEAT Music Academy East

Case Study 7

BEAT Music Academy East (BMAE) is one of three Music Academies run by Barnet Education Arts Trust (BEAT). BMAE provides weekend music education through individual instrumental lessons and group tuition for children aged 3-18.

Children are introduced to practical music-making from age three, and clear progression routes are provided through Starter Bands, Recorder Groups, Academy and Training Choirs, Guitar Ensembles, Rock and Pop Groups and Training and Academy Bands, up to approximately grade 5 standard.

From there, children may progress to one of BEAT’s flagship groups, which rehearse on weeknights at BEAT Music Academy Central.

BMAE provides children with an opportunity to make music in a fun, safe and supportive environment with other like-minded young musicians, supported by a dedicated team of expert tutors. Children are encouraged to express themselves and to develop their own unique voice through music-making.

The closure of schools during the COVID-19

pandemic had a negative impact on young people’s mental health and wellbeing. Young people face many pressures and stresses, which may be a result of socio-economic factors, home lives and school expectations, amongst others. The experience of living through a pandemic has also been very frightening and confusing for many of the children we have engaged with at BMAE.

During the lockdown, a number of students from BMAE took part in online ensembles and workshops run by BEAT. These ensembles and workshops allowed children to not only continue their musical education but also to regain some sense of normalcy, routine and social contact.

Learning a skill such as playing a musical instrument enriches lives and broadens children’s education and horizons, and has a positive impact on their mental health and wellbeing. The stresses and worries that children carry with them can be forgotten, if only for a short time, while their mind is totally focussed on playing a musical instrument.



“Playing in my ensemble allows me to portray emotions and feelings in a language that everyone can understand. If I’m feeling anxious or sad, playing in a band helps me to calm down.”

Isabella

Case Study
8

Half Term Family Workshops at RAF Museum

The Royal Air Force Museum hosted free October half term drawing workshops in the museum's on-site art gallery. Led by staff from the Access & Learning team, children used a range of materials and techniques to explore and recreate images inspired by the museum's art collection and the view over the historic hangars.

This is part of a new initiative by the museum to focus on "slow art" as a means of increasing feelings of wellbeing. By encouraging children, young people and community groups to look for longer and to spend some quiet time with a painting, the museum hopes to use its collections as points of reflection as well as stimuli for creative responses.



Wellbeing



Advocacy



This theme focuses on youth leadership and advocacy, building on successful models that already exist within the borough and expanding the opportunities to participate. The voices and lived experience of young people are central in determining current needs and future directions. There is an immediate opportunity, at this stage of the pandemic, to support schools and youth arts organisations to re-engage and move forward stronger.

There are opportunities for the following:

- *to co-design programmes with communities, responding to local needs*
- *to work with local/regional/national stakeholders to serve the local community and preserve and promote the arts for all*
- *to create sustainable models of partnership working including environment, ethical and fair practice, local versus global*
- *to promote access to the arts as social justice, and communicate what is meant by that*



Case Study
9

B&CY Young Advocates

On 13 December 2021, Barnet & Culture for Youth's Young Advocates presented an event at artsdepot, sharing six months of work exploring youth voice and activism within arts and culture

The event profiled a zine, podcast and exhibition, all created and produced by the young people, and welcomed fifty guests for a Q&A session discussing the future of the curriculum.

The young people spoke passionately about a lack of diversity on arts course reading lists, and described actions they are taking to

see more female, LGBTQI and ethnically diverse writers studied at school.

They also chaired a Q&A panel, which included representatives from Belarus Free Theatre, Chickenshed and ART AGAINST KNIVES. The event was attended by the Mayor of Barnet.

“What we are saying is being heard by those who have the power to make change”

Ella (17), Youth Advocate



The Compton School Drama Leadership

Case Study
10

The Compton School's Drama Leadership Programme initially arose from BCEP discussions around the importance of including young people's voices in the development of arts and cultural offerings.

The initiative began with students in Years 9 to 13, and attracted an overwhelming number and quality of applications, demonstrating pupils' passion for the arts and desire to have their voices heard, as well as for opportunities to develop their wider skills.

Over the year, drama leaders have been involved in a range of different activities. They have overseen front of house operations for school performance events and have trained as sound and lighting technicians for exam performance work.

In the autumn term they supported younger students in drama clubs, running warm-ups as well as demonstrating performance skills. They have also written articles and theatre reviews for the school's newsletter.

The Compton School runs its own initial teacher training programme (The Compton

SCITT), where the drama leaders have also participated in a number of the practical training sessions to demonstrate specific teaching ideas and theories. The school has also invited visiting theatre professionals to develop specific skills in the drama leadership team (pictured below).

The school is now entering into a review phase to assess the impact of the programme's pilot year. The students will guide reflections on year one, helping school leadership to refine the offer before relaunching next year.

“Since starting at The Compton, I have been dedicated to drama and have used the skills learned in lessons and clubs to make me a stronger and more confident person. Because of this, not only can I perform to a very large audience but I can also be patient and help others.”

Year 11 applicant

“If I could encourage and develop the love of this wonderful subject in just one student, this would be reward enough for me.”

Year 10 applicant



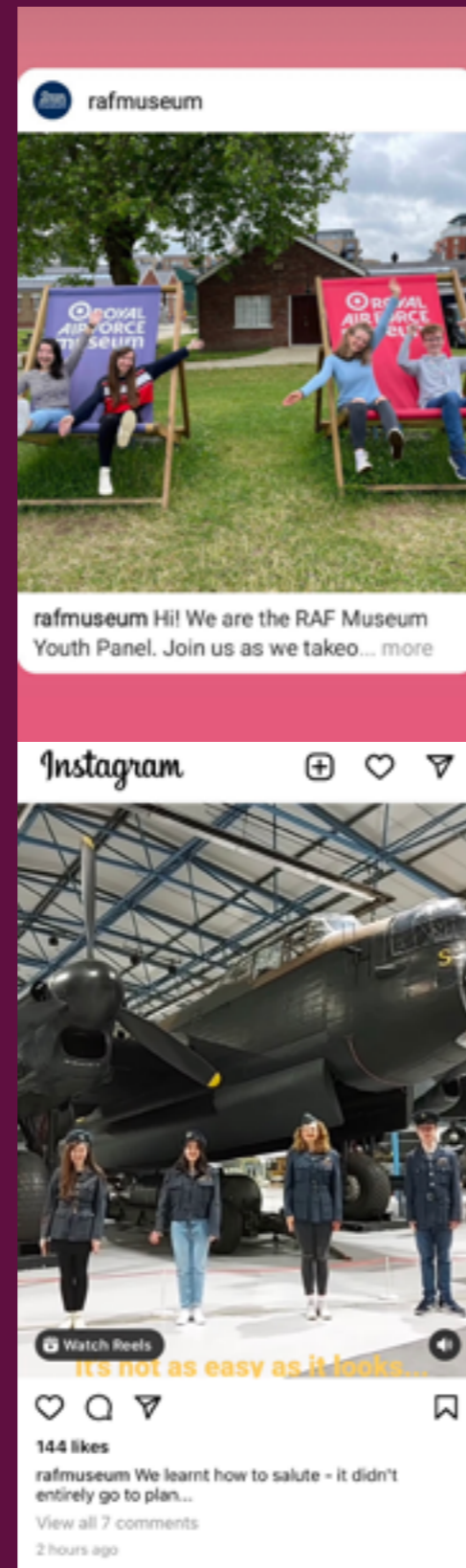
Case Study 11

Kids in Museums Digital Takeover

In June 2021, the RAF Museum Youth Panel took part in the Kids in Museums Digital Takeover Day.

The museum's Instagram, Facebook and Twitter feeds were taken over for the day with the freedom of our Youth Panel to post about whatever they wanted. The topics posted about included favourite objects, Pride Month, and promotion of the museum's 4D theatre and simulators.

The RAF Museum Youth Panel is a group of 16-24 year olds who advise the museum on how to appeal to a younger audience, take part in projects such as creating museum displays, and test new ideas. They also advocate for the Museum, and annually attend the Youth in Aviation Conference at the Houses of Parliament to share what they, and the Museum, have been up to during the year.



Outcomes

1. Barnet & Culture for Youth membership network of 130+ members
2. Young Advocates group
3. Access fund and micro-grants to support access to cultural opportunities
4. Support for teachers in the form of CPD, workshops and online resources
5. Cultural Map, providing a visual overview of cultural opportunities across the borough for schools, youth groups

Recommendations

1. Communication of opportunities via B&CY newsletter/website
2. Sustainable models of partnership working
3. Increase schools recruitment to B&CY; "How you can help?" messages to parents and schools
4. Seed fund pilot collaborations that provide new models for collaboration, and access routes to cultural education, especially for those groups with least access

Advocacy



Evidence base

18 schools completed a survey providing information on their cultural offer and identifying barriers.

We have delivered over 20 Young Advocates sessions, placing Youth Voice at the heart of B&CY thinking, strategy and delivery.

The Strategy development was informed by an evidence base of sector reports, including the following:

The Barnet Plan 2021-2025

<https://www.barnet.gov.uk/media/12534>

Confederation of British Industry

<https://www.cbi.org.uk/articles/centre-stage-keeping-the-uk-s-creative-industries-in-the-spotlight/>

Centre for Cultural Value

<https://www.culturehive.co.uk/CV/resources/research-digest-young-peoples-mental-health/>

The Cultural Learning Alliance

<https://www.culturallearningalliance.org.uk/>

The Durham Commission

Report on Creativity in Education

<https://www.dur.ac.uk/creativitycommission/report/>

Local Government Association

Creative Places Report

https://www.local.gov.uk/sites/default/files/documents/12.22_Supporting_the_creative_sector_07.1%20-%20creative%20places%20-%202%20Sep.pdf

London Higher

<https://www.londonhigher.ac.uk/wp-content/uploads/2021/06/Winning-Londons-arts-and-minds.pdf>

A five-year plan

Planning ahead for 2023-2027, we aim to achieve the following goals:

2023

Membership increases to 150

Young Advocates becomes bi-monthly

Micro-grants double from ten to twenty

Two B&CY in-person membership events

A sustainable economic model blueprint agreed

One thousand pupils benefit from subsidised arts activities

Barnet Cultural Map shared with all schools

Lobbying and advocacy via the B&CY network to maintain arts offer in schools

2025

Funds secured to ensure priority group cultural access across the borough, i.e every SEN school and PRU has at least one artist residency annually

Established cultural programme for home-schooled children across the B&CY partnership

B&CY has 200 members, demonstrating buy-in from every corner of the arts and culture sector in Barnet

Young people are at the heart of decision-making through consultation and creating a youth network across the borough

The borough sees itself as a place that fosters arts and cultures, applying for Borough of Culture awards and taking pride in its cultural assets

2027

Every school in Barnet welcomes an annual artist residency, enriching cultural life in the school

Every child and young person in Barnet has access to music lessons, dance classes, visual arts classes, theatre and museum trips

The cultural economy of Barnet has expanded, the borough is rich with collaboration and innovation, diverse communities are engaged and centre-place

Young people are supported to consider creative careers and enabled to live a rich cultural life supporting self-expression, talent development, self-confidence and wellbeing

Membership

Barnet Cultural Education Partners

artsdepot, Barnet Education Arts Trust (BEAT), The Compton School, Hyde Primary, LB Barnet Schools Improvement Service, Barnet Libraries, Mapledown School, Middlesex University, The Pavilion, Royal Air Force Museum, Rephael House, Uritas Youth Zone, Young Barnet Foundation.

Steering Committee

Louisa Bartlett-Pestell
 Sharon Broughall (Chair)
 Tim Burley
 Emma Burton-Lee
 Sarah Castle
 Emma Chiplin
 Hanna Clements
 William Cooper
 Sarah Cotton
 Anesta Edge
 Belinda Goodman
 Joanne Kelly
 Tony Lewis
 Cllr David Longstaff
 Lesley Main
 Neil Marlow
 Zoe Merritt
 Rachel Phillips
 Hannah Richens
 Lee Robinson
 Tamara Stewart
 Susy Stone
 Cllr Reuben Thompstone
 Robert Vesty

Barnet & Culture for Youth Members

AccessHE, Afri-Co-Lab, Akiva School, Alma Primary School, Angie A's Keep Calm & Sing Group, Archer Academy, ART AGAINST KNIVES, Ashmole Primary School, Barnet Homes, Bell Lane Primary School, Beyond Blackk, Big Time Academy, British Museum, Black Books Matter, Chickenshed, Colloquial Collective Films Ltd, Comedy Club 4 Kids, Community Focus Inclusive Arts, CONNECT Network for Global Learning in Schools, Coppetts Wood Primary School, Copthall School, Dancing by Design, Edgware & Hendon Reform Synagogue, Finchley Catholic High School, The Flying Seagull Project, Fresh Arts Education, Friern Barnet School, Frith Manor School, Genesis Stories, Hasmonian Primary School, High Barnet Chamber Music Festival, The Hip Hop Orchestra, Holly Park Primary School, Highgate School, Hollickwood Primary School, icandance, Independent Jewish Day School, Innovation Dance Studios, Institute of Imagination, Israeli Dance Institute, Jan Cullen, JCoSS, J Vox Vocal Academy, LB Barnet Schools Libraries Resources Service, LB Barnet Voice of the Child Coordinator, LB Barnet 0-19 Early Help Services, Live Music Now South East, MAMA Youth Project, Moss Hall Nursery School, Nell Hardy Productions, New Horizons Theatre Company, Noam Primary School, North London Music Therapy, Oakleigh School, Papatango, The Paper Birds, Pop Up Projects CIC, Romanian Culture and Charity Together CIC, Royal Academy of Dance, Saracens High School, Sacred Heart Primary School, Set the Flow, Splats, The Southover Partnership School, St Paul's CofE Primary School, Step Change Studios, Tender Education and Arts, Theatre Life Academy, Tiger Monkey UK Ltd, Tsitsit Fringe, Voicebox, Woodhouse College, Youth Realities.

Impact across Barnet

Welcomes over 160,000 visitors every year, including 12,000 children and young people performing on their stages or attending creative workshops

87 young people engaged in respite programmes in 2021/22, leading to successful reintegration into mainstream school

Delivers over 2,500 music lessons a week across 93 schools and 33 ensembles

Provides 43 hours of cultural activities for over 1,000 young people a week

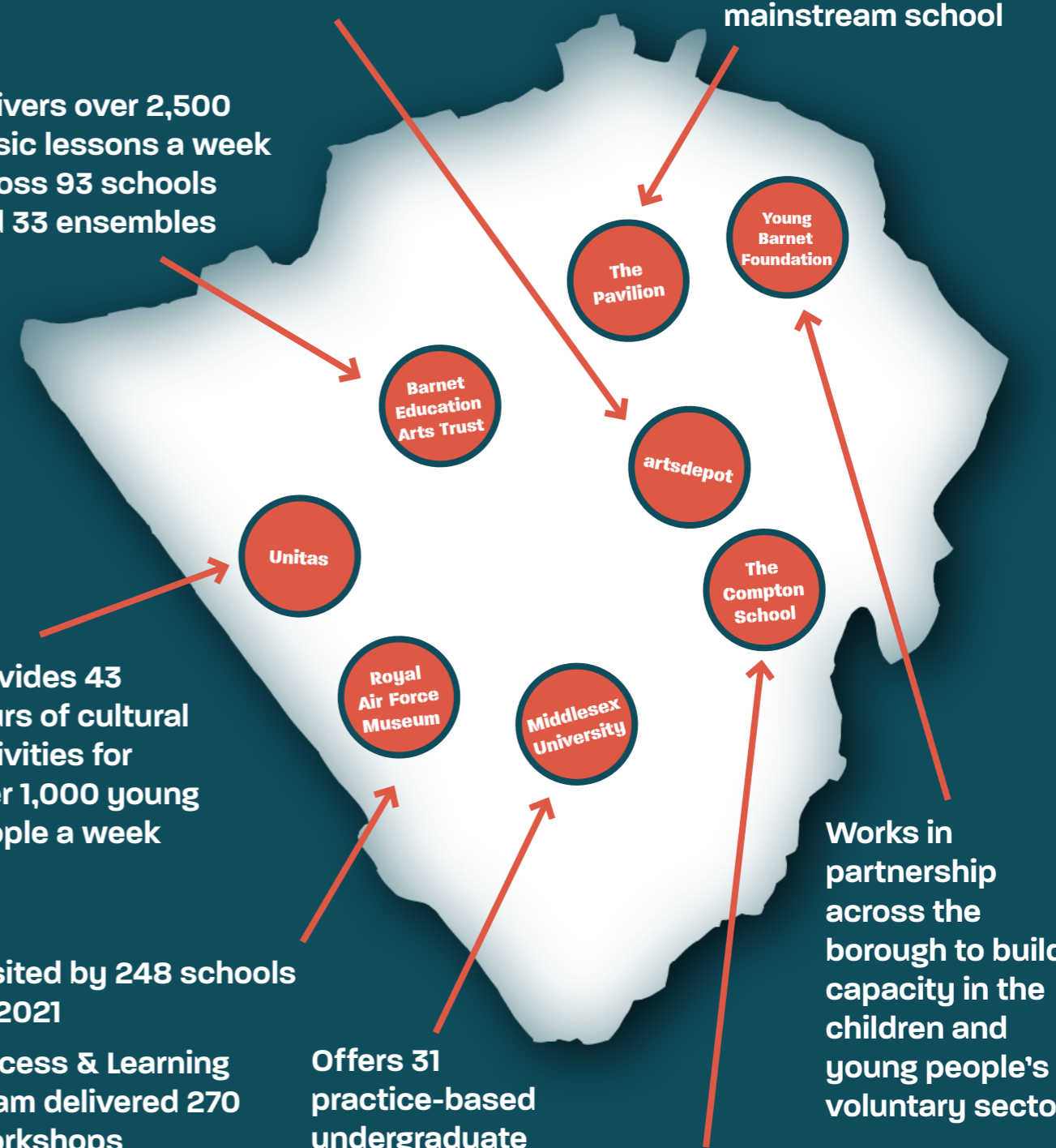
Visited by 248 schools in 2021

Access & Learning Team delivered 270 workshops

111 online workshops run in response to COVID-19 lockdowns, attracting 24,962 school learners

Offers 31 practice-based undergraduate degree programmes in creative disciplines

Appointed 50 Student Arts Leaders and provided access to live performances for over 500 students



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Image credits

Cover: Sunnyfields Primary School, Middlesex University, artsdepot, 'Our World' (Teaching Artist programme, April Brown)

pp.2-3, anti-clockwise from top left: 'Teaching Artist programme 2022', Sunnyfields Primary School & Middlesex University (produced by April Brown); Middlesex University, 'Mnemonic' (photo: Katherine Leedale), Middlesex University & Royal Air Force Museum, 'Read Between the Lines' (choreographer: Christina Binney); GOAT Theatre; Royal Air Force Museum & Friern Barnet School, 'Supermarine'; Middlesex University, 'Constellations' (photo: Livia S. Hartmann); Royal Air Force Museum Access & Learning

p.4: Middlesex University, 'Buckets' (photo: Effie French)

p.5: Royal Air Force Museum & Middlesex University (photo: April Brown)

p.6: Middlesex University & Royal Air Force Museum, 'Read Between the Lines' (choreographer: Christina Binney)

pp.9 & 11: Royal Air Force Museum & Friern Barnet School, 'Supermarine'

p.12: Barnet Education Arts Trust (photo: Cassiah Joski-Jethi)

p.14: Middlesex University (photo: Katherine Leedale)

p.15: Royal Air Force Museum, STEM days

p.16: Teaching Artist programme 2022', Sunnyfields Primary School & Middlesex University (produced by April Brown)

p.17: artsdepot, SEN work experience

p.19: BEAT Music Academy East

p.20: Royal Air Force Museum Access & Learning

p.21: GOAT Theatre at Middlesex University

p.23: The Compton School

p.24: Royal Air Force Museum

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