

# Prospectus for Schools

Creative Partnerships is the Government's flagship learning programme, managed by the national organisation Creativity, Culture and Education (CCE), which aims to transform the lives of children and families by harnessing the potential of creative learning and cultural opportunity.

The Enquiry Schools Programme is one of the three Creative Partnerships School Programmes launched in 2008.

It enables schools to enter into a year-long partnership arrangement that can help the school unlock the creative potential of staff and pupils.

You can apply as a single school or as a part of a network. Schools applying as part of a network should submit individual application forms.

**Please read through this information carefully before completing the application form.**

# Contents

1. Creative Partnerships.....	4
2. Why become an Enquiry School? .....	7
3. Benefits .....	8
4. Commitments .....	9
5. Eligibility .....	11
6. Selection criteria .....	12
7. How to apply .....	13
8. What happens next? .....	14
Appendix: Further Information .....	16

## 1. Creative Partnerships

### Background

Established in 2002, Creative Partnerships is the Government's flagship creative learning programme, designed to develop the skills of young people across England, raising their aspirations, achievements, skills and life chances. This world-leading programme is transforming teaching and learning across the curriculum.

Managed by the national organisation Creativity, Culture and Education (CCE), the Creative Partnerships programme has worked with over 940,000 young people and 90,000 teachers throughout England.

### What we do

We support thousands of innovative, long-term partnerships between schools and creative professionals, including artists, performers, architects, multimedia developers and scientists. These partnerships inspire schools to deliver the curriculum through innovative teaching techniques and young people to challenge themselves in new ways, gaining confidence and taking an active role in their learning.

Young people develop the skills they need to perform well not only in exams and extra-curricular activities, but also in the workplace and wider society. Teachers are also able to nurture their creativity, develop their practice and become better educators.

Working with Creative Partnerships, schools use creativity to solve problems and see real improvements in pupil behaviour and school performance.

### What we believe

We believe that creativity is not a skill bound within the arts, but a wider ability to question, make connections, and take an innovative and imaginative approach to problem solving. These are skills that are demanded by today's employers.

- Schools that work with Creative Partnerships improve their GCSE results faster
- Absence rates have been reduced by a fifth in Creative Partnerships primary schools
- Academic evidence shows that Creative Partnerships increases parental engagement in children's learning

### Where we work

Since 2002, we have worked with 4,905 schools from Foundation Stage to Key Stage 4 in areas of high deprivation across England.

The programme is managed by the national organisation Creativity, Culture and Education (CCE) and is delivered through a range of different local Area Delivery Organisations (ADOs) across England.

## Our Values

**Question:** We challenge and relish being challenged, experimenting to find unexpected solutions

**Connect:** We encourage a brave approach to collaboration and are relentlessly partnership spirited

**Imagine:** We believe that the development of the individual imagination is a fundamental human right

**Reflect:** We invest energy to ensure that learning never stops, so that creative experiences result in change with lasting, sustainable impact

## What's next?

Independent evaluations of the programme carried out in the last few years, including an Ofsted report, show that Creative Partnerships has successfully engaged learners and raised standards, especially for those at risk of underachievement. We equip young people with the skills they need for the modern, creative workplace.

Building on our successes, our vision is ambitious: to develop a new national approach to inspiring creativity in schools. We are seeking to engage a broader range of partners and to involve more schools in more local authority areas across England.

## Our offer to schools

Creative Partnerships offers three distinct schools programmes that build on Ofsted's recommendations, in particular that, "DCMS and DfES work together with Arts Council England and other key stakeholders to establish a framework that aims to give more pupils the opportunity to work with a creative practitioner."

- The **Schools of Creativity** programme enables a number of leading Creative Partnerships schools to engage in cutting-edge practice over a three-year period, subject to annual reviews. They play a pivotal role in the strategic leadership of Creative Partnerships.
- The **Change Schools** programme enables schools in areas facing significant challenges to engage in an intensive programme, lasting between one and three years, that supports the creative development of the whole school.

- The **Enquiry Schools** programme enables participating schools to engage in a one-year creative learning programme targeted at a specific group of pupils and teachers.

Each programme is driven by the needs of participating schools. We do not specify how schools work. We do ask that schools use the Planning and Evaluation Framework for planning and evaluating activity. This allows us to develop a consistent and coherent understanding of how our work makes a difference.

Our aims are to develop:

- the creativity and enterprise of young people, raising their aspirations and achievements
- the skills of teachers and their ability to work with creative practitioners
- schools' approaches to culture, creativity and partnership working
- the skills, capacity and sustainability of the creative industries, and other partners who wish to work with schools.

This prospectus gives information about the **Enquiry Schools** programme.

## 2. Why become an Enquiry School?

Through the Creative Partnerships Enquiry Schools programme, we want to work with schools to explore what creativity is and what it can unlock for their practice, their teachers, their pupils and their communities. You will be able to explore:

- what it really means for young people to be creative and how you and they know when it is happening
- what it is that teachers and other creative professionals actually do to encourage and develop that creativity, either working individually or together
- how the setting and focus of learning affects creativity both in class and at school level
- how creativity can drive improvement in an area important to you, as identified within your School Improvement Plan

Working with partners from outside of your school can:

- bring in new ideas and approaches, continuously moving you forward in your search for outstanding practice
- offer a new perspective, refreshing and reframing your practice
- engage pupils with the world outside their school by emphasising the real-life dimensions to what they are learning, along with sign-posting opportunities for employment and further education
- raise your profile within your local community

## 3. Benefits

Becoming an Enquiry School will offer your school the following benefits:

### Funding

As a successful Enquiry School, we will fund 75% of your project costs (approximately £3000).

### A Creative Agent

Each Enquiry School will receive six days support from a Creative Agent in addition to the project funding outlined above. Creative Agents are recruited from a range of professional backgrounds and all have one thing in common – a commitment to working in partnership with schools to help realise the creative potential of all learners and to make learning more engaging and effective through creative approaches. Creative Agents have substantial experience of working in educational settings. They have expertise in relationship building, partnership management, programme development and delivery, brokering contractual arrangements with other practitioners, enabling professional development and developing networks of practice. Most importantly Creative Agents are skilled in developing reflective practice through fostering the growth of professional learning communities in schools.

Your Creative Partnerships Area Delivery Organisation will select, contract and pay Creative Agents directly.

### High Quality Professional Development

This programme is designed to help teachers and partners acquire new skills, promote creative thinking and develop creativity within their own practice. The programme includes an inspiring and practical induction to understanding creative learning.

### Profile, Support and Challenge

As well as offering support for your enquiry, your Area Delivery Organisation will support Enquiry Schools to make links with other schools participating in the Creative Partnerships programmes, so you can share practice with colleagues and access CPD opportunities, publications and other resources.

As a member of a national initiative, you will also gain access to a network of schools that have established creative curricula and have embedded a creative ethos in their schools. You will also be given opportunities to profile your work nationally.

## 4. Commitments

Enquiry Schools are admitted into the programme on the basis of their commitment to develop and influence practice and their capacity to manage the programme effectively.

The commitments of Enquiry Schools are set out below.

### **The commitment to develop practice and transform your school**

Enquiry Schools commit to:

- generate, through collaboration, new ideas that support creative teaching, learning and partnership working and which help raise attainment and achievement
- engage in project and programme monitoring and evaluation using the Creative Partnerships Planning and Evaluation Framework
- involve teachers and pupils as active partners and co-constructors of learning in the planning, delivery and evaluation of the programme

### **The commitment to influencing practice**

Enquiry Schools commit to:

- participate actively in Creative Partnerships knowledge sharing groups and share learning with networks of other schools. This will include attending Creative Partnerships network learning events

### **The commitment to find resources, time and capacity to manage the programme effectively**

Enquiry Schools commit to:

- fund 25 per cent of the project's costs (approximately £1,000 cash). *Please note, contributions cannot be in kind or consist of teacher time.* However, up to 10 per cent of total programme expenditure will be allowed for supply cover for teachers (other than the Coordinator) involved in collaborative projects.
- active support for the programme from the headteacher, senior leadership team and governing body, demonstrated by regular participation in the programme in a leadership capacity, e.g. attendance at networking and review meetings
- designate a Creative Partnerships Coordinator who is a member of the senior leadership team and has dedicated time to influence and make decisions
- establish a Creative Partnerships advisory group in the school, made up of teachers, other staff, governors, parents, community members and pupils
- allocate time (approximately six days) for staff to take part in induction and to plan, evaluate and reflect with your Creative Agent and all partners
- use the learning from the enquiry to inform future school improvement planning
- appoint a Creative Partnerships Governor to act as a main point of contact between the programme and the school's governing body

- sign up to a partnership agreement signed by the headteacher, Chair of Governors and the school improvement partner

If the Arts Award forms a part of the school's project, then all advisor and moderation fees paid by the school can be set against the school's 25% contribution provided that the award is a by-product of a project that meets the Enquiry Schools project criteria (i.e. the award is not a project in itself) and that at least part (if not all) of the award is rooted in the Enquiry Schools project. If you (or any of the Creative Agents or schools in your area) want to find out more about the Arts Awards, please contact your regional coordinator. Contact details can be found at: [www.artsaward.org.uk](http://www.artsaward.org.uk)

## 5. Eligibility

### Schools

All state-maintained schools in England are eligible to apply to the programme. Independent schools are not eligible.

We have expanded our programme and now work with a greater number of schools than ever before. To see whether you can apply, please contact your local Creative Partnerships Area Delivery Organisation. To find out which is your local Area Delivery Organisation, please check our website: [www.creative-partnerships.com](http://www.creative-partnerships.com)

### Other settings

In addition to maintained schools, other educational settings may be eligible to apply to the Enquiry Schools programme, provided that:

- the group of young people who will take part in the project are clearly identified in the application
- these young people can be identified as a cohort who will be involved for a whole school year (i.e. not a shifting population)
- there is a clear plan for the development of those young people through the project.

Please contact your Area Delivery Organisation to confirm your eligibility before you apply.

Receiving an Enquiry Schools grant does not necessarily preclude you from applying to the Enquiry School programme again or other Creative Partnerships programmes in future years.

## 6. Selection Criteria

The Enquiry Schools programme is designed to offer a rich experience, with many opportunities for development. Applications should demonstrate your full awareness of the opportunities available.

Selection will be carried out by a local selection panel. This panel will be looking for schools that:

- demonstrate a commitment to enquiry and reflection and delivering an effective project
- are interested in both teaching creatively and teaching for creativity
- will develop enquiries that link clearly to one or more School Improvement Plan priorities
- aim to work in genuine partnership with creative practitioners
- have the potential to make the case for creativity, demonstrating a link between creative learning and pupil engagement and achievement
- will engage pupils in the design, delivery and evaluation of their enquiry
- show a high level of commitment from the senior management team
- are ready to take risks and innovate

Network applications should:

- provide evidence of previous successful networking experience
- demonstrate potential for further network development
- explain each school's focus of enquiry and contribution to the network

In addition, your Area Delivery Organisation may be looking for some applications which address specific themes. Please contact them for further information.

## 7. How to Apply

The application and selection process is as follows:

Information about local arrangements for recruitment will be made available to schools and applications invited. Your Creative Partnerships Area Delivery Organisation will offer the following support to help you with your application:

- a briefing session open to all eligible schools.
- answering further phone or email enquiries. Please be aware that their capacity to respond is limited as they will be managing existing programmes. You are therefore advised to refer first to this prospectus, or the FAQs page on [www.creative-partnerships.com/es](http://www.creative-partnerships.com/es) before contacting your Area Delivery Organisation.

**Please note: Area Delivery Organisations are unable to comment on draft applications as they will be involved in the selection process.**

### Applications

Applications are submitted to your Area Delivery Organisation through the Creative Partnerships Projects Database (CPPD, <https://creativeweb.creative-partnerships.com/>). Include with your application a copy of your latest School Improvement/Development Plan.

## 8. What Happens Next?

### Selection Process

Your local Creative Partnerships office will run the selection process. A local panel will read every application carefully, with particular focus on the line of enquiry, the depth of preparation and how you envisage the partnership working.

It is our intention that all schools, regardless of selection, derive some benefit from the application process. All schools that apply will be offered feedback on their application.

### Project delivery

Schools entering the Creative Partnerships programme are often keen to start the process with a high-profile event that excites people's expectations and generates enthusiasm. Experience has shown that a more measured approach grounded in careful planning is more productive in the long term.

Some schools find it convenient to structure the programme in line with a three-term plan. For example:

#### Term 1 – Planning

- The school is matched with a Creative Agent
- A period of induction and relationship building starts
- Ideas for programme activity are scoped
- The school, with the assistance of the Creative Agent, selects the creative practitioners who will be involved in the programme and contracts are drawn up
- The programme is planned in detail with the creative practitioners and a completed project planning form is submitted to the ADO
- This is accompanied by a completed budget planning form
- The ADO approves the project or suggests further refinements
- The first installment of project funding – 40 per cent, ie £1,200 – is paid to the school upon receipt of a signed offer letter from the ADO

#### Term 2 – Activity

- Programme activity starts in the school
- Reflection on progress and impact takes place at regular intervals. 'End-of-session' record sheets are used as a basis for brief conversations, ensuring the project is kept on track
- The activity is documented using a variety of means in order to provide a rich account of what went on
- Activity is supported by professional development opportunities

## **Term 3 – Reflection**

- When project activity is completed, the Creative Agent holds separate evaluation conversations with pupils, teachers and creative practitioners
- The findings are collated and synthesized into the final report that is submitted as part of the project end form, together with final monitoring figures to the ADO
- The final budget form is completed and submitted to the ADO
- On approval of this report and the final budget form, the final 60 per cent of funding – ie £1,800 – is paid to the school
- The school plans how to move forward, incorporating the learning that has arisen through the programme.

In reality, these delineations tend to become blended. For example, project activity might start in the first term and run into the beginning of the third term. Schools will need to make planning decisions in the light of other pressures on the timetable and on staff.

**For further information and updated frequently asked questions visit [www.creative-partnerships.com/es](http://www.creative-partnerships.com/es) or contact your Creative Partnerships Area Delivery Organisation.**

Thank you for reading this prospectus. We look forward to receiving your application.

## Appendix: Further Information

### What is creativity?

There are a number of definitions in use:

'Imaginative activity fashioned so as to produce outcomes that are both original and of value' (All Our Futures, National Advisory Committee on Creative and Cultural Education (NACCCE), 1999) is perhaps the most widely used. It points to behaviour that:

- involves thinking or behaving imaginatively
- has purpose - it aims to achieve something of value
- generates something original and new.

A wider view could include formulating good questions and problems, making connections and seeing relationships, exploring ideas, improvising, reflecting critically and thinking about thinking. We believe that it is defined by an individual's knowledge, behaviour and skills.

Creative teaching and learning employs imaginative approaches to make learning more interesting, engaging, accessible and enjoyable while simultaneously developing pupils' creative capabilities - their creative thinking and behaviour. It can be applied throughout and across the curriculum (including and beyond the arts) and to cross-school agendas such as diversity, behaviour and pupil voice.

### Why creativity?

Creativity in learning is increasingly being recognised as a powerful contributor to the quality, performance and impact of schools across the country. It is a key set of characteristics and attitudes of mind that are at the heart of good learning and good teaching. Already crucially important for all of us, it will become essential for young people as they go through their lives in the 21st century.

- The 2006 **OFSTED** report on Creative Partnerships noted the positive attitudes shared by school leaders, teachers and creative partners involved in the initiative and identified a link between creativity and outstanding teaching. It found evidence of a positive impact on pupils' personal and social development; on their ability to improvise, take risks and collaborate with others; and on their engagement with school and learning in general
- Through their 'Creativity: find it, promote it' research project, the **Qualifications and Curriculum Authority (QCA)** found that creativity improves pupils' self-esteem, motivation and achievement, prepares them for life beyond school and enriches their lives
- **The National Curriculum Handbook** encourages schools to find ways of delivering the curriculum that 'enable pupils to think creatively and critically, to solve problems

and to make a difference for the better', that offer pupils 'the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens' and which enable them 'to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity'.

With increasingly rapid change a constant factor in society, the workplace and the world, the capabilities that will equip young people to thrive - flexibility, vision, innovation, making connections and the application of knowledge in a range of different contexts - come together in creativity.

## Useful links

### All Our Futures

[www.artsmarts.ca/media/en/allourfutures.pdf](http://www.artsmarts.ca/media/en/allourfutures.pdf) (summary)

### Changing Young Lives

A wide range of people have contributed to this publication, providing a comprehensive overview that is a culmination of observation, reflection, quantitative study and practical examples. It is this kind of valuable input that allows us to continue to adapt and develop the Creative Partnerships programme to maximise the quality and impact of the programme nationally.

<http://www.creative-partnerships.com/research-resources/research/changing-young-lives,294,ART.html>

### Building Creative Futures: The story of the Creativity Action Research Awards

<http://www.creative-partnerships.com/area-delivery-organisations/capeuk/research/building-creative-futures-the-story-of-the-creativity-action-research-awards-2005,119,ART.html>

### Enquiring Minds

<http://www.enquiringminds.org.uk/>

### Creative Partnerships literature review series

[www.creative-partnerships.com/literaturereviews](http://www.creative-partnerships.com/literaturereviews)

- **Rhetorics of Creativity** (Shakuntala Banaji & Andrew Burn, Institute of Education, London)  
An important and original report that surveys the core concept of creativity.
- **Consulting Young People** (Sara Bragg, Open University)  
Highlights how and why young learners should be listened to, in a way that unleashes their creativity and generates genuine dialogue and collaboration.

- **Whole School Change** (Pat Thomson, University of Nottingham)  
Considers the reasons why people engage in school change and the main processes describing how such change occurs.
- **Creative and Cultural Industries** (Justin O'Connor, Leeds University)  
This review is a history of the formation and definition of the creative sector.
- **Arts in Education & Creativity** (Mike Fleming, Durham University)  
This review offers an historical and theoretical overview of arts education, its place in the English curriculum and its relationship with creative learning and creativity education.
- **The Visual in Learning and Creativity** (Carey Jewitt, University of London)  
This report offers an historical and theoretical overview of the 'turn to the visual' in late modern society.

**Other interesting sites:**

<http://www.habits-of-mind.net/>

<http://center.cca.edu/about/news/6>

<http://www.guyclaxton.com/>