Creative learning through the arts – an action plan for Wales

First Annual Report: Academic year 2015/16

Cyngor Celfyddydau Cymru
Arts Council of Wales

Ariennir yn Rhannol gan **Lywodraeth Cymru**
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Front cover: Durand Primary School

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Learners at Rhws Primary School (Vale of Glamorgan, CSC region) (video still by Glen Biseker, Winding Snake)

Take a look at our **Creative Learning Zone** on Hwb, the central digital hub for the programme.

Cabinet Secretaries' Foreword

Creativity draws the new out of nothing, makes the best better and is one of the greatest tools for promoting potential and encouraging expression. It gives us a space to pursue our passions, to experiment, to try, and maybe to fail, but to always pick ourselves up, reflect and try again.

This is why the new curriculum for Wales, as outlined in the Successful Futures report, does not treat creative skills as a luxury or an added extra, but places it at the very core of a vibrant, broad and varied curriculum. Indeed, we want all our learners to come out of our education system as Enterprising Creative Contributors, able not only to access a rich world of media and culture, but also to find fulfilment and well-being in active expression.

The Creative Learning Through the Arts Plan represents our first step in making this ideal a reality for our young people. As we write this, we are proud that hundreds of schools across Wales are already receiving the benefit of the creative learning and teaching practices developed as part of the Lead Creative Schools element of the plan, with far more preparing to join in the next year. Through the All-Wales Offer, schools and arts, culture and heritage organisations are forging strong and long lasting relationships for their mutual benefit, but more importantly, for the benefit of young people across Wales.

Alongside reforms in education, *'Light Springs through the Dark: a Vision for Culture in Wales'* reaffirms the Welsh Government's continued commitment to support our communities to engage in an inspiring variety of cultural activities and experiences. This holistic vision for culture in Wales acknowledges the transformative and cohesive power of the arts, and how nurturing young people's creativity helps to develop their confidence, skills, and employability.

This first year report for the Creative Learning through the Arts plan shows the achievements of both the education sector and the creative sector as they strive, together, to promote the academic and emotional benefits of an arts rich education. However, we know there is still much for all of us to do to meet the high expectations laid out in Professor Donaldson's vision for a new curriculum, and in *'Light Springs through the Dark'.* And we hope that you feel, as we do, that this plan represents a great opportunity for all those in Wales who want better life chances for our young people, to get creative.

Kirsty Williams AM
Cabinet Secretary for Education

Ken Skates AM
Cabinet Secretary for Economy and Infrastructure

The Creative Learning Programme

In September 2013 an independent report was published as the culmination of a year-long review of arts and education in the schools of Wales. Commissioned by the Welsh Government, the report was written by Professor Dai Smith.

The Welsh Government accepted all of the report's recommendations and *Creative learning through the arts – an action plan for Wales* was published in March 2015.

The plan sets out an extensive programme of activity jointly funded by the Welsh Government and Arts Council of Wales. At its launch, Welsh Ministers reaffirmed the important role that arts and creativity play in helping to invigorate and support learning in our schools.

This is a bold and ambitious programme. It is about change and improvement across Wales' primary, secondary and special schools. At its heart is the conviction that if we are to nurture the learning capability of children in Wales, an arts rich education should be central to the whole school experience of all learners.

Creative learning through the arts provides an opportunity for all schools in Wales to begin the process of working towards integrating the creative aspects of the four purposes of Curriculum for Wales: Curriculum for Life. The programme is designed to help schools develop their capacity to deliver the Expressive Arts Area of Learning and Experiences and develop creative skills across the curriculum to support the four purposes, specifically, developing ambitious, capable and confident learners, who are also enterprising, creative contributors prepared with skills for life.

Together, the Welsh Government and Arts Council of Wales has pledged £20 million over a five- year period to support the programme. This report examines our progress in year 1.

Achievements for 2015/16

- Launch two rounds of Lead Creative Schools and award funding for creative activity in each school
- Select and train at least 150 Creative Agents
- Launch the online Creative Learning Zone on Hwb – the all-Wales digital learning platform for schools
- Provide CPD opportunities for teachers, schools co-ordinators and Creative Practitioners
- Establish four Regional Arts and Education Networks across Wales
- Launch the Experiencing the Arts Fund: Go and See and Creative Collaborations
- Commission an independent programme evaluation
- Recruit schools to participate in OECD international schools research
- Support schools to work towards the recommendations from the Estyn reports on best practice strategies for teaching and learning in the creative arts (primary) and best practice teaching in the creative arts at key stages 3 and 4

In 2016-17 we will

Launch our third – and final – round of the Lead Creative Schools Scheme

Continue to work with our 279 first and second round Lead Creative Schools

Deliver Creative Agents training to meet the needs of our last generation of Lead Creative Schools

Deliver Teacher and School Coordinator training for our final cohort of Lead Creative Schools, along with training for Creative Practitioners

Support our Regional Arts and Education Networks to deliver exciting professional development and networking opportunities

Recruit up to 40 new Arts Champions

Support around 200 schools through our Go and See funding scheme

Publish our first independent evaluation report

Continue to develop content for and promote the use of the Creative Learning Zone

Lead Creative Schools nurtures and develops the creativity of learners so that they achieve their potential, grow as well-rounded individuals and are prepared with skills for life. Central to this is raising their confidence in Literacy and Numeracy.

Lead Creative Schools is supporting schools to develop their practice in line with the four purposes of A Curriculum for Wales: A Curriculum for Life; developing ambitious, capable and confident learners, who are also enterprising, creative contributors prepared with skills for life.

The scheme promotes new ways of working in schools using innovative and bespoke programmes of learning, specifically designed to be practical and relevant to schools' real life curriculum demands. There is a particular focus on tackling barriers to engagement and improvement.

Schools enter into a long-term programme that supports them to:

- work with Creative Practitioners in their classrooms to transform teaching and learning;
- devise and implement a project or programme of work linked to individual school development priorities;
- find creative approaches to literacy, numeracy and to reducing the attainment gap between learners eligible for free school meals (eFSM) and their peers;
- embed changes in teaching practice leading to sustainable impact;
- put the arts and creativity at the heart of school life;
- be recognised for their commitment to improvement through creative teaching and learning and the arts; and
- develop practice that contributes towards preparing them for the new curriculum, as outlined in Professor Donaldson's Successful Futures report.

The creative learning techniques that the schools develop help them to address key issues identified through their school development plans. Projects are expected to have within them an element of either, literacy, numeracy, improving attainment across the curriculum, or tackling under-achievement among pupils experiencing deprivation.

A short animation film has been created to explain and help publicise the Lead Creative Schools Scheme

School teachers and learners work with creative professionals in two ways. Each school or group of schools in receipt of a grant works on project development and oversight with a Creative Agent. Their role is to help schools to diagnose the specific issues that they face and to find appropriate creative solutions. The projects are then delivered in schools by specially selected and trained Creative Practitioners. All Creative Agents, teachers and Creative Practitioners participate in intensive training and development programmes to develop their knowledge and practice of create learning techniques.

We are now working with 120 Creative Agents on Round 1 and Round 2 projects.

At a glance

279
Lead Creative Schools recruited over the first two rounds

256
Artists and creative professionals working in Lead Creative Schools

£1.92m
Level of investment in our Lead Creative schools scheme

The number of pupils involved with in school creative learning opportunities in Year 1

4,120

Days of training for 300 teachers, school co-ordinators and creative professionals

600

119
Number of creative arts led projects in schools

"… we see this project as the beginning to change practice, pedagogy and culture within our school. We have a supportive senior leadership team who value the importance of creative learning. For the next academic year each class will undertake a creative project each half term, targeting thinking skills through a thematic approach - be it whole school or class specific, with a high emphasis on pupil led learning and reflection."

Gilwern Primary School (Abergavenny, ERW region)
Evaluation of their first year of activity as a Lead Creative School

The All-Wales Arts and Education Offer

The **All-Wales Arts and Education Offer** aims to enhance the quantity and quality of arts, culture and heritage experiences available to learners in Wales. Schools and arts organisations will be encouraged to build sustained, mutually beneficial, relationships that will prepare them for the collaborative approach to education outlined in the new curriculum. This will feed into the work of the pioneer schools as they develop the Expressive Arts Area of Learning and Experience.

The offer includes two funding streams; the **Go and See** grant and **Creative Collaborations** grant, which support schools in engaging with arts and creative experiences. It also includes the activity of the four Regional Arts and Education Networks, which facilitate sharing of best practice and deliver creativity based continuing professional development opportunities for the education and creative workforce.

Seeing and experiencing high-quality arts activity is one of the best ways of exciting and inspiring young people.

At a glance

4 Regional Arts and Education Networks launched

£1.5m Level of investment in the wider Arts and Education Offer

Estyn best practice reviews completed **2**

Creative Learning Zone launched **1**

60 *Go and See* grants awarded (Up to October 2016)

20 Large scale Creative Collaboration grants awarded (Up to October 2016)

Experiencing the Arts Fund

In March 2016, we launched the two strands of our Experiencing the Arts Fund. These are called 'Go and See' and 'Creative Collaborations'. Guidelines and further information have been published on Arts Council of Wales website

Go and See

This grant supports schools to overcome the barriers that can prevent them from accessing art and cultural experiences, such as the cost of tickets and transport. Schools can apply for up to £1,000 at any time in the year and will receive a decision within six weeks. Up to the end of October 2016, we have awarded 60 grants.

Creative Collaborations

Schools wishing to work in a sustained way with organisations or individuals from across the cultural and creative sector may apply for up to £25,000 to fund an innovative arts project. Schools are encouraged to think of proposals that are exciting, genuinely collaborative and which offer new experiences to learners. The first 10 grants were awarded in July 2016 for activity to commence in the 2016/17 academic year.

Regional Arts and Education Networks

Four regional networks have been established to support the education and creative sectors in developing a shared vision of an arts rich education system; preparing both sectors for implementing Curriculum for Wales: Curriculum for Life.

The Networks have launched the **Arts Champions** programme, which will identify exceptional teachers of arts subjects and arts practitioners who will inspire and support their peers.

The Regional Arts and Education Networks' boundaries match those of the four Regional Education Consortia. The regions are:

- **Region 1** (North Wales): Edau is led by Flintshire County Council
- **Region 2** (Mid and west Wales): Nawr is led by University of Wales Trinity Saint David
- **Region 3** (South east Wales): Arts and Education Network South East Wales is led by Caerphilly County Borough Council
- **Region 4** (Central south Wales): A2 Connect is led by Arts Active

Each region has a Steering Group including representation from the arts and education sectors. Networks have been awarded funding for an initial period of 15 months (to March 2017) and we will be monitoring their activity over this period.
The Networks meet regularly so that co-ordinators can share information and avoid duplication of effort.

Progression Routes/Careers

An important part of the programme is our work on progression routes in the cultural and creative industries. Careers Wales provide advice and information on career opportunities and pathways into these sectors.

Careers Wales has been actively engaging with the creative sector and this work has resulted in the publication of the Creative industry Spotlight.

Building on this, we also plan to ask Careers Wales to develop a network with cultural organisations to help promote careers in the arts and creative industries sectors.

We worked with Careers Wales to at the two national SkillsCymru events the main method for communicating this information. The 2016 SkillsCymru took place on 5 and 6 October in Llandudno and on 12 and 13 October in Cardiff. Together, these events attracted around 10,000 young people. At the events, young people learnt about the huge range of careers, training and advice available in Wales.

These events provided us with an opportunity to collaborate with a wide variety of people who work in the arts and creative sectors. We inspired and motivated young people, giving them appropriate advice and guidance on how to pursue the career of their choice.

Learning packs: 'Mitigating Poverty through arts, culture and heritage'

In October 2015 we commissioned training modules for teachers - 'Mitigating Poverty through arts, culture and heritage'. These modules provide an overview on this topic, as well as opportunities to discuss professional development, issues around collaboration and how to encourage a whole school approach.

The Literacy and Numeracy Toolkit: Celc

This online resource illustrates how the creative arts can provide stimulating and rich opportunities to help teachers meet the requirements of the National Literacy and Numeracy Framework (LNF).

We want more teachers to draw on the arts to develop literacy and numeracy skills more effectively and imaginative ways. The activities aim to be exciting, original and fun, with the aim of inspiring more adventurous and creative practice.

The resource is also designed to encourage greater collaboration between artists and teachers. It aims to develop a greater awareness amongst teachers of the distinctive and 'value added' contribution that artists can bring in to classroom practice. Likewise, the Toolkit aims to increase artists' understanding of the ways in which their activities in schools can support the National Literacy and Numeracy Framework.

The **target audience** for the Toolkit is teachers at upper Foundation Phase, KS2 and KS3 and artists interested in working with teachers at these stages.

What are we finding?

In this first year of projects, qualitative and quantitative evidence provided by schools in their self-evaluation forms already demonstrate the impact that the programme is having on pupil learning. The scheme has been designed to bring about improvements in pupil engagement in learning as well as in literacy and numeracy skills and attainment.

We have drawn from the self-assessment forms to provide a snapshot of the outcomes and impacts reported by the schools.

Impact on Pupils

Common themes emerging from the reports include:

- Increased confidence – amongst pupils, teachers and teaching assistants
- More and better team working and collaboration, between pupils and teachers, pupil to pupil and in cluster projects between schools
- Increased risk taking – teachers stating they felt safe to take risks and challenge themselves and encourage pupils to do the same
- Increased motivation, interest and pride, particularly from disengaged pupils
- Teachers are reporting marked improvements in learners' literacy and numeracy skills

Schools participating in literacy focused creative interventions have reported that a significant number of those pupils involved have made measurable positive progress in developing their oracy and writing skills.

In those schools focusing on numeracy, schools have reported that pupils participating in the intervention have become more confident in their mathematical abilities which is leading to improvements to classroom behaviour and achievement.

Some schools reported a cross curricular effect generally with learners being more motivated, inspired and confident. One school for example has reported how improved skills in English (oracy, reading and writing) is having a knock-on effect on learning in other subjects.

The assessment reports are also providing early evidence of the impact of the scheme on learners from disadvantaged backgrounds (as measured by free school meal eligibility)

Many schools have also reported that their creative interventions have had a particularly strong positive effect on pupils that were in danger of disengaging from learning.

Both learners and teachers have noted an improvement in their digital competency with a number of schools taking advantage of the scheme to focus on creative approaches to using digital technology.

In one school, learners and teachers took advantage of the opportunity to learn more about coding and programming, with learners reporting that they found English and D&T 'fun' as a result of the project. Two learners recorded an interest in pursuing coding-related careers.

At another school a new game was developed by learners of their own accord; in this school, it was noted that some of the more challenging boys in the cohort ultimately showed the most promise in project work.

The scheme appears to be having particular impact in Special Schools, with pupils acquiring and developing a range of social skills (interactions, making friends, listening to others). The scheme has also provided opportunities for these schools to experiment with new technologies and creative approaches to engaging the widest range of abilities.

Impact on teachers

There has been a widespread reporting by teachers of impacts such as the acquisition of new practical skills; and using creativity and/or being reminded of their own creativity. A willingness to take risks and experiment, and to tolerate uncertainty and 'mess' have been common responses.

We have seen teachers note that their ease at using creativity within the classroom has increased.

A very common response from teachers has been that the Lead Creative Schools project has involved taking time, both for critical reflection and to allow pupils the space to find their own solutions to problems. Pupil voice has emerged as an important element in a number of the projects. Many teachers and schools are reporting a desire to explore greater use of creative projects in the future and the self assessment reports show that teachers have continued to apply new techniques and skills beyond the life of the projects. In some schools creativity is now being embedded within the School Development Plan.

The Lead Creative Schools scheme has received particular praise from teachers for offering a valuable and much welcomed CPD opportunity.

Further Evidence of Impact

During the first year of activity some of our Lead Creative schools were inspected by Estyn and published reports reflect the achievement of the programme in those schools.

For example, Bryn Deva School's inspection report has this to say about the Lead Creative Schools scheme:

'The school has forged very strong links with the local community. It works very effectively alongside a number of community organisations and places of worship. This impacts positively on pupils' wellbeing and enriches their experiences. The school's participation as a lead creative school has impacted positively on the leadership team's capacity to improve pupils' experience. As part of a project to encourage boys' literacy, staff worked with the local watermen's association to build a ship in the form of a dragon and sail it on the River Dee with smoke from a flare billowing from its prow. This dramatically inspired pupils' reading and writing.'

An extract from Estyn's report on Ysgol Tudno states the following:

"Recommendation 4: Ensure that teaching challenges pupils and develops them to become independent learners

The school makes effective use of creative arts projects with Welsh artists and musicians, such as creating and exhibiting sculptures of themselves. Such activities challenge nearly all pupils and develop sound independent thinking. Ysgol Tudno is a ***Primary Lead Creative School*** *and is involved in several projects with partner primary schools. These initiatives provide valuable opportunities for pupils to participate in problem solving activities by using creative mediums, such as art and music, in cross curricular activities."*

Spreading the News

Communications Strategy

A joint Communications strategy ensures that teachers, schools and stakeholders are regularly kept up to date with all aspects of the Creative Learning Plan.

Creative Learning Zone

We are encouraging all our partners to use the Creative Learning Zone on Hwb, which launched in March 2016, and provides a central digital hub for the Creative learning through the arts. Collaboration is at the heart of the zone, it is principally a space for both schools and creative practitioners to communicate and work in partnership.

The zone hosts an array of functionalities to support this collaborative approach, such as an events calendar, networking spaces, best practice videos on creativity, resources for schools and a 'creative partners' area, populated by over 60 cultural organisations from across Wales

It also contributes to supporting schools in moving toward the new curriculum by removing barriers to effective collaboration for teachers and arts practitioners and so increasing opportunities for schools to engage with arts and cultural experiences.

Managing the programme

Governance

The Education Directorate chairs quarterly meetings of the Creative Learning through the Arts Steering Group, this includes membership from Welsh Government, Arts Council of Wales and Estyn. This Steering group is informed by other sub-groups which have been set up to manage and monitor the programme.

Evaluation of the Creative learning through the arts programme

An independent evaluation is being conducted across the life of the programme. Following an open competition, this contract was awarded to a consortium led by Aberaeron-based consultancy, Wavehill.

OECD Creative Learning Research Project

Wales is participating in an international research project being coordinated by the Organisation for Economic Co-operation and Development (OECD). This project, involving a dozen countries worldwide, has been designed to help develop and refine understanding of how creative and critical thinking skills can be assessed in an educational setting. An assessment tool has been developed by the OECD and will be used in selected schools across Wales in the 2016/17 school year. Over 800 learners and their teachers will be involved in simple online tests in the Autumn and Spring terms. The Welsh Government and Arts Council of Wales share the view that our Creative learning through the arts programme provides us with an excellent opportunity to look in-depth at our approach in Wales to the development of creative and critical thinking skills among Wales' learners. We're excited to be participating in this important project and grateful to the schools who have agreed to be part of the assessment activity.

Annex 1
Lead Creative Schools Case Studies

Case Study: Rhws Primary School
(Vale of Glamorgan, CSC region)

'All indications of measuring pupils' well-being, confidence, numeracy, performance and oracy skills suggest that the project has successfully exceeded our initial expectations. In addition, teaching staff have learnt transferable skills which will be applied across the curriculum in subsequent academic years. The change in expectations was therefore a positive one.'

Head Teacher Louise Lynn, Rhws Primary School Lead Creative Schools Evaluation Report

Rhws Primary School identified numeracy as the school development priority they wished to address. Once this development priority had been identified, there were further explorations to form a detailed and precise aim and objective: ***Raising standards in numeracy – specifically, improving basic maths skills and understanding commercial transactions – for a group of Year 4 girls identified as underachieving in this area.***

A learner shows his jewellery-making skills (video still by Glen Biseker, Winding Snake)

After careful consideration, between the school's Lead Creative Schools team (Teacher and School Coordinator) and their Creative Agent, Nigel Crowle, it was agreed that collaboration with a jeweller (co-delivered with a Year 4 teacher), had the potential to provide a means of addressing the identified school development priority. This led to the enquiry question for the project being identified as: ***'Can creating jewellery products help us to use everyday maths to buy and sell, and so improve our numeracy skills, particularly in the context of using money?'***

It was anticipated that the Lead Creative Schools project would raise numeracy skills for the target group of pupils because their levels of engagement would increase. Also, that engaging real-life experience of using money skills would help apply the pupils' knowledge more readily in a more abstract assessment situation.

During a ten week period in spring 2016, the Year 4 teacher (Tara Hawkins) and a Creative Practitioner (Kate Dumbleton, Jeweller) co-delivered 21 sessions to 25 Year 4 pupils; both male and female.

Following the ten-week delivery period, a number of outcomes were identified during the evaluation element of the project. The school's evaluation report records that: ***'In numeracy, pupils have showed a marked increase in engagement and have been motivated to participate fully in each session. A large proportion of learners' maths scores increased. We used three formalised assessments. We scrutinised their raw scores… Looking at a sample group of 9 pupils of varying abilities, 89% of pupils presented with an increased score in either procedural or reasoning assessments or both.***

"KD (Creative Practitioner) used technical language for equipment and techniques in a way that was age-appropriate and relevant for the pupils. Her explanations were always child-friendly and her approach and manner with the pupils was a joy to watch."

Becky Heavyside (School Coordinator)

Case Study prepared by **Ian McAndrew,** CSC Regional Lead

Case Study: Ysgol Pencoch and Maes Hyfryd

(Cluster project between Secondary/Primary Special Schools) (Flintshire, GwE region)

Creative Agent Tammi Gwyn began her work with the schools by researching their needs. She did this in part through consulting with the Senior Leadership Teams and examining their School Improvement Plan. She also spent a great deal of time with the pupils in order to capture their voice. This process concluded with a clear understanding of the school priorities that the Lead Creative Schools project would target: the transition stage, improving communication and oracy in particular, creating a personalised curriculum incorporating key life skills and embedding the Cwricwlwm Cymreig.

Pupils, teachers, practitioners, parents and members of the community come together for the promenade labyrinth of Digging up the Past (Image: Owen Evans)

From this initial research, the following enquiry question emerged:
'Can enabling learners to develop and present information and ideas creatively (oracy framework) develop their emotional and social potential which will ease their transition from primary to secondary school?'

Once a framework had been created, Rob Spaull (digital media artist) and Fiona Collins (storyteller/ drama specialist) were recruited as Creative Practitioners to deliver the project alongside teachers from Ysgol Pencoch and Maes Hyfryd. The project took place at an 'Eco-Centre': a forest school that is located on a Hanson cement works site a few miles from both schools. This resource is maintained by Ysgol Maes Hyfryd but is under-utilised; the team agreed that this neutral ground would be invaluable in tackling the transition objective of the project. This rich cross-curricular initiative combined the art of storytelling with the use of digital technology to study the Bronze Age, under the title of *Digging up*

the Past. Activities were varied but included roundhouse construction techniques (daubing), planting seeds, shooting films with go-pros and on green screen, production of virtual interactive roundhouse with 3D virtual space manipulation and navigation, improvised character role-play, production of props and craft animals and storyboarding and storytelling (with added music, songs and sound effects). Parents, family and community members were able to access the project through a SeeSaw app set up by Ysgol Maes Hyfryd, which shared blogs and photographs of the work.

As the project progressed and the pupils' confidence increased, the team decided to produce a multi-sensory performance to bring the initiative to a close and to bring all stakeholders together in one 'shared experience'. This was a promenade labyrinth that incorporated all aspects of the project activity in a series of short scenes/installations. A film shot as a news bulletin was also shared with the audience. This film was shown in Cwtsh y Dysgwyr at the Urdd National Eisteddfod, Fflint in June. Work from the project also contributed to an exhibition at The Gallery Room, Fflint Library for a National Heritage Award. The professional development within a Lead Creative Schools project works both ways. The Creative Practitioners and teachers learn from each other by working collaboratively, as one of the teachers explains:

'SEN teachers are quite creative with how they plan and deliver the curriculum because they work with individual learning needs and plan lessons to engage students with different abilities and learning styles. The practitioners became more familiar with IEPs and IBPs and different approaches to documenting pupil progress and learning. We noted that the practitioners felt the need to be 'liked' and seen to be engaging with all pupils at the beginning of the project. They soon learnt not to take things personally and that it's not possible to be perfect all the time.'

'It was a very successful joint venture and it has helped tremendously with transition between schools. All the staff and professionals did a marvellous job.'

Headteacher Pencoch

The project has helped both schools develop creative learning by using an outdoor learning space as an integral part of their planning in order to embed the Creative Habits of Mind in a cross-curricular medium term plan. It has illustrated that sustainable creative learning needs to be flexible and the use of the Eco-Centre was an extremely effective learning space to manage pupil well-being and learning. Creativity and collaboration flourished because the space encouraged cohesion between all participants (Practitioners, teachers and pupils).

One Maes Hyfryd pupil summed up what he had learned through the project:

"I like playing with friends and I like to go to the [com]puter with Rob and I like to do the roundhouse and to do some mudding and I like to walk in the woods and I like to grow some plants. I like playing with Pencoch friends and Rob and everyone."

A pupil from Ysgol Pen Coch reflected:

"I've enjoyed it here ... I've got good at putting mud on the roundhouse. I could remember how to do it again if I had to ... My storytelling has got better. I made up the Fox Ninja story; I could do more if I wanted. I think I'm a good storyteller and my singing is beautiful. I like doing the computer with Rob: I've done music."

Case study prepared by **Nia Richards,** GwE Regional Lead

Case Study: Crickhowell High School
(Powys, ERW region)

Crickhowell High School, focussed on their school development plan objective of **raising standards of literacy in Year 7 students where prior data suggests they will have difficulty with language work.** Working closely with Creative Agent Amanda Griffkin, a team of teachers led by Co-ordinator John Clarke developed the enquiry question:
'Do we need language to learn?'

The team invited pupils, identified as being likely to struggle with literacy, to take part in a project to investigate whether learning is possible without language. Sixteen pupils accepted the invitation and selected the Creative Practitioners they wanted to work with from a shortlist compiled by the Creative Agent. Working with a Welsh speaking writer, hip-hop artist, comic artist and animator they devised the scenario for *Stranded* – an animated film that was developed and created in partnership with the Creative Practitioner and teaching staff over 13 weeks. A studio environment was created for one or two full days sessions each week as a creative, collaborative team, learning curriculum subjects as they made their film and accompanying soundtrack. At the end of each session, the whole group planned the next stage together – this was cited as a real highlight of the project, and a significant aspect to the success of the scheme.

Creative Team Planning Meeting, Crickhowell High School (Image: John Clarke)

The project team were amazed by how all pupils engaged so deeply with every part of the project process, from the selection of the Creative Practitioners, the creation of the narrative, the making of the sounds, set, and characters that emerged from the dialogue between themselves and the artists. Once they had been shown how to do something they applied their new skill to develop the work; they collectively shaped the process as they learned and as the narrative evolved. They became a creative team with a purpose.

All the key skills of communication, numeracy, ICT, working with others, problem solving, and improving own learning were applied; they became aware of the creative learning five Creative Habits of Mind and discovered a way to measure their own attributes; they worked positively in diverse groups to achieve self-directed goals within time constraints.

"There is no doubt that working together on the project, being taught new skills and having the opportunity to apply them under the guidance of professional artists allowed the pupils to reveal genuine creative talents; they also demonstrated how capable they were to apply all the key skills effectively to do the job. All the adults involved remarked on how well the group worked as a team."

"In 40 years of working creatively with young people, I am always amazed and delighted by their contribution, their energy and abilities. Given the right opportunities they never fail to confound adult expectations and defy the negative labels they've been given – they are, after all, like all of us, still learning!"

John Clarke, Co-ordinator, Crickhowell High School

Year 9 pupils at Crickhowell High School get making through the Lead Creative School Scheme (Image: John Clarke)

Lead Creative School projects are process led, and after it ended, Crickhowell High School launched the film, staged an exhibition of photographs and original models used in the film to demonstrate the process, and are now developing a digital presence; all led by the pupils. The teaching staff is planning a series of CPD sessions with the creative practitioners to disseminate the learning across the school.

Curriculum Subjects: English, Welsh as a second language, history, music, art & design, ICT, Personal & Social Education, Literacy across the curriculum, additional learning needs (all KS3).

Year 9 pupils films their models at Crickhowell High School (Image: John Clarke)

Case study prepared by **Ruth Lloyd**, ERW Regional Officer

Case Study: Millbrook Primary School
(Newport, EAS region)

Project focus for Millbrook Primary School in Newport:
Jibber Jabber (Working Title: The History of Language)

How do we use language today, where did it come from and where is it going?

Through learning about examples of the written word and communication through history, from cave paintings and hieroglyphics to written stories and ways of using the written word today, the pupils will gain an understanding of the importance of the written word and develop confidence in speaking and formal writing activities.

The project was designed to address the following School Development Plan (SDP) priority :
To raise standards in oracy and writing for Year 6 pupils

'We are so proud of all year 6 learners who have been part of The Lead Creative School Scheme funded through the Welsh Government andthe Arts Council for Wales. Our focus has been to improve communication skills. Millbrook pupils have worked alongside creative practitioner Lynne Clausen developing their speaking and listening skills through a range of drama activities. This culminated in the children's performance of Jibber Jabber to parents, school and the local community at the beginning of May. Jibber Jabber was a creative production containing elements of Shakespeare and pieces penned by the children themselves. The result was an outstanding performance by every child showing a growth in confidence and an improvement in individual pupil oracy skills.'

Lindsey Watkins, Headteacher at Millbrook Primary.

Theatre Practitioner Lynn Clausen, worked with 2 focus groups of 8 pupils from teacher Paul Manship's Year 6 class. They were chosen as they are linked to the school development priority addressing writing and oracy. All learners were involved in the project from its inception; from interviewing the practitioner to writing and creating drama and performances. The focus group occasionally took on additional tasks/group work to allow for skills to be embedded alongside discrete monitoring of engagement and attainment levels.

During the weekly sessions between January and May learners were guided through a range of drama techniques in order to research and create a script that was both performed live and filmed. It included material created from a research visit to St Fagans, which helped to develop learner's collaboration skills and nurture a deeper understanding of the project.

The starting point was 'the history of language', its purpose, journey where we are now and where we will be in the future. Pupils explored a range of activities, kept a weekly journal and completed written tasks relating to the project. They designed posters advertising the show, using Pic Collage and used ICT to develop and record ideas. The final production – 'Jibber Jabber'- lasting almost an hour, presented a humorous and, at times, emotional look at the history of communication.

The pupils created a lot of 'buzz' both at home and in school about the final production and there was some great parental involvement too, many reflecting on the changes they were observing in their son/daughter and one supportive parent joined the learners on the context-finding trip to St Fagans. Parents were informed about the process throughout the project and were invited to attend the final performance along with community members from the local residential home; all of whom were interviewed by the pupils after the performance.

Exploring language at Millbrook Primary School (Photo: Claire Turner, Regional Lead)

The performance was recorded and will be used as a teaching/evaluating tool. The class teacher intends to use it with next year's Year 6 class to help develop their oracy/acting and evaluation skills. The pupils enjoyed the opportunity to perform and had gained confidence by performing to a variety of audiences. The project was featured in the South Wales Argus – on the initiative of the Creative Practitioner.

The Creative Agent Sarah Goodey was closely involved with the planning of the project, shortlisting candidates and interviewing potential practitioners. The Creative Agent, school co-ordinator, Year 6 teacher, and Creative Practitioner have contributed to the project plan and budget, and worked together throughout the project to plan and reflect together at various stages through session visits, face to face meetings, phone calls and emails. The Creative Practitioner has provided a wealth of resources throughout the project to support the activities and record the journey. These will be available to the school as a tool for using creativity and for improving communication in their classrooms.

"Meeting a fellow 'creative' and working so well with her, bouncing ideas off each other; every week there were pupils who surprised us by stepping outside their comfort zone and then showing tangible pride; the quality of the final production and how it all came together at the end, with lighting, music cues, Powerpoint; and the skill of the pupil 'techies'."

Paul Manship, Class teacher reflecting on 'unexpected outcomes'

"This project worked incredibly well in most areas, enabling the learners, Year 6 teacher and the Practitioner to excel beyond their expectations and to perform well together and to others. The learners' achievements in terms of oracy, literacy and developing self-esteem has been well evidenced and will have a long term impact on their school careers. The quality of evaluation material and planning from the practitioner has been exceptional, and has enabled the project to thrive."

Sarah Goodey, Creative Agent

Case study prepared by **Shaun Featherstone** and **Claire Turner,**
Arts Council of Wales Regional Team (EAS region)

Annex 2
Examples of our successful Experiencing the Arts: Go and See grants

School name	Region	County	Amount Granted	Details of Go and See Experience
St Paul's CiW Primary School	CSC	Cardiff	£540.00	This school is celebrating Roald Dahl with a week of cross-curricular activities at school and we are supporting a visit to the Wondercrump schools programme at Wales Millennium Centre.
Ysgol Caer Drewen	GwE	Denbighshire	£440.50	This small rural school took the whole of their Key Stage 2 cohort (37 students) to participate in a Theatr Clwyd workshop and watch a production of *To Dream Again* (based on *A Midsummer Night's Dream*).
Ysgol Carrog	GwE	Denbighshire	£250.00	An application from a small rural school to take 15 Key Stage 2 (entire Key Stage) pupils to Rhyl Pavilion to hear author Michael Morpurgo read from his books.
Ysgol Merllyn	Gwe	Flintshire	£450.00	Application to take 47 students to attend the Hay festivals schools programme.
Ysgol Min y Ddol	GwE	Wrexham	£500.00	Application from a rural Welsh-medium school near the English border to take the whole of Key Stage 2 (37 pupils) on a whole-day city cultural experience to Liverpool – specifically to the Docks and Maritime Museum, and to the Tate Gallery.
Ysgol Heol Goffa	ERW	Carmarthenshire	£950.00	Application from a 3-19 special school who would like to bring in the ABC of Opera workshops to school. 20 students will benefit from being part of the performance and the whole school will benefit from being part of the audience.
Fitzalan High School	CSC	Cardiff	£1,000.00	Application to take 20-30 students interested in studying GCSE Drama to an RSC production of *A Midsummer Night's Dream* in Stratford-Upon-Avon.
Ysgol Bro Hyddgen	ERW	Powys	£385.00	Application from a newly-established 4-18 school to take 35 Year 7 students to attend the Hay festival schools programme.

School name	Region	County	Amount Granted	Details of Go and See Experience
Willows High School	CSC	Cardiff	£864.00	Application to take a group of 95 Year 9 students (whole of the year group) plus 5 teachers to a promenade performance of *Romeo and Juliet* at Chapter Arts Centre.
Romilly Primary School	CSC	Vale of Glamorgan	£750.00	Application to take 90 Reception students to the National Museum in Wales to participate in the 'First Gallery Visit' project, visiting the exhibition, taking part in workshops and activity with artists.
Ysgol Gymraeg Aberystwyth	ERW	Ceredigion	£1,000.00	Application for the school to take 231 Foundation Stage students between the ages of 3 and 7 to a performance of *Sali Mali's Lovely Day* at Arad Goch.
Gladestry CiW Primary School	ERW	Powys	£1,000.00	Application from a small rural primary school to take 26 KS2 students to participate in the Drawing Room and Imaginary Worlds exhibitions at Oriel Davies.
Rhydygors Special School	ERW	Carmarthenshire	£600.00	An application to take 10 KS3 students to the Science Museum in London, specifically to attend the Leonardo da Vinci exhibition.
Ysgol Friars	GwE	Gwynedd	£325.00	An application to take 46 pupils aged 17 years to visit Pontio in the GwE region and attend the Festival of Innovation – attending a screening of *Gattaca* and a lecture afterwards.
Ysgol Bro Tawe	ERW	Powys	£900.00	An application to take 85 pupils aged between 8 and 10 years to see a Theatr Na nÓg production of T*he Ghost of Morfa Colliery* and take part in creative workshops at the National Waterfront Museum in Swansea and the National Museum in Swansea.
Ysgol Gymraeg Dewi Sant	ERW	Carmarthenshire	£940.00	An application to take 120 pupils aged 7-9 to a Theatr Na nÓg performance at Swansea Museum.

School name	Region	County	Amount Granted	Details of Go and See Experience
Adamsdown Primary School	CSC	Cardiff	£500.00	An application to take 60 pupils from Years 4 and 5 to this year's Hijinx Unity Festival st the Wales Millennium Centre. The request was to cover ticket prices and the cost of transport.
Maesyrhandir CP School	ERW	Powys	£826.20	An application to take 100 pupils aged between 7-11 years to watch Gangsta Granny at Theatr Hafren.
St Cuthbert's RC Primary School	CSC	Cardiff	£279.00	An application to take 62 pupils aged between 7 and 11 years to participate in workshops at and to attend performances at Hijinx's Unity Festival.

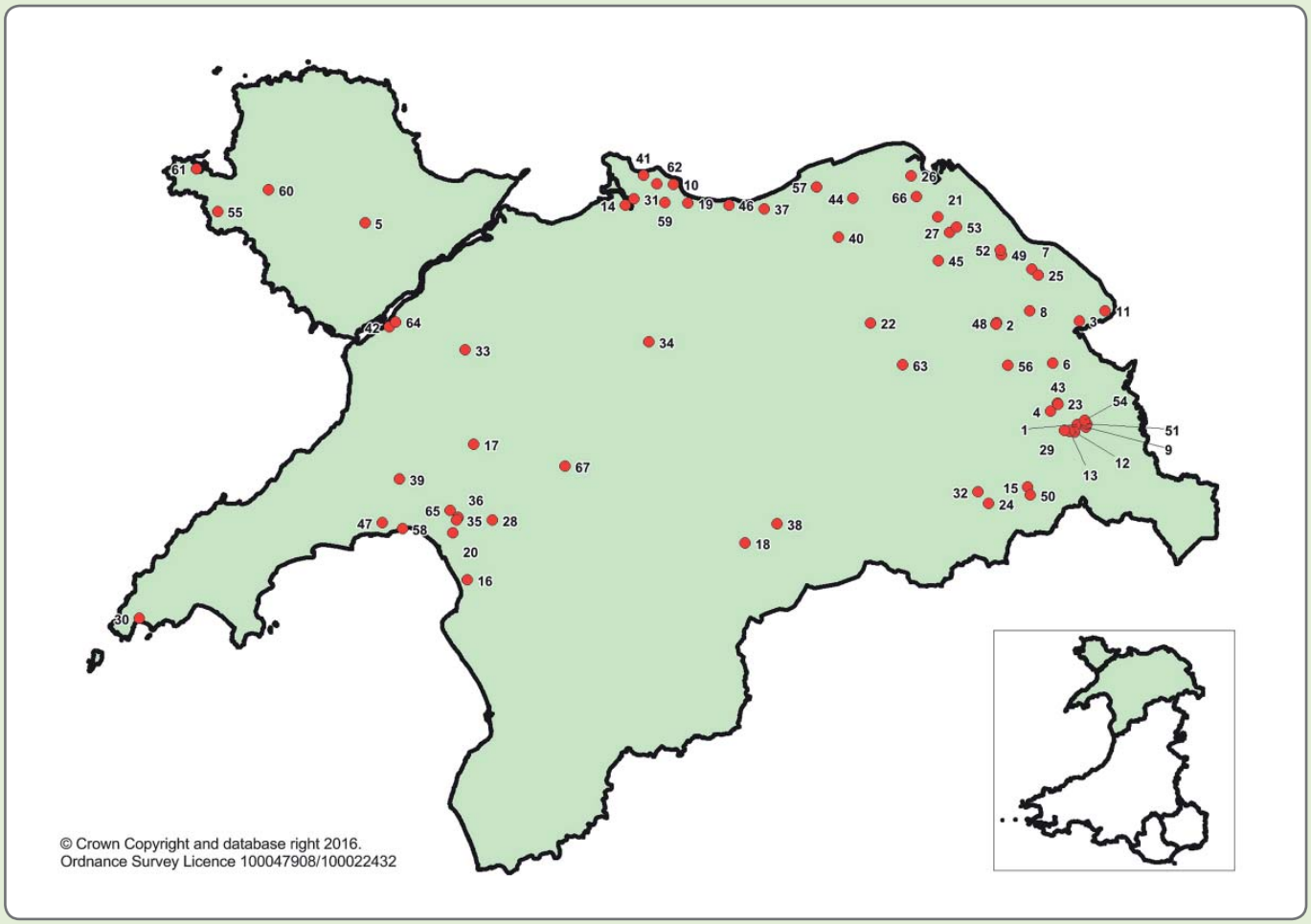
Annex 3
Examples of Experiencing the Arts: Creative Collaborations grants

School or Organisation's Name	Region	County	Amount Granted	Details of Creative Collaborations Grant
Dawns i Bawb	Gwe	Gwynedd, Angelsey, Conwy	£12,281	A dance and visual arts projects in 6 primary schools across North Wales that is exploring local history, roots and culture.
Mid Wales Opera	ERW	Powys	£5,700	MWO are collaborating with a single school, Montgomery Church in Wales School, to run 2 week-long residencies working on the development and performance of productions that are based on the *Cunning Little Vixen* and *The Little Prince*.
Abertillery Sculpture Garden Project	EAS	Blaenau Gwent	£24,833	Various arts projects are being developed in a newly-established school of 1500 learners, Abertillery Learning Community, with the aim of helping to create a shared sense of identity among learners and teachers. Upbeat Music and Arts are part of the collaboration.
Theatr Arad Goch	ERW	Powys	£24,330	Ysgol Glantwymyn are working with Arad Goch and with the involvement of the Centre for Alternative Technology. There will be a series of creative projects in the school working with the themes of farming and construction technology, blending local heritage with the exploration of new technologies.
Motion Control Dance	CSC	Vale of Glamorgan	£7,993	A collaboration with 4 primary and 1 secondary schools in a Communities First area of Barry. The project is based on participatory dance aimed at supporting literacy and numeracy along with physical activity and to tackle potential disengagement among Year 6 and 7 girls.
Ysgol Awel y Mynydd	GwE	Conwy	£25,000	A collaborative project involving 8 schools in North Wales creating a multi-school ukulele orchestra using both physical and digital sharing opportunities, and based on a learner-led project.

School or Organisation's Name	Region	County	Amount Granted	Details of Creative Collaborations Grant
Gwasanaeth Ysgolion William Mathias	GwE	Anglesey	£7,793	The arts organisation will work with 6 primary schools in Anglesey which are merging. There will be weekly music tuition and support activities.
Swansea City Orchestra	ERW	Swansea	£24,500	The organisation are working with three schools and in collaboration with other arts/heritage organisations in Swansea on multi-artform projects based on an exploration of the multicultural identity of this area of Swansea.
Young Music Makers of Dyfed	ERW	Various	£25,000	The project is based on developing composition skills among learners in a number of schools across the ERW region through projects implemented across the school year.

Annex 4
Schools participating in the Lead Creative Schools Programme

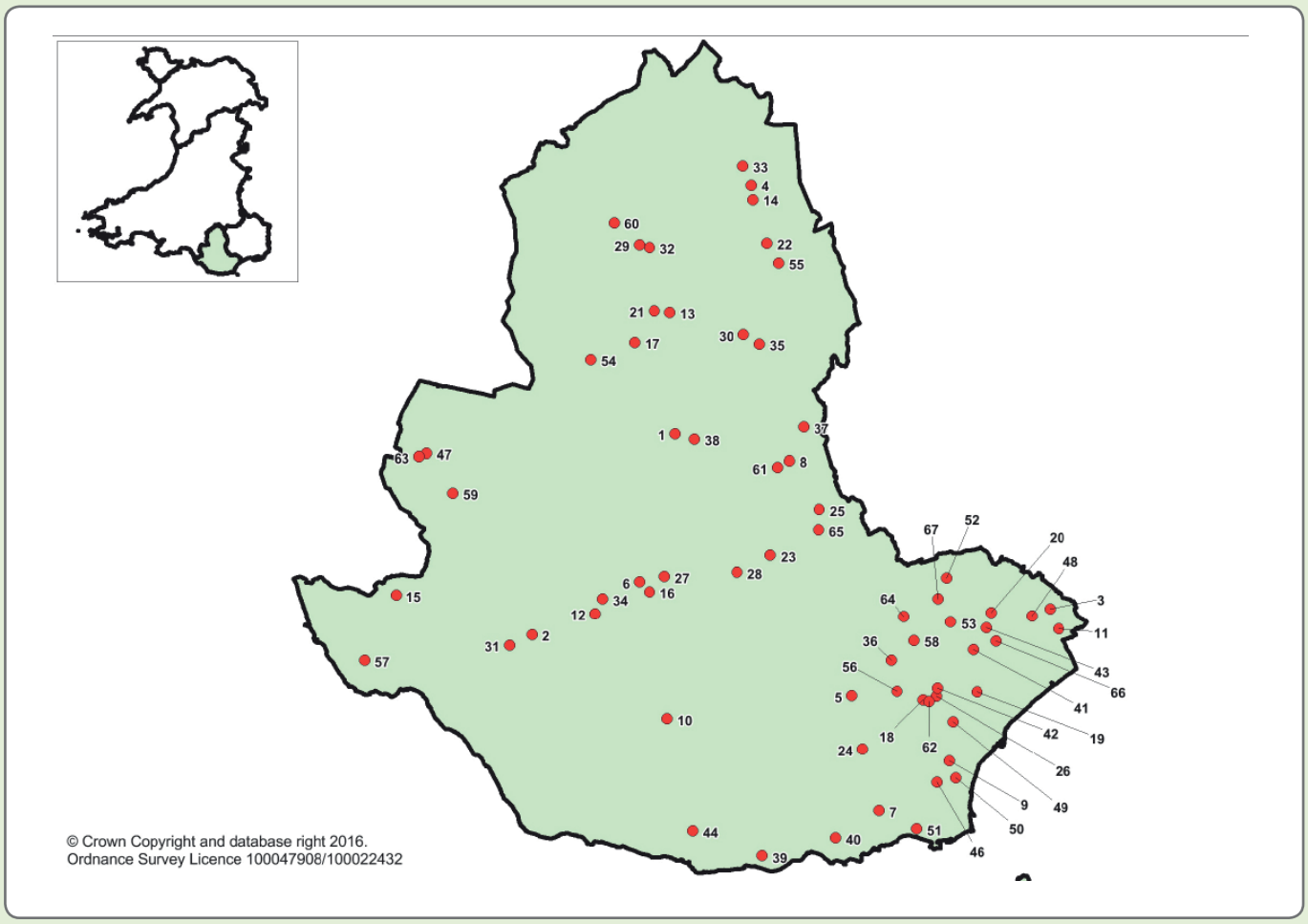
North Wales: GwE education consortium region



No.	School	No.	School	No.	School
1	Alexandra CP	9	Hafod y Wern Primary	17	Ysgol Beddgelert
2	Alun School	10	Llandrillo yn Rhos	18	Ysgol Beuno Sant
3	Broughton Primary	11	St David's High School	19	Ysgol Bod Alaw
4	Brynteg CP School	12	St Giles Primary School	20	Ysgol Borthygest
5	Canolfan Addysg Y Bont	13	Victoria CP School	21	Ysgol Bro Carmel
6	Castell Alun High School	14	Ysgol Aberconwy	22	Ysgol Bro Cinmeirch
7	Connah's Quay High School	15	Ysgol Acrefair	23	Ysgol Bryn Alyn
8	Elfed High School	16	Ysgol Ardudwy	24	Ysgol Bryn Collen

No.	School	No.	School	No.	School
25	Ysgol Bryn Deva	40	Ysgol Glan Clwyd	55	Ysgol Santes Gwenfaen
26	Ysgol Bryn Garth	41	Ysgol Gogarth	56	Ysgol Terrig
27	Ysgol Brynffordd	42	Ysgol Gwaun Gynfi	57	Ysgol Tir Morfa
28	Ysgol Cefn Coch	43	Ysgol Heulfan	58	Ysgol Treferthyr
29	Ysgol Clywedog	44	Ysgol Hiraddug	59	Ysgol Tudno
30	Ysgol Crud y Werin	45	Ysgol Lixwm	60	Ysgol Uwchradd Bodedern
31	Ysgol Deganwy	46	Ysgol Llanddulas	61	Ysgol Uwchradd Caergybi
32	Ysgol Dinas Bran	47	Ysgol Llanystumdwy	62	Ysgol y Creuddyn
33	Ysgol Dolbadarn	48	Ysgol Maes Garmon	63	Ysgol y Faenol
34	Ysgol Dyffryn Conwy	49	Ysgol Maes Hyfryd	64	Ysgol y Gelli
35	Ysgol Eifion Wyn	50	Ysgol Min y Ddol	65	Ysgol y Gorlan
36	Ysgol Eifionydd	51	Ysgol Morgan Llwyd	66	Ysgol y Llan
37	Ysgol Emrys ap Iwan	52	Ysgol Pen Coch	67	Ysgol y Moelwyn
38	Ysgol Ffridd y Llyn	53	Ysgol Perth y Terfyn		
39	Ysgol Garndolbenmaen	54	Ysgol Rhosnesni		

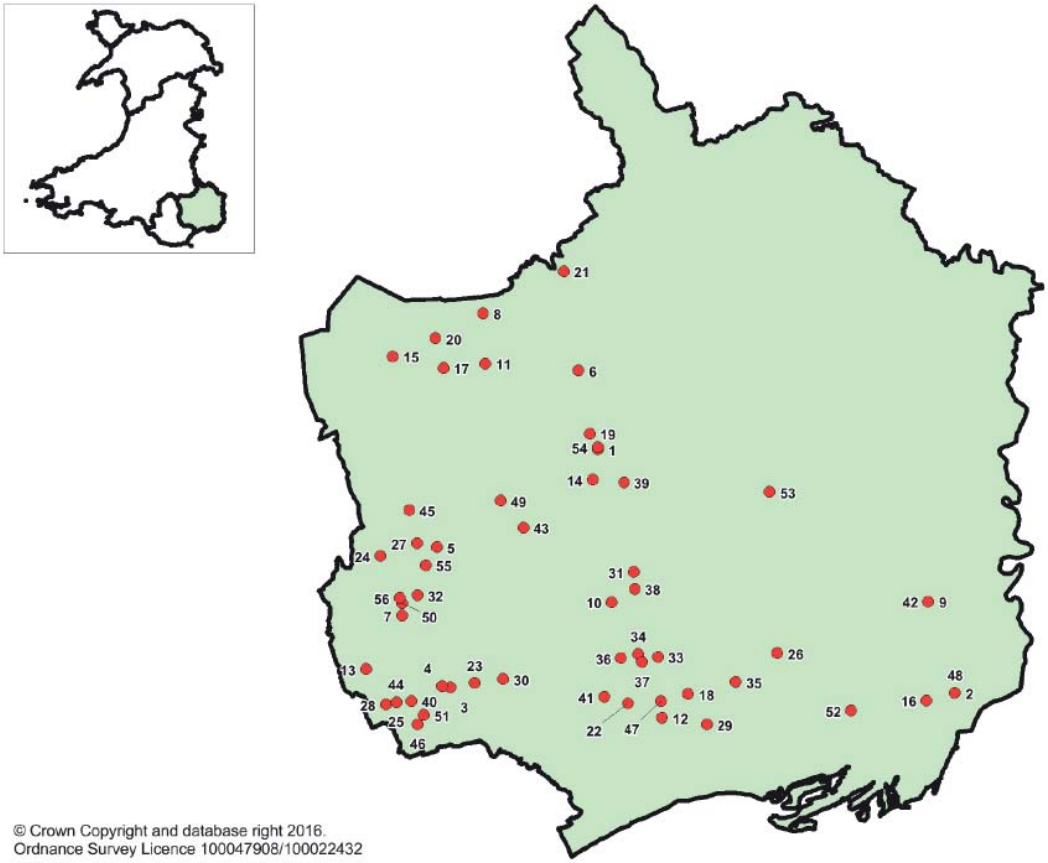
Central South Wales (CSC): education consortium region



No.	School	No.	School	No.	School
1	Alaw Primary School	9	Cogan Primary School	17	Ferndale Community School
2	Archbishop McGrath Catholic High School	10	Cowbridge Comprehensive School	18	Fitzalan High School
3	Bishop Childs CiW Primary School	11	Coychurch Llangrallo Primary	19	Garth Primary School
4	Bishop Hedley High School	12	Croesty Primary	20	Glyncoed Primary School
5	Bryn Hafren Comprehensive School	13	Cwmaman Infants	21	Glynhafod Junior School
6	Brynnau Primary School	14	Cyfarthfa High School	22	Greenfield Special School
7	Cadoxton Primary School	15	Cynffig Comprehensive School	23	Gwaunmeisgyn Primary School
8	Coedpenmaen Primary School	16	Dolau Primary School	24	Gwenfô CiW Primary School

No.	School	No.	School	No.	School
25	Hawthorne Primary	40	Romilly Primary School	55	Troedyrhiw Community Primary School
26	Kitchener Primary School	41	Rumney Primary School	56	Ty Gwyn School
27	Llanharan Primary	42	Severn Primary School	57	West Park Primary School
28	Llantrisant Primary School	43	Springwood Primary School	58	Whitchurch Primary School
29	Maesgwyn Special School	44	St Athan Primary School	59	Ysgol Gyfun Gymraeg Llangynwyd
30	Miskin Primary School	45	St David's CiW VA Primary School	60	Ysgol Gyfun Rhydywaun
31	Oldcastle Primary School	46	St Joseph's RC Primary School	61	Ysgol Gymraeg Evan James
32	Park Lane Special School	47	St Mary's & St Patrick Catholic Primary Schol	62	Ysgol Gymraeg Pwll Coch
33	Pen Y Dre High School	48	St Mellons CiW Primary School	63	Ysgol Gynradd Gymraeg Cynwyd Sant
34	Pencoed Primary School	49	St Paul's CiW Primary School	64	Ysgol Iolo Morgannwg
35	Penrhiwceibr Primary	50	Stanwell School	65	Ysgol Ty Coch
36	Peter Lea Primary	51	Sully Primary	66	Ysgol Y Berllan Deg
37	Pontypridd High School	52	Thornhill Primary School	67	Ysgol y Wern
38	Porth County Community School	53	Ton-Yr-Ywen Primary School		
39	Rhws Primary School	54	Treorchy Comprehensive School		

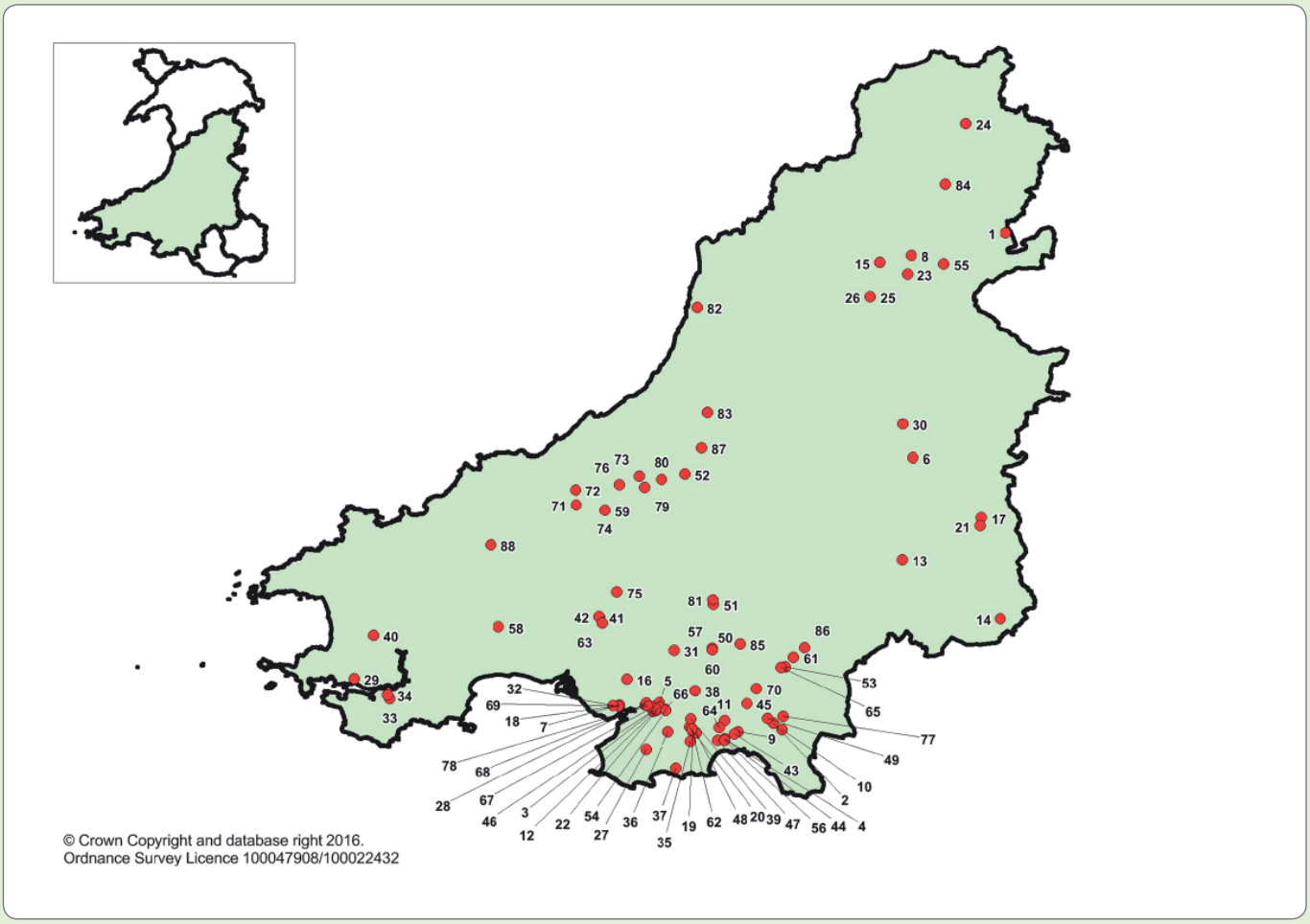
South East Wales: EAS education consortium region



No.	School	No.	School	No.	School
1	Abersychan Comprehensive	9	Chepstow Primary Alliance - Pembroke Primary	17	Ebbw Fawr Learning Community
2	Archbishop Rowan Williams CiW VA Primary	10	Coed Eva Primary School	18	Eveswell Primary
3	Bedwas High School	11	Coed y Garn Primary	19	Garnteg Primary School
4	Bedwas Junior School	12	Crindau Primary School	20	Gilfach Fargoed Primary School
5	Blackwood Comprehensive School	13	Cwmaber Infant School	21	Gilwern Primary
6	Blaenavon Heritage VC Primary	14	Cwmffrwdoer Primary School	22	Glasllwch Primary
7	Bryn Primary School	15	Deighton Primary School	23	Graig y Rhacca Primary School
8	Brynmawr Foundation School	16	Durand Primary	24	Greenhill Primary

No.	School	No.	School	No.	School
25	Hendre Juniors	36	Monnow Primary School	47	St Woolos Primary School
26	Langstone Primary	37	Newport High School	48	Thornwell Primary
27	Lewis School Pengam	38	Our Lady of the Angels RC Primary School	49	Trinant Primary School
28	Llancaeach Junior School	39	Penygarn CP School	50	Trinity Fields School and Resource Centre
29	Lliswerry High School	40	Plas y Felin Primary	51	Twyn School
30	Machen Primary School	41	Rogerstone Primary School	52	Undy Primary School
31	Maendy Primary School	42	Shirenewton Primary	53	Usk CiW Primary School
32	Maesycwmmer Primary School	43	Sofrydd Primary School	54	Victoria Primary School
33	Malpas CiW Infant School	44	St Cenydd Community School	55	Ysgol Gyfun Cwm Rhymni
34	Millbrook Primary School	45	St Gwladys Bargoed	56	Ystrad Mynach Primary
35	Milton Infants	46	St Martin's School		

Mid and West Wales: ERW education consortium region



No.	School	No.	School	No.	School
1	Abermule Primary School	9	Cefn Hengoed Community School	17	Franksbridge Primary School
2	Alderman Davies CiW Primary	10	Cefn Saeson Comprehensive School	18	Glan Y Mor
3	Bigyn Primary	11	Clase Primary	19	Gowerton Comprehensive School
4	Bishop Vaughan RC Secondary School	12	Coedcae Comprehensive School	20	Gowerton Primary School
5	Bryngwyn School	13	Cradoc CP School	21	Gwernyfed High School
6	Builth Wells High School	14	Crickhowell High School	22	Halfway Primary School
7	Burry Port CP School	15	Dyffryn Trannon Primary School	23	Llandinam Primary School
8	Caersws Primary School	16	Fenton Community Primary School	24	Llanfyllin High School

No.	School	No.	School	No.	School
25	Llanidloes High School	47	Townhill CP School	69	Ysgol Gymraeg Parc y Tywyn
26	Llanidloes Primary School	48	Waunarlwydd Primary School	70	Ysgol Gymraeg Pontardawe
27	Llanrhidian Primary School	49	Waunceirch Primary School	71	Ysgol Gymunedol Aberbanc
28	Maes y Morfa Primary School	50	Ysgol Bro Banw	72	Ysgol Gymunedol Coedybryn
29	Meads Infant and Nursery School	51	Ysgol Bro Dinefwr	73	Ysgol Gymunedol Cwrtnewydd
30	Newbridge on Wye CiW School	52	Ysgol Bro Pedr	74	Ysgol Gymunedol Llandysul
31	Old Road School	53	Ysgol Bro Tawe	75	Ysgol Gymunedol Peniel
32	Pembrey CP School	54	Ysgol Bryn Teg	76	Ysgol Gymunedol Pontsian
33	Pembroke Comprehensive School	55	Ysgol Cedewain	77	Ysgol Gynradd Gymraeg Llynderw
34	Pembroke Dock CP School	56	Ysgol Crug Glas	78	Ysgol Heol Goffa
35	Pen y Fro Primary School	57	Ysgol Dyffryn Aman	79	Ysgol Llanwenog
36	Penclawdd Primary School	58	Ysgol Dyffryn Taf	80	Ysgol Llanwnnen
37	Pennard Primary School	59	Ysgol Dyffryn Teifi	81	Ysgol Maesydderwen
38	Pontarddulais Comprehensive School	60	Ysgol Feithrin Rhydaman	82	Ysgol Penglais School
39	Pontybrenin Primary School	61	Ysgol Golwg y Cwm	83	Ysgol Rhos Helyg
40	Portfield School	62	Ysgol Gyfun Gwyr	84	Ysgol Uwchradd Caereinion
41	Queen Elizabeth Cambria Comprehensive School	63	Ysgol Gyfun Gymraeg Bro Myrddin	85	Ysgol Y Bedol
42	Rhydygors Special School	64	Ysgol Gyfun Gymraeg Bryn Tawe	86	Ysgol Y Cribarth
43	St Illtyd's RC Primary School	65	Ysgol Gyfun Ystalyfera	87	Ysgol Y Dderi
44	St Joseph's Cathedral Primary School	66	Ysgol Gymraeg Brynsierfel	88	Ysgol y Preseli
45	St Joseph's Catholic Primary School	67	Ysgol Gymraeg Dewi Sant		
46	Stebonheath Primary	68	Ysgol Gymraeg Ffwrnes		

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