



THE HASTINGS AND ROTHER ARTS EDUCATION NETWORK (HRAEN) PROGRAMME 2014-2015



Photo: Donna Howell

EVALUATION REPORT SUMMARY



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artswork

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Hastings and Rother Arts Education Network Steering Group



de la warr
pavilion



Programme delivery partners



THE HRAEN PROGRAMME

AN OVERVIEW

'The gallery is a vital cultural stimulus for creative learning and making new connections for children who have disengaged with learning... It's allowed teachers to think again about what is possible.' Neil Small, Headteacher, Castledown Primary School



The Hastings and Rother Arts Education Network was established in 2013 to bring schools, arts organisations and artists together to share and promote best practice in arts and cultural learning. The network is coordinated through a steering group which includes both Hastings and Rother Local Authorities, De La Warr Pavilion, Helenswood Academy and Culture Shift.

This summary offers an overview of key activities and impacts of the HRAEN Programme in 2014-2015.

Programme activity has involved 1,800 people across the Hastings and Rother region including: 830 primary pupils, 861 secondary students, 65 teachers and 22 artists.

The programme was funded by a range of project funding and matched by Artwork, the South East of England Bridge organisation as part of its Partnership Investment programme. Activities have been overseen by Culture Shift and managed by project partners on behalf of the HRAEN network.

The network invites responses to this document from teachers, schools, youth providers, artists and arts organisations who wish to play a part in the continued development of arts and cultural education partnerships in the area.

PROGRAMME OBJECTIVES

The HRAEN Network has met since January 2013 to further arts and cultural education in the Hastings and Rother areas, deepen innovative partnership building and better position the partners for future collaborations within a changing strategic context. This summary highlights programme impacts in relation to objectives identified by HRAEN partners to:

- increase the engagement of children, young people and schools with high quality arts and culture
- demonstrate positive impact on children and young people's achievement across core and foundation subjects
- evidence impact on teachers' confidence and skills in delivering cultural education programmes
- develop young people's skills as cultural leaders
- pilot new arts and emotional wellbeing programmes to improve health outcomes for children and young people, with a specific focus on increasing access in rural areas.

This report sets out activities and key impacts in 4 core project strands.

I. ARTS AND CULTURAL EDUCATION PARTNERSHIPS

'The project as a whole has been a fantastic opportunity to draw students to the gallery (independently) and build confidence in ability. It gives art credibility. It has been excellent for parents to see and celebrate student success.' Miranda Pennington, Bexhill Academy



Photo: Adrian Peachment

Activities

The HRAEN Programme has brought together Arts and Cultural Education partnerships involving 19 schools working with artists at the De La Warr Pavilion in Bexhill, the Jerwood Gallery in Hastings, and in rural Rother.

The START programme at the Jerwood, now in its third year, has been a key catalyst of programme development. The programme is designed to introduce young people to the arts and inspire them to develop critical skills and create their own work. This year START enabled 12 schools and 677 young people to work in the gallery.

The ASSEMBLE programme worked with a similar model connecting 4 Bexhill primary secondary schools with the De La War Pavilion (DLWP), developing creative work with pupils that responded to the Magnum Photos: One Archive, Three Views exhibition.

BEING RURAL, managed by Rother District Council with Culture Shift, connected three rural primary schools, Staplecross, Salehurst and Northiam with artists and used Great Dixter as venue for the initial CPD session. The schools focused on developing skills in creative technology, applying them in the local environment to increase understanding of the local rural ecology.

Key Impacts

The final report highlights the efficient management of each partnership project with high impacts from modest levels of artist input. Artists only worked for two half days with a class and co-planned work with teachers in response to a gallery visit, in the case of the Jerwood and the DLWP, and in response to the environment in BEING RURAL.

Impacts on core subjects - development of transferable skills

Teachers in all partnerships tracked development of skills as a class average and for a focus group. They have recorded significant skill gains in:

- critical thinking
- oracy and literacy
- pupil personal skills e.g. levels of confidence in speaking in front of others

Assessments made by 13 teachers on the Jerwood START programme, for example, show an average gain of 26% by their pupils in critical thinking, oracy and literacy skills over a six month period, which teachers linked to project activity. For more analysis on methods and findings, please see the full report.

Development of higher level thinking skills

Innovative teacher-artist collaborations have created schemes of work where teacher-led activities have allowed young people to explore new subjects and develop their ability to learn independently.

'We were most pleased with how they responded to the work.... there was a big ethical debate about creativity... the show allowed them to think on a level they didn't know they could think on... they discovered that art isn't just about looking, it's about thinking... The language and enquiry used were beyond anything we expected.... it was the right work for the right year group. We made space for their thoughts...' Nick Kelleher, Helenswood Academy

'[Pupils were engaged in thinking]... what's going on around the image and discovering that there is always a story behind it... We normally spend 4 to 5 weeks. They take time to develop story-structure, with scaffolding. This worked through inspiration... they had to delve into themselves to turn it into a story. It was quite a high-level task.' Rosemary Lindfield, Chantry Primary School, Bexhill

Impacts on disengaged learners

Teacher focus group observations at secondary and primary level demonstrated the highest gains in academic and personal skills development for pupils in EAL and SEN categories who had previously either been marginalised in the classroom or disengaged from their learning.

Teacher skills development

Participating teachers on all three arts education partnerships assessed their skill levels at the beginning and end of the programme in relation to levels of confidence in working with the arts and working in galleries and in their ability to take risks with new schemes of work. Significant gains in skill levels were recorded for participating primary teachers, in particular NQTs. Gains were less pronounced for secondary teachers with a higher degree of specialisation.

Teachers also attached high value to the opportunity to network, plan and learn alongside other teachers and identify this as a strong model for future CPD provision.

Increased confidence in learning through ICT has been reported by pupils and teachers working on the BEING RURAL project. Collaboration between the teachers and artist, Lee Shearman, has also produced a 'how to' training guide for teachers to operate Windows Movie Maker. The partnership between rural schools has allowed for rapid and efficient development of teacher skills.



Photos: Lee Shearman

2. ARTS AND EMOTIONAL WELLBEING

Activities

The HRAEN programme in 2014-2015 also included three emotional wellbeing courses commissioned by East Sussex County Council (ESCC) Targeted Youth Support and developed with Culture Shift. This 6 session course ran in 3 rural community colleges, firstly at Hailsham, then Claverham and Rye and was facilitated by story-teller Hilary Watkins and artist Lorna Hamilton-Brown with Y7-Y9 pupils. Sessions were designed to help young people:

- address their own personal challenges and be supported to find coping strategies and greater resilience
- connect with other young people, experience the value of a supportive peer group
- reflect on what makes for good mental health with reference to the Five Steps to Emotional Wellbeing: being connected – keeping active – giving to others – keeping learning – taking notice

Session activities included a wide range of art-making, digital art and engagement in story-telling which were designed to create a safe listening space for young people to explore feelings in ways which destigmatised issues of mental health.

Key Impacts

Final assessments by young people indicate very high levels of engagement and enjoyment. At Hailsham, the artists reported that, *'young people really enjoyed the course and approached it with commitment. All bar one gave the course 10/10 which is a clear endorsement of the approach.'*

Teachers reporting on the projects corroborated this view of positive project impacts. In Hailsham, teachers felt that programme was particularly beneficial for Y7 pupils, providing critical support in their first year in secondary school.

These comments from young people in the Rye workshops reflect a range of positive impacts identified by participants:

IMPACT ON HOME:

'Talking 1-1 with leader has helped me not to appear rude to adults.'

'It was really positive and helped me feel better in myself ☺ thank you ☺'

'It's positive. I feel a lot better in myself and I feel clear who I am.'

IMPACT ON SCHOOL:

'I've had less detentions. I stop to think before I say things, before I would say things and get called rude.'

'It's helped me with school but not a lot.'

'My behaviour has improved. The group has made me not get so anxious so much. It calms me down and stuff.'

'It's helped but teachers don't really understand.'

3. PARTICIPATORY PROGRAMMES FOR YOUNG PEOPLE

The HRAEN programme has offered three pathways to develop young people's participation in the Hastings/Rother arts and cultural offer. These projects promoted young people's voice and offered leadership roles and opportunities to shape activity.

Activities

Young Theatre Promoters have worked with Applause Rural Touring and Robertsbridge Arts Partnership to programme a theatre show in Robertsbridge. Hastings Young Museum Curators have devised a family day at the museum. Arts Champions, young cultural leaders (approximately 36 in total, from Y8 - Y13 from 5 secondary schools in Bexhill, Rother and Hastings) have also programmed a series of events at the DLWP.

Key Impacts

Feedback from young people, particularly older secondary students, indicates high levels of satisfaction with the opportunity to work with industry professionals. Arts Champions identified other benefits of participation including access to a wider range of arts and opportunities to begin planning work placements (e.g. at the DLWP).

Young Theatre Promoters valued the ways in which they had learnt about the range of activities in theatre production through putting on a performance as part of a professional theatre tour. YTP work has also impacted on arts organisation learning and plans for future audience development.

'This project has provided essential learning for Applause in terms of extending a Young Promoter option throughout the organisation's offer. It has developed an evidence base ... around the potential to work with young people not only as potential audiences but as active participants. We have been asked by Arts Council for a discussion around this work to inform future planning.' Dawn Badland, Applause Rural Touring



Photo: Donna Howell

4. PERFORMING ARTS RESIDENCIES

'It was inspirational. It's left us really open-minded.' Y7 pupil



Activities

The residencies with Hofesh Shechter and the RSC were developed by Niall Whitehead of Helenswood Academy with HRAEN to address the need for young people to access high quality arts experiences. The Hofesh Shechter residency built on the successful collaboration between the company and Hastings Borough Council, led by Michael Hambridge, Arts and Cultural Development Officer.

The project involved over 290 young participants in music and dance workshops and final performances, including 45 young people from neighbouring secondary and primary schools. These performances were attended by over 700 students, staff, parents and other guests and were publicised locally as significant cultural events.

The RSC 'Fearless Minds' workshop was developed as a means to promote high-quality arts input and embedded CPD. It is the first phase of activity planned with the RSC and reflects the HRAEN network ambition to further develop sustainable arts and cultural education partnerships.

Key Impacts

Feedback from participants in the Hofesh Shechter residency indicate that arts inputs have been of exceptionally high quality with significant impacts on pupil skill development and engagement with learning.

Teacher reflections indicate high level of skills gains for participating pupils. Teachers' cross-curricular planning also ensured that the residency had a wide range of cross-curricular benefits with dance company members taking part in a range of subject lessons.

Reflections on the impacts of the RSC workshops indicate that, though there were challenges in recruiting teachers, there were very high levels of participant satisfaction, particularly in relation to skills development. All 16 participants rated the quality of the workshop as 'excellent':

'It re-ignited my own passion for Shakespeare and reminded me that I don't have to be THAT brave to teach it.'

'Thank you so much. All English and Drama teachers should do this session!'

LEGACY

In just eight months, the HRAEN programme has engaged a significant number of young people, teachers, artists and schools in high quality arts and cultural learning programmes. Each programme relied on the expert leadership of individual project partners. In reflecting on the programme, Catherine Orbach, programme manager at Culture Shift, identified key learning for HRAEN:

- HRAEN has optimised investment through a networked approach to the programme, resulting in a coherent body of work that evidences the value of arts and culture in young people's lives
- HRAEN has been strengthened through new models for networked learning. The opportunity for artists, teachers and arts organisations to plan, deliver and review work together has proved an effective model for CPD, and the residencies led by Helenswood Academy have shown how relationships with national arts organisations can be managed to benefit our wider school community

The HRAEN programme has successfully pooled resource and joined up initiatives to outline possibilities for the arts.

We welcome invitations to work collaboratively in the future, connecting the arts with broader priorities for children and young people in Hastings and Rother.

This summary provides a snapshot of the HRAEN programme. The final report offers:

- Case studies of teacher / artist partnerships
- Insights in to teacher and pupil skills development
- Challenges in delivering high quality arts and cultural learning partnerships
- Teacher recommendations for arts organisation and school partnerships

For more information on HRAEN and to download the full report

www.hraen.co.uk

www.cultureshift.org.uk/resources/publications/

Participating Schools

Ark Blacklands Primary Academy
Ark Little Ridge Primary Academy
Ark William Parker Academy
Baird Primary Academy
Bexhill Academy
Bexhill College
Castledown Primary School
Chantry Primary School
Christchurch Primary School
Claverham Community College
Dudley Infant School
Guestling Bradshaw Primary School
Hailsham Community College
Hastings Academy
Helenswood Academy
King Offa Primary School
Northiam Primary School
Robertsbridge Community College
Rye Community College
Rye Studio School
Sacred Heart RC Primary School
Salehurst Primary School
Sandown Primary School
Silverhill Primary School
St Leonards Academy
St Mary Star of the Sea RC Primary School
St Pauls Primary School
St Richards Catholic College
Staplecross Primary School

Arts and Cultural Organisations

Applause Rural Touring
De La Warr Pavilion
Culture Shift
Great Dixter
Jerwood Gallery
Hastings Museum and Art Gallery
Hofesh Shechter Company
Robertsbridge Arts Partnership
Royal Shakespeare Company

Individual Artists

Ed Boxall
Joe Coelho
Jo Coles
Wendy Greenhalgh
Rosemary Harris
Lorna Hamilton Brown
Riz Maslen
Janey Moffatt
Sheridan Quigley
Lee Shearman
Lindsey Smith
Hilary Watkins

Programme Evaluator

Martin Heaney
