

# **REACH (Reconnecting Education, the Arts, Creativity and Heritage)**

## **Strategic Plan**

**September 2019 – August 2021**

### **Introduction**

Cultural education is critical to the wellbeing and success of our children, to the strength of our communities, and to economic progress locally and nationally. The creative industries are now an important economic driver, providing 1 in 20 jobs in the UK and all the evidence suggests that the future skills required for success at school, at work and in life are those at the heart of culture and the arts. These are compelling reasons for ensuring that all children and young people, wherever they start in life, benefit from the rich cultural and arts experiences on offer across the City of York.

Research shows us that:

1. Participation in structured arts activities can increase cognitive abilities by 17%.
2. Learning through culture and the arts can improve attainment in Maths and English.
3. Learning through culture and the arts develops skills and behaviour that lead children to do better in school.
4. Students from low-income families who take part in arts activities at school are three times more likely to get a degree.
5. Employability of students who study arts subjects is higher and they are more likely to stay in employment.
6. Students from low-income families who engage in the arts at school are twice as likely to volunteer.
7. Students from low-income families who engage in the arts at school are 20% more likely to vote as young adults.
8. Young offenders who take part in arts activities are 18% less likely to re-offend.
9. Children who take part in arts activities in the home during their early years are ahead in reading and Mathematics at age nine.
10. People who take part in the arts are 38% more likely to report good health.

[www.culturallearningalliance.org.uk/evidence](http://www.culturallearningalliance.org.uk/evidence)

However, our children and young people face barriers to participation in cultural education include increased diversity and fragmentation of the state education system, accountability measures that emphasise the 'core curriculum' and Ebacc, increasing financial pressures on the arts and cultural sector, low awareness of the offer and opportunities to progress in the arts, lack of understanding of the social, economic and educational impact and value of the arts, decreased capacity and limited understanding of the needs and interests of young people across the City of York.



REACH (YCEP) provides a unique forum for networking, and for sharing intelligence, practice and resources. This networking function facilitates the development of partnership relationships at a strategic and operational level, leading to greater connectivity between cultural programmes and identification of scope for collaborative delivery.

REACH (YCEP) can improve the delivery of cultural education and experiences through improving:

- coherence (greater cross-referral, links and progression between programmes);
- access to cultural activities,
- providing cultural programmes that draw on a range of cultural expertise and experiences;
- and increasing the quantity of cultural provision.

REACH (YCEP) has the potential to support the strategic development of cultural provision in the City of York; partners working together can find ways to deliver cultural education more effectively and efficiently to meet local needs. REACH (YCEP), as a collection of key stakeholders, can achieve a level of visibility, credibility and advocacy for cultural education that individual organisations could not achieve to the same extent working alone.

We need to identify what we might do to address these opportunities and challenges together as a Partnership in order to achieve our vision. This strategy starts to set out our values, our aims and the commitments we should make to the children and young people of the City of York. It outlines how together we can achieve our vision.

### **Vision and Aims**

1. We believe that every child and young person in the City of York should be inspired by the heritage, culture and arts provision available across this wonderful city.
2. We believe that every child and young person should be encouraged to take part, enjoy and benefit from high quality culture and arts provision, to create, to make, to compose, to perform, to visit, to experience, to contribute, to participate and take part in the extraordinary world of culture and the arts.
3. We believe access to an outstanding cultural and arts education should be an entitlement for every child and young person in the City of York.
4. We believe that by working together we can make more of a difference to children and young people's lives.

5. We are committed to working with all children and young people, in every classroom and especially those in the most disadvantaged areas of the City of York.
6. We will share ideas, resources and cultural assets to deliver a high quality cultural and arts offer, in and out of school or college.

### **Our Objectives**

1. We will provide clear and accessible information about the arts and cultural offer and progression routes for children and young people.
2. We will research current provision and excellent practice to inform strategic planning.
3. Working with ITT providers, universities and teaching schools alliances we will ensure that teachers, artists and practitioners are trained to support arts and cultural learning.
4. We will provide a culture and the arts offer that is shaped by the needs of young people and we will consult young people, so that they have a clear and central voice to our work, influencing our direction and focus.
5. We will articulate how the culture and the arts offer in the City of York makes a difference young people's lives.
6. We will place cultural and artistic entitlement at the heart of what we do and work to raise awareness of the wider value of culture and the arts for young people.
7. We will engage parents, carers and educators in supporting their children to access culture and the arts.
8. We will seek to strengthen the partnership through diverse cultural and artistic programming and by demonstrating more meaningful impact through collaborative working.
9. We will recognise, share and draw upon the experience of the partners and their areas of expertise.
10. We will focus on collaborations with tangible and achievable outcomes, which specifically demonstrate the impact of creative/cultural activities on identity, wellbeing and learning.
11. We will work in a way, which allows members to contribute what they can when they can. Membership is open to heritage, cultural, artistic and educational organisations within the City of York.

12. The partnership aims to offer culture and the arts to all communities, providing quality experiences to all children, young people and families both within and outside of school hours.
13. We will engage parents and carers in cultural and artistic experiences aligned to the curriculum, learning from schools and organisations that do this well and sharing this knowledge.
14. We will aim our work at children, young people and families in the City of York to encourage and increase their cultural and artistic engagement and promote wellbeing.
15. We will seek to inform and influence the development of the City of York Cultural strategy and the Cultural Passport.
16. We will work to see more educational and public places and spaces with embedded art and culture within their design and planning.
17. We will actively seek for a greater integration of culture and the arts into cross-cutting policies.

### **Our Governance**

REACH (YCEP) Strategy Group will be responsible for the overall strategic direction for cultural and arts educational activities in the City of York and for developing, delivering, monitoring, evaluating and reviewing the culture and arts offer which is available to children and young people through this strategy.

REACH (YCEP) Sub Groups will focus on the following and report to REACH (YCEP) Strategy Group:

- Programme
- Communications
- Research and evaluation
- Professional development
- Resources

REACH (YCEP) Partnership will meet twice a year.

### **Our Partners:**

- City Strategy/Cultural Leaders Group
- Arts & Cultural Organisations
- Further Education

- Health
- Higher Education
- Independent artists
- Libraries
- Local Authority
- Museums/Heritage
- Music Hub
- Primary Schools
- Secondary schools
- Universities and colleges
- Voluntary & Community organisations
- IVE UK (Yorkshire and the Humber's ACE Bridge organisation)

## Documents

Strategies	Access
Arts Council England's 10 Year Strategic Framework 2010-20	<a href="http://www.artscouncil.org.uk/great-art-and-culture-everyone">http://www.artscouncil.org.uk/great-art-and-culture-everyone</a>
Arts Council England's Cultural Education Challenge	<a href="http://www.artscouncil.org.uk/children-and-young-people/cultural-education-challenge">http://www.artscouncil.org.uk/children-and-young-people/cultural-education-challenge</a>
Spiritual, Moral, Social, Cultural Education	<a href="http://www.doingsmsc.org.uk/">http://www.doingsmsc.org.uk/</a>
Ofsted Common Inspection Framework and School Inspection Handbook	<a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
Arts Council England's seven Quality Principles	<a href="http://www.artscouncil.org.uk/quality-metrics/quality-principles">http://www.artscouncil.org.uk/quality-metrics/quality-principles</a>

## National/International Context

*“State parties shall recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts and to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.”*

The UNESCO Convention on the Rights of the Child

The partnership works within the Arts Council's 7 Quality Principles:

- striving for excellence
- emphasising authenticity
- being inspiring, and engaging
- ensuring a positive child-centred experience
- actively involving children and young people
- providing a sense of personal progression
- developing a sense of ownership and belonging

The NFER study identified several critical success factors for effective CEPs, informed by previous research and based on

partners' views about what works, what they have found challenging and what they thought would facilitate the development of the partnerships in the future.

1. There is no single blueprint for a successful CEP: they need to be locally owned and responsive to local needs, assets and circumstances.
2. CEPs should comprise relevant partners (such as a wide range of cultural and heritage providers, schools, universities and other educational settings, the local authority, the Bridge and possibly employers) to reflect the local cultural landscape and needs for development of cultural education. Bridge organisations have been critical to facilitating connections; shaping strategy; coordinating partnerships; and providing intelligence, challenge and ideas.
3. CEPs need to have a defined structure and process for decision-making which enables partners to contribute in different ways.
4. CEPs must not be just a talking shop; they must take collaborative action to achieve a shared purpose.
5. CEPs can run on low resource, but not no resource - they need resources to coordinate the partnership and develop collaborative activities.
6. Partner organisations need to find synergy and alignment of programmes to ensure greater effectiveness and efficiency (using existing funded programmes as 'pegs' for partnership development, where possible).
7. CEPs should take a strategic perspective and demonstrate impact – identify needs, link with wider strategies for culture and learning and identify and monitor indicators for success and added-value of the partnership.

NFER Cultural Education Partnerships (England) Pilot Study Final Report

### **Abbreviations**

CEP - Cultural Education Partnerships

Ebacc - The English Baccalaureate

ITT – Initial teacher training



NFER - The National Foundation for Educational Research

UK- United Kingdom

UNESCO - The United Nations Educational, Scientific and Cultural  
Organization