

Future Creative

Impact and Outcomes in Education and Learning



Future Creative has an extensive track record of developing and delivering high quality, high impact creative learning programmes and professional development that transform the educational outcomes and lives of children, young people and adults from the early years to adults.

Future Creative was formed as a social enterprise in January 2008, having successfully delivered the national Creative Partnerships flagship initiative since 2002.

Over the last nine years, Future Creative has successfully completed over 700 projects working with over 42,000 young people and engaging over 5,000 education professionals in training and professional development.

“We have really moved forwards as a school as a result of working with Future Creative. It has enabled the staff to design a more creative curriculum and take risks— benefits to pupils have been enormous. Partnering with Future Creative has led us to being judged 'Outstanding' by Ofsted.” Bill McGrory, Minterne Community Junior School, Kent

“When working with Future Creative, we link our work to our School Development Plan to make sure that we are achieving our targets in terms of behavior, attitude to learning and academic success. It’s been fantastic!” Michael Cater, Mascalls School, Kent

“We now have a cohort of staff that has engaged with the creative learning programme and these are the best ambassadors I could hope for. They want to move the change agenda forward and they are going to be vital in the transformational process we have already started.” Teacher, Hillview School, Kent

Future Creative's track record is informed by our role as the Creative Partnerships area delivery organisation for Kent & Medway since 2002.

The Creative Partnerships programme was a national scheme working

with nurseries, schools and other education settings to inspire students and teachers and help raise standards and achieve positive outcomes for teachers and learners.



Statistics on the success of the programme, include raised attainment and improved attendance and engaged parents:

- Young people who attended Creative Partnerships activities made, on average the equivalent of **2.5 grades better progress** in GCSE examinations.
- An independent study by PricewaterhouseCoopers LLP (2010) revealed that Creative Partnerships is expected to generate nearly £4 billion net positive benefit for the UK economy. ***This is the equivalent of £15.30 of economic benefits for every £1 of investment.***

The Impact on Young People

- 91% have seen an improvement in pupil's confidence and communication skills
- 87% have seen an improvement in pupil's motivation
- 70% of Head Teachers surveyed reported improved pupil behaviour

The Impact on Teachers

- 94% have seen improvement in teaching skills of their teachers, learning alongside pupils
- 92% can see that their teachers are more willing to take a creative approach, broadening the perception that creativity can be expressed through many different areas and aspects of the curriculum

The Impact on Parents

- 92% think that it is important for their children to take part in creative activity
- 90% agree that creative learning improves their child's eagerness in lessons
- 76% think that participation improves test and exam results

The Impact of Future Creative programmes has been evaluated by the:

- British Market Research Bureau; 650 head teacher interviews (March 2006)
- Centre for Literacy in Primary Education, parental involvement (July 2008)
- National Foundation for Education Research, tracked 13,000 young people (July 2008)
- Office for Standards in Education (Ofsted), programme evaluation (July 2010)

Bringing maths to life and making it relevant to the children so that they are able to become more engaged.

Location:	Maidstone
When:	January – June 2011
Numbers participating:	30 children; 30 parents
Target age groups:	Year 2 at Key Stage 1



Outcomes:

The project has succeeded in helping to raise the level of maths understanding in the Year 2 classes, particularly for pupils working at level 2 standard.

Impact:

The teachers saw a higher level of work from the level 2 (middle) children, as well as the level 3 children.

“There were children that I didn't think were mathematical...but given the right tools – creative ones – they are able to work in a mathematical way.”

(Maths teacher)

“The children can see how the maths learning they are doing effects the things they may want to do (cooking, getting somewhere on time ...) it now makes sense!” (Maths teacher)

“I love maths because its fun now!” (Year 2 pupil)

What did we do?

Future Creative designed a programme to developing the maths abilities of pupils working at level 3 (focus of the School Improvement Plan). We used creative activity to cover mathematical curriculum areas such as money, measuring and weights and fractions. The project took maths off the worksheet and into the hands of the children, making maths learning a practical and creative experience.

To raise attainment in writing through curriculum-focused, topic-based projects.



Location:	Sandwich, Kent
When:	October 2010 – June 2011
Numbers participating:	143 children; 14 teachers
Target age groups:	All year groups (3-6)

Outcomes:

“We have had a significant improvement in our writing results throughout years 3, 4 and 5. Our SATS results this year in comparison to last year show that children in year 4 have made above average progress, in addition year 5 results demonstrate that the children have made well above average progress.” (Headteacher)

- Year 3: Previous Average Points - 14.63; End of Year Average Points - 17.83. Progress 3.1
- Year 4: Previous Average Points - 17.43; End of Year Average Points - 21.07. Progress 3.6
- Year 5: Previous Average Points - 19.34; End of Year Average Points - 23.84. Progress 4.4

Impact:

Year 6 pupils worked with a Future Creative landscape artist in the outdoor environment, and were able to develop skills in design technology, art and science.

What did we do?

Future Creative delivered creative activity across the school. Years 3, 4 and 5 took part in cross-curricular creative learning projects designed to raise attainment in writing results. Topics studied included Egyptian history and Green myths & legends. Year 6 pupils took ownership of the outdoor environment at the school by leading an opening ceremony for the installation of totem poles in the courtyard, which represented specific values from the school’s ethos. Many stakeholders were involved in the programme, including parents, school governors and the Sandwich Rotary Club.

Using the London 2012 Olympics and Paralympics to inspire greater excitement and achievement in learning.

Location:	Gillingham
When:	January – June 2011
Numbers participating:	76 children; 4 teachers; 4 parents
Target age groups:	Year 2 at Key Stage 1; Year 5 at Key Stage 2



Outcomes:

“Unexpected outcomes include Yr 2 team teaching and more honesty in people management!” (Teacher)

Impact:

“We’ve trusted the children’s behaviour in more risky settings - and been pleasantly surprised at the behaviours the children have exhibited.” (Teacher)

“We’ve sustained the outcomes of the project, as the themes are still utterly relevant to our learning goals.” (Teacher)

One child who has severe autism and rarely joins in group activities worked as part of a team when making the Country and chose to make his own Olympic Torch. Also, he usually draws and colours in yellow, but his teachers were delighted when, for the first time, he started using different colours on this project.

What did we do?

The pupils and teachers visited the Olympics stadium in London and then worked in teams to make new countries to compete at their own Olympics. They explored and created their imaginary country’s resources, transport, culture, sport and food, enjoying aspects of creative art, design, cookery, maths, geography on the way. The school also had visits from two Olympic athletes (Becky Wing, the gymnast and Rhianna Dennison, the hockey player) to help the children develop their imaginary sports and share some skills from their professional sports.

The school staff worked together Future Creative to plan, deliver and assess fresh approaches to the mathematics curriculum.

<i>Location:</i>	Gravesend, Kent
<i>When:</i>	February – July 2011
<i>Numbers participating:</i>	70 pupils; 28 teachers
<i>Target age groups:</i>	Reception to Year 6



Outcomes:

In almost every case, pupils made progress in 'shape and space':

- 45% gained up to 1 level
- 47% gained between 1 and 2 levels
- 6.6% gained 2 or more (in line with criteria for good and outstanding progression according to current measurement strategies and indicative of the project's success).

Similarly, classroom observations also suggested a rise in pupil enjoyment in that more time was spent on-task and there were no incidents of absconding!

Impact:

Teachers were enthused and inspired by the approach and felt increasingly confident to plan far wider ranges of activities in maths than had previously been the case. Equipped with new creative skills in the use of tools and materials, staff developed an even greater appreciation of a tactile and multi-sensory approach.

"I have gained many art-based techniques and creative skills from Future Creative." (Teacher)

"After using these new creative approaches, students were able to remember activities and use mathematical vocabulary more frequently." (Teacher)

What did we do?

Following an initial visit to Hampton Court, as an accessible starting point from which to draw mathematical inspiration, we created a 'shape and space' focused trail in activity stations around the school. Each activity was cross-curricular and provided a meaningful context in which to develop and apply learning. The project engaging pupils in a range of multi-sensory activities using paint, textiles, papier-mâché and recycled rubbish in a variety of tasks where the process was as valued as the outcome. The students were free to make choices throughout the project, which influenced the direction of their work and led to increased independence, an exciting and empowering development for pupils with the severity of needs at the school.

Aylesford School was a National Challenge school, and worked with Future Creative as part of the Meeting the Challenge initiative (ensuring that at least 30 per cent of will gain five or more GCSEs at A* to C, including both English and Mathematics).



Location:	Maidstone, Kent
When:	September 2010 – February 2011
Numbers participating:	16 young people
Target age groups:	Year 10 at Key Stage 4

Outcomes:

At the end of the project, 65% of the students had raised their English and maths grades by one grade or more.

All participating young people also achieved their bronze Arts Award, as accredited by Trinity College London.

Impact:

Teachers concluded that young people who were regularly absent from school went to great lengths to not only be at lessons on time, but even arrived early.

“Students are keener to come to lessons and achieve because they are more involved in their learning.”
(Teacher, Aylesford School)

“I didn’t know it could be so easy to improve my grades!”
(Year 10 pupil, Aylesford School)

What did we do?

Future Creative delivered the 12-week *Making the Pitch* programme, which is designed to use the concept of ‘Dragons Den’ to engage young people in learning and to raise their attainment. The participating young people generated new business ideas, conducted intensive market research, and worked out comprehensive budgets and forecasting. They also created a scale model of their product. They delivered persuasive pitches to a panel of ‘dragons’ from the creative and cultural sector.

Working with a small group of young people to deliver alternative curriculum provision and the Arts Award qualification.



Location:	Stevenage, Hertfordshire
When:	September – June 2011
Numbers participating:	3 young people
Target age groups:	Year 10 at Key Stage 4

Outcomes:

All the participating students achieved their bronze and silver Arts Award, as accredited by Trinity College London.

Impact:

By the end of the project, the young people had grown in confidence and curriculum knowledge.

“These pupils had been very reluctant to complete work within a small group in the past...the opportunities to work in a team during this project have encouraged them to participate and this in turn has boosted hugely boosted self-esteem.”

(Special Educational Needs Coordinator)

What did we do?

Future Creative is a recognised provider of alternative curriculum provision for Hertfordshire County Council. We worked with pupils with special educational needs that were not engaging in lessons and were displaying challenging behaviours.

Throughout the programme, the students used drama, theatre and World War I history to help them better engage with the Key Stage 3 curriculum. After being inspired by a visit to a local museum, the young people wrote a script based on World War I scenarios, designed a set and performed in front of their school peers, teachers and visitors from the local authority.

Empowering students to use the new library, which had recently been establishing in the school through the Building Schools for the Future scheme. Literacy was the key focus across the year groups in the school in 2010/11.

Location:	Gravesend, Kent
When:	November 2010 – July 2011
Numbers participating:	220 young people; 8 teachers
Target age groups:	Years 7-11 (whole school) across Key Stage 3 and 4



Outcomes:

This project has explored the students' potential and has raised their self esteem and confidence to try out new things, using creative learning approaches to achieve at school.

Impact:

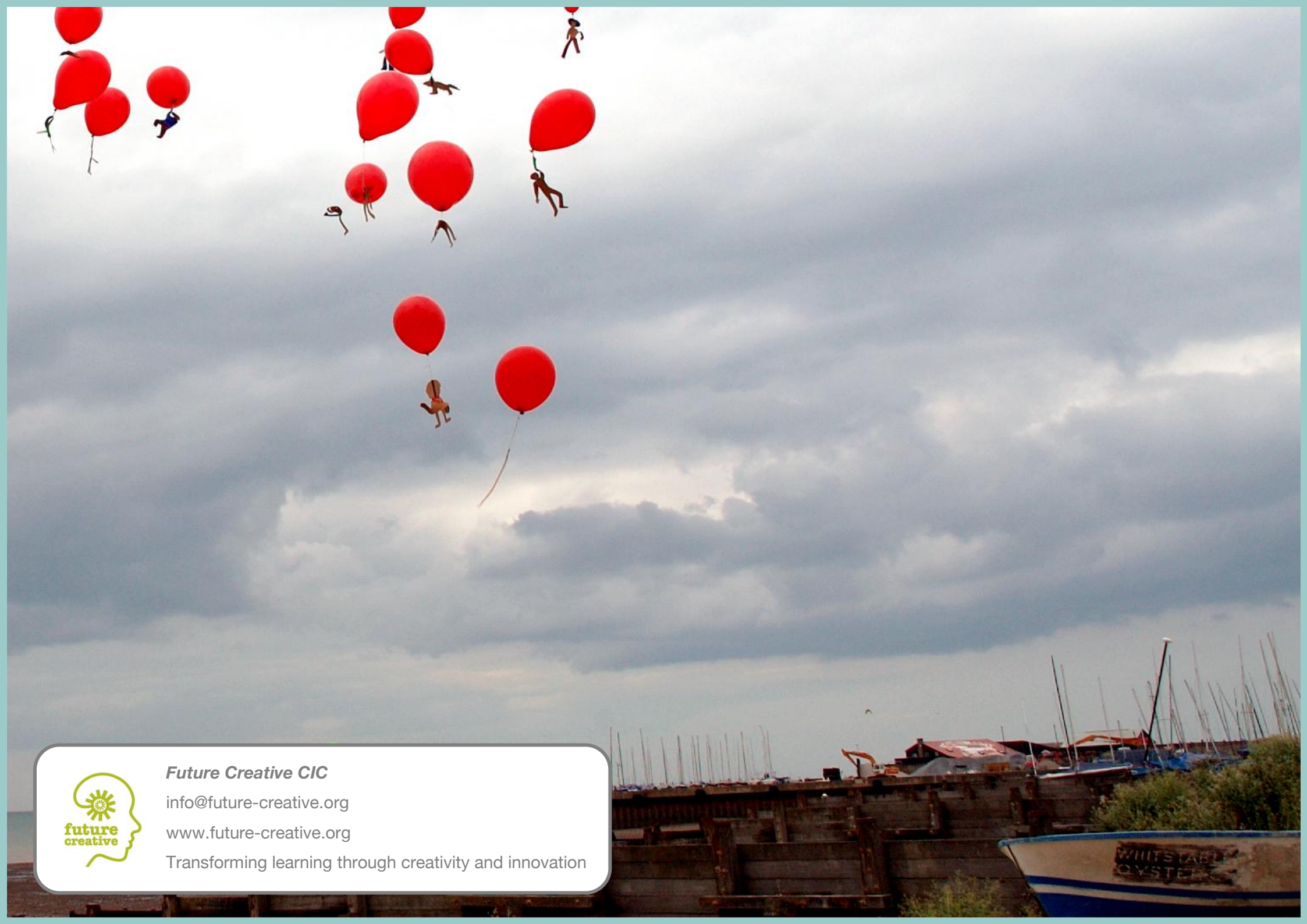
Impact on learning was certainly evident in the projects across the school, with students producing excellent work within their subjects. The ideas developed by Future Creative practitioners have also helped teachers who will be able to use these ideas when sustaining this work in the future.

"It's more fun putting my words into music – it makes me write more!" (Pupil)

"There is now far greater sense of communication and engagement between myself and my pupils since the collaborative approach that this project has encouraged. This has made learning and teaching more effective!" (Teacher)

What did we do?

Future Creative practitioners worked closely with the librarian and the young people to make the library a more accessible and appealing option as a learning hub for students. They were helping to empower the students to recognise the importance of using the library, and ultimately using creative interventions to raise attainment in Literacy. Practitioners also worked specifically with year 8 students alongside the music department, developing literacy through songwriting and lyrics. Parents came along to see a final performance that had been put together. An additional focus of this overall project was developing PELTS (Personal, Learning and Thinking Skills) of the students, as identified in the School Improvement Plan.



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Transforming learning through creativity and innovation