

## Brief for an arts organisation or individual practitioner to work with Craggs Primary School as part of the *#Inspired by* programme

Application deadline: 5pm on Friday 27 August 2021

Newcastle Cultural Education Partnership (NCEP) are seeking cultural organisations and artists for an innovative school partnership programme

### **#inspired by...**

will encourage pupils to look at their city and their own lives through a different lens, to make work about their everyday, their communities and their families. This unique and exciting programme of work will challenge practice and thinking around partnership working between schools and cultural organisations or creative practitioners.



*#inspired by* seeks to develop partnerships between creative practitioners and teachers. The partnerships will co-create and co-deliver creative programmes for the benefit of children and young people. This is one of a series of opportunities to be involved in the *#inspired by* programme which will take place in Newcastle schools throughout 2021 - 22.

### **Brief to work with Craggs Primary School**

The school would like an arts organisation or individual practitioner to work with them to **develop and create a permanent outdoor art installation that will provide children with opportunities for sensory engagement.** The partnership will include the following elements:

- A programme of work with pupils delivered during school time
- The co-delivery of professional development sessions for other teachers
- Out of school provision run by the arts organisation or practitioner which takes place at or close to the school

The approach and themes of the work will be devised by the arts organisation or practitioner and the school, working in partnership.



Figure 1

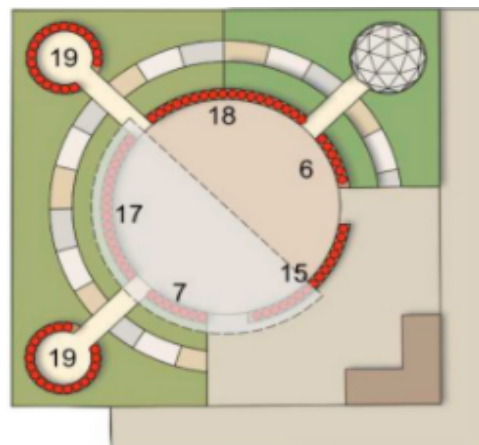


Figure 2

Figure 1 is an image of the space as it stands and figure 2 is a design plan of the redeveloped space. The area of the space is 576 m<sup>2</sup>. The sensory trail is the paved area that encircles the central courtyard and each of the smaller circular zones is a breakout area, one of which is a geodesic garden dome. Soft planting will encompass the sensory trail.

The art installation should incorporate the use of natural materials and encourage pupil interaction, for example, by incorporating tactile elements such as texture and/or sound. The installation itself will become part of an inspiring sensory garden.

This is the second stage of an ambitious project involving artists to help the school transform their outside space physically, but also to use it as a place for inspiration, learning and creativity. We envisage other artists coming in later on in the project to help us to animate and write about the space.

The organisation or practitioner will have some experience of creating exciting outdoor environments and installations, and of working with children to create them. Development of the outdoor space is scheduled to begin in late autumn 2021.

Through this programme the school would like to deliver on the following **strategic priorities**:

- Our shared outdoor learning spaces are underused and require substantial redevelopment to ensure they realise their full potential. Our goal is to find innovative ways to **improve our existing infrastructure to create flexible outdoor spaces** to support learning.
- **Communication** will be at the heart of this project. Children will be talking to their peers, governors, school staff and creative practitioners and they will be encouraged and supported to articulate their thoughts and ideas.
- **Developing children's vocabulary** is a key area of school development, particularly for some of our more vulnerable children. Considerable research has demonstrated the impact that widening the range of a child's vocabulary can have on their future achievements. This project would give a real-life context in which to develop vital communication skills.
- At Cragside we want to ensure that children recognise the wide variety of 'creative industries'; to see that a landscape gardener is as creative as a sculptor. We will use the project as an opportunity for children to talk to all involved about their routes into their practice including education, challenges, rewards etc by the end of the project we would hope that all involved have a better understanding of **career pathways**.
- This project will provide our community with the opportunity to work in **partnership with creative practitioners**; being part of the creative process from beginning to end.

The school would like the programme to **support the future development of arts and cultural provision** in the following ways:

- We would like to develop systems and practices that firmly place pupil voice at the heart of our creative endeavours where children are given choices and are involved in the decision-making process. We have already done considerable work which we aim to build upon throughout this work.
- We want to find new and innovative ways to cater for the sensory needs of our pupils by creating a purpose made sensory garden within our outdoor spaces. Our initial ideas for inclusion in this area include scented and edible plants, engraved seating, interactive sculpture, mirrors, sandpits, water features.
- We want to further develop the outward facing role of our school in which we share innovative practice with other schools and become a creative hub within the community.

- We will use the project as a starting point rather than an end regarding the future of our arts and culture provision. We anticipate using the finished space for performances, music lessons, art activities and envisage launching the finished space with site specific performances: dance, spoken word and /or music.

The school has identified the following **outcomes and impact** they would like to achieve through the project:

- This project will be an exciting focal point for the school community and will include children, staff and governors. The process of establishing the space will re-invigorate the school after the disruption of Covid. It will provide children, staff and governors with the opportunity to work with a range of creative professionals in a sustained and meaningful way.
- Once the space is established it will enhance what our school can provide for the community. We anticipate the space will of course be accessed during lessons, however we are confident that it will also be accessed by many others e.g. the children attending our 'before and after school club', children who need support with their emotional and social development and children with additional needs

### **The cultural partner**

It is expected that cultural organisations or individual artists working on the programme will commit to these key areas:

- The co-creation of work with the school – children and class teachers will work alongside the organisation/practitioner throughout the project.
- Developing sustainable relationships with schools – the organisation/practitioner will be open to working with the school or linked schools on future projects.
- Identifying progression routes for pupils – the organisation/practitioner will talk to the children about their work and career opportunities
- Supporting and learning from teachers – class teachers involved in the project will learn new skills that they may then apply to future work with children.
- Bringing added value to the programme – the organisation/practitioner must be prepared to share their project work with other linked schools at an arts/cultural education network meeting.
- Committing to reflection and evaluation – work with the children to reflect upon the project and evaluate its impact upon others in the school community.

### **The school**

A headteacher or a senior leadership team member will be involved in the initial planning meeting and the school will commit to the evaluation of the project. The school will identify a lead teacher for their project who will be:

- Responsible for the project in school and for liaison with cultural partners and the programme coordinator
- Available for planning time and the coordination and organisation of the project in school
- Coordinate and carry out any evaluation undertaken in school
- Contribute to the development and the delivery of a CPD offer for other schools

### **Timescale**

The programme activity will be delivered in the academic year 2021 – 22. The organisation / practitioner will be appointed and the planning process will begin in September 2021.

### **Budget**

The budget for this part of the programme is £6000 and will pay for organisation/practitioner days and materials. We are assuming the split will be approximately £4000 for

organisation/practitioner days and £2000 for materials / cost of delivering the art installation within the garden, subject to discussion at the planning stage.

### **Management of the project**

Overall, the project will be managed by the NCEP Producer on behalf of the NCEP, supported by a steering group made up of headteachers, arts professionals, and other partners. The Chair of the Steering Group is Anna Disley who is Executive Director (Programme and Impact) New Writing North. New Writing North currently looks after the budget for the Newcastle Cultural Education Partnership. The Deputy Chair of the Steering Group is Liz Simpson, Headteacher of Knoplaw Primary School in Newcastle.

### **Insurance**

The organisation or individual practitioner will be required to hold Public Liability Insurance.

### **DBS**

This work will be undertaken with schools and following appointment you will be required to provide evidence of a current DBS check for anyone engaged in the work in school.

### **How to apply**

Please email your application to: Alison Unsworth, Producer, Newcastle Cultural Education Partnership, [alison@alisonunsworth.co.uk](mailto:alison@alisonunsworth.co.uk) **by Friday 27 August 2021** including:

1. A covering letter of no more than 3 pages explaining:
  - your approach to the programme, addressing specific areas of the school's brief
  - what you hope to achieve for your organisation or your own practice
  - a summary of your previous relevant experience which demonstrates your suitability for this work
  - an outline of how as an organisation / practitioner you are well placed to respond to these key areas
    - The co-creation of work with the school
    - Developing sustainable relationships with schools
    - Identifying progression routes for pupils
    - Supporting and learning from teachers
    - Committing to reflection and evaluation
    - Any added value you can bring to the programme
2. A pdf portfolio including images of up to 6 examples of previous work.

**Interviews: week beginning 20 September 2021**

**If you require any further information, please email Alison Unsworth**

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### **Background information**

Newcastle Cultural Education Partnership (NCEP) brings together the education and culture sectors alongside representatives from the public and voluntary sectors to support, promote and develop a rich cultural education for children and young people in Newcastle. Together we are working in partnership to enable children and young people to reach their potential as creative, connected, active and engaged citizens. The NCEP is supported by Culture Bridge North East who oversee a network of Local Cultural Education Partnership in the North East.

## **#Inspired by...**

Arts Council's Partnership Investment fund has provided the match funding alongside the school partner to run this programme. This programme of work will target those schools which serve populations who are most disadvantaged and / or most under-represented in the arts. The participants will either be young people from an area of socio-economic disadvantage and low cultural engagement, and with a higher than average pupil premium or, in more affluent clusters, those children who are more vulnerable across several schools. The aspiration of #inspired by is to develop arts and cultural activity that is 'co-created' by the education and cultural sectors. This programme will provide useful learning for both the education and cultural sector about partnership working, developing practical experience and enhanced skills within the schools and cultural organisations involved. Teachers will be provided with further skills through CPD in teaching through arts and culture. Pupils will be more confident about expressing their own ideas – a vital attribute if they are to develop their creativity in the long term, and some of them will have found a talent or interest in arts and culture, leading them to take up the opportunity to continue to engage outside of school.

## **Cragside Primary School**

Cragside Primary School is a large two form entry school with 422 pupils on roll in the High Heaton area of Newcastle. We are a foundation school catering for children aged 4 to 11 years of age. 9.72% of our pupils receive free school meals and 10.66% are classed as pupil premium. 23.22% of children have English as an additional language. Cragside Primary is a socially advantaged school where children for the most part benefit from a positive family life and are well-supported at home. We were rated 'Outstanding' in our last Ofsted inspection which took place in February 2014. Key notes from the report highlight that pupils make outstanding progress from their individual starting points, regardless of their ability or any barriers to their learning; furthermore, pupils' performance in national tests at the end of Year 6 is significantly above the national average. Teaching and learning at Cragside is outstanding. All teachers and teaching assistants share the Headteachers vision to get the best for, and from, every child. Pupils' behaviour is exemplary and children show consideration and respect for each other from the earliest age. Excellent pastoral care is in place and all staff work extremely hard to create a warm, safe environment in which children flourish.

<https://www.cragsideprimary.co.uk>

## **The school identifies the following strengths:**

- We offer a rich, diverse curriculum that generates exciting, memorable opportunities for learning.
- The 'arts' form a key strand of the school improvement plan which in turn has raised the profile of 'arts and culture' throughout school.
- We have a designated leader of arts and culture who works collaboratively with the head teacher to develop opportunities for children to experience live performances from a range of art forms, further developing pupils' understanding and appreciation of art forms such as opera and ballet.
- We have partnered with a range of different stakeholders, both at a local level and national level, including Ballet Llorent, Opera North and the Royal Opera House to enrich our curriculum offer.
- Children have had a range of experiences working with artists at first hand.
- We have strong links with Culture Bridge North East. We have actively engaged with the Creative Classrooms CPD programme and worked with their team to create a film focussing on the importance of pupil voice within a creative curriculum.
- We are an Artsmark Gold school.