



Starting Point



Reading Cultural Education Partnership

Strategy 2020-24



Contents

Context	3
Strategy for 2020-24	4
Demographics	5
Overarching Aim and Values	7
Goals and Objectives for 2020-24	9
Action Plan	13
Appendix	21
Contact	26



Arts Council England Strategy 2020–30

In January 2020, Arts Council England published their strategy: Let's Create.

The strategy outlines three main objectives:

- 1 Creative People:** Every person can develop and express creativity throughout their lives.
- 2 Cultural Communities:** A collaborative approach to culture helps villages, towns and cities across the country to thrive.
- 3 A Creative & Cultural Country:** England's cultural sector is innovative, collaborative and international.

To achieve these the Arts Council will be steered by four investment principles:

- 1 Ambition & Quality:** Cultural organisations are ambitious and committed to improving the quality of their work.
- 2 Inclusivity & Relevance:** England's diversity is fully reflected in the organisations and individuals that we support and in the culture they produce.
- 3 Dynamism:** Cultural organisations can thrive and are better able to respond to the challenges of the next decade.
- 4 Environmental Responsibility:** Cultural organisations lead the way in their approach to the climate emergency.

Strategy for 2020-24



Demographics

Based on the latest ONS mid-year estimates and the 2011 Census

161,825

The population of Reading is 161,825 living within 16 Wards

146th

Reading ranks 146th most deprived out of 326 LAs (129th in 2010)

31,000

There are 31,000 children aged 0-14

9,480

There are 9,480 young people aged 15-19

3rd

Reading has the third highest proportion of ethnic minority groups in the South East (excluding London) after Slough and Oxford

49%

The Black and Minority Ethnic (BME) population of Reading is 33% of the total population, however this is higher amongst younger age groups, especially younger children where 49% of 0-4 year olds are BME

Demographics

- There are 10 Lower Super Output Areas (LSOAs)* in the worst 20% nationally, two within the most deprived 10%. This compares with 12 LSOAs in the most deprived 20% in 2010, but with none in the most deprived 10%. This suggests that while overall relative deprivation has decreased, it has actually increased in certain small areas – predominantly in the south, with four areas in the west and one in the north. These areas are within the wards of Caversham, Church, Norcot, Redlands, Southcote and Whitley.
- In general terms, Reading tends to score better than the national average for most health measures, although this hides problems amongst particular communities. One of the most significant health-related statistics is that life expectancy is 7.8 years lower for men and 6.5 years lower for women in the most deprived areas of Reading than in the least deprived areas.**

*Areas of approx. 1,000–3,000 people

**Source: Public Health England Health Profile 2017



Reading Museum

Overarching Aim and Values

The overarching aim for the Reading CEP has been adjusted from the previous strategy to emphasise young people's empowerment in decision making. The objectives will build on the successes already achieved by focussing down on specific areas that can be further developed. Three core values have also been developed, to drive the focus for the next four years.

To develop a collaborative, sustainable infrastructure that enables opportunities for every child and young person in Reading to aspire, achieve, influence and participate in quality arts and culture.

The work of the CEP focuses on children and young people aged 0–19 and on vulnerable young people up to the age of 25.

Definition of culture

The following statement was drawn up as a result of comments from the consulted young people's groups:

Children and young people see 'culture' as a way of life, contributing towards their wellbeing and values. Digital culture is an important part of their everyday connection with culture and helps to break down barriers to access and challenge social norms. As well as being about involvement with arts and heritage, young people see culture as something that they shape themselves and is interactive, not static.

Overarching Aim and Values

Values

There are three underpinning values to the overarching aim for 2020–24, which aim to focus the partnership on an approach to delivering the objectives. The values identified are:

- 1 **Champion the Youth Voice:** Placing the needs of children and young people at the heart of everything we do and giving them a voice to address what is important to them.
- 2 **Be Brave:** Going beyond our usual practice and being more innovative in order to meet the needs of children and young people.
- 3 **Adapt to a Changing Landscape:** Align and adapt to the changing cultural and social landscape to deliver the Reading CEP aims for the next four years.



Goals and Objectives for 2020-24

In order to adapt to the changing cultural landscape, we have aligned our objectives with those in the Arts Council England's strategy: Let's Create. We have extended the Reading CEP strategy life span to four years in order to achieve an ambitious plan.

There are three main goals for Reading CEP, each with identified objectives

1 Champion the youth voice and empower more children and young people to be able to engage with and shape culture in Reading

Schools and young voice:

- Continue to work in schools, supporting curriculum delivery in schools and contributing towards Cultural Capital and physical and emotional well-being. Build a commitment of sustainability in schools, driving more schools to register for Artsmark

Data and evidence:

- Collect data in a standardised way so that gaps in engagement can be identified and targeted. Identify three key questions that the CEP want to answer and devise methods to collect data on these. Headings for data collection to consider are: User Data, Engagement Data, Feedback Data, Outcomes Data and Impact Data
- Collect evidence of the benefits of cultural activity for children and young people, and use this evidence to raise awareness beyond the CEP
- Collect evidence on the quality of cultural activity provision for children and young people. Use the Arts Council's Quality Metrics and Quality Principles

Goals and Objectives for 2020-24

- Collect evidence on the representation, social inclusion and climate education content of cultural programmes delivered in schools

Connecting beyond schools:

- Connect with community hubs to develop cultural opportunities beyond school, engaging more with diverse communities and families e.g. parent and toddler groups, faith groups etc.
- Connect with the non-cultural sector e.g. Youth Offending Service, Children in Care, SEND, PRUs, travelling community, health and wellbeing
- Prioritise work targeted at specific children and young people e.g. Early Years, those most vulnerable groups in our community, SEND



Reading Museum



Junction Dance, Dance Reading

Goals and Objectives for 2020–24

2 Develop cultural communities by ensuring there are clear pathways for children and young people's development in cultural activities and careers

Work experience:

- Support organisations in the CEP to actively promote work experience for young people in their organisations and a support mechanism for young people with additional needs etc. to take part in work experience

Champions:

- Set up a network of workplace champions

Co-ordinated offer:

- Make sure there is a diverse offer for children and young people by co-ordinating the offer across partners and working together to tackle any gaps in offer; focus on developing digital arts and expanding the literature offer

Data and evidence:

- Collect data on progression of individuals through Arts Award Bronze, Silver, Gold, and communicate better the progression routes of Arts Award

Representation:

- Ensure that the CEP is representative of the community that it wishes to serve and engage with

Goals and Objectives for 2020-24

3 Contribute to the wider cultural sector by developing the representation of the CEP and clarifying its functions

CEP membership:

- Develop a commitment contract for membership of the CEP e.g. commit to minimum attendance
- Ensure that the membership of the CEP is representative of the community it serves, in terms of diversity, social inclusion and lived experience

Communication and advocacy:

- Develop a communication and advocacy plan: to raise the profile of the CEP, be transparent about its work and make use of the existing What's On website to post plans, updates and meeting minutes. Develop a logo for inclusion on partners sites/literature and a CEP website

Resources:

- Identify funding to enable targeted projects to be delivered by the Task and Finish Groups

Core Group, Task and Finish Groups and Network Meetings

The existing Sub Groups were reviewed, and re-defined as Task and Finish Groups in order to align with the new objectives.

The working of the CEP and its groups has been re-defined in order to maintain transparency of its membership and clarity of its structure and group roles.

The following is the structure for the Reading CEP groups.

1 Core Strategic Group

The role of the group is to drive forward the strategy. The group will meet three times a year. Members on the group will be representatives from the Task and Finish Groups.

The Core Strategic Group will have a Chair with a two year term. The Chair will be appointed by the Lead Members of the Council. The Vice Chair will be elected from members of the Core Strategic Group. Vice Chair candidates will be put forward by the core strategic group for election. Members of the Networking CEP group will also be invited to vote for the Vice Chair. Development of organisations to sit on this group is a core aim of the CEP to ensure that it remains representative of the community it serves, this means the membership of these groups will be reviewed every two years.

Action Plan

2 Task/Working and Finish Groups

The Task and Finish group will replace the Sub Groups. The Task and Finish Groups will be responsible for delivering specific, time limited projects from the Action Plan. But may change depending on the need and focus of action.

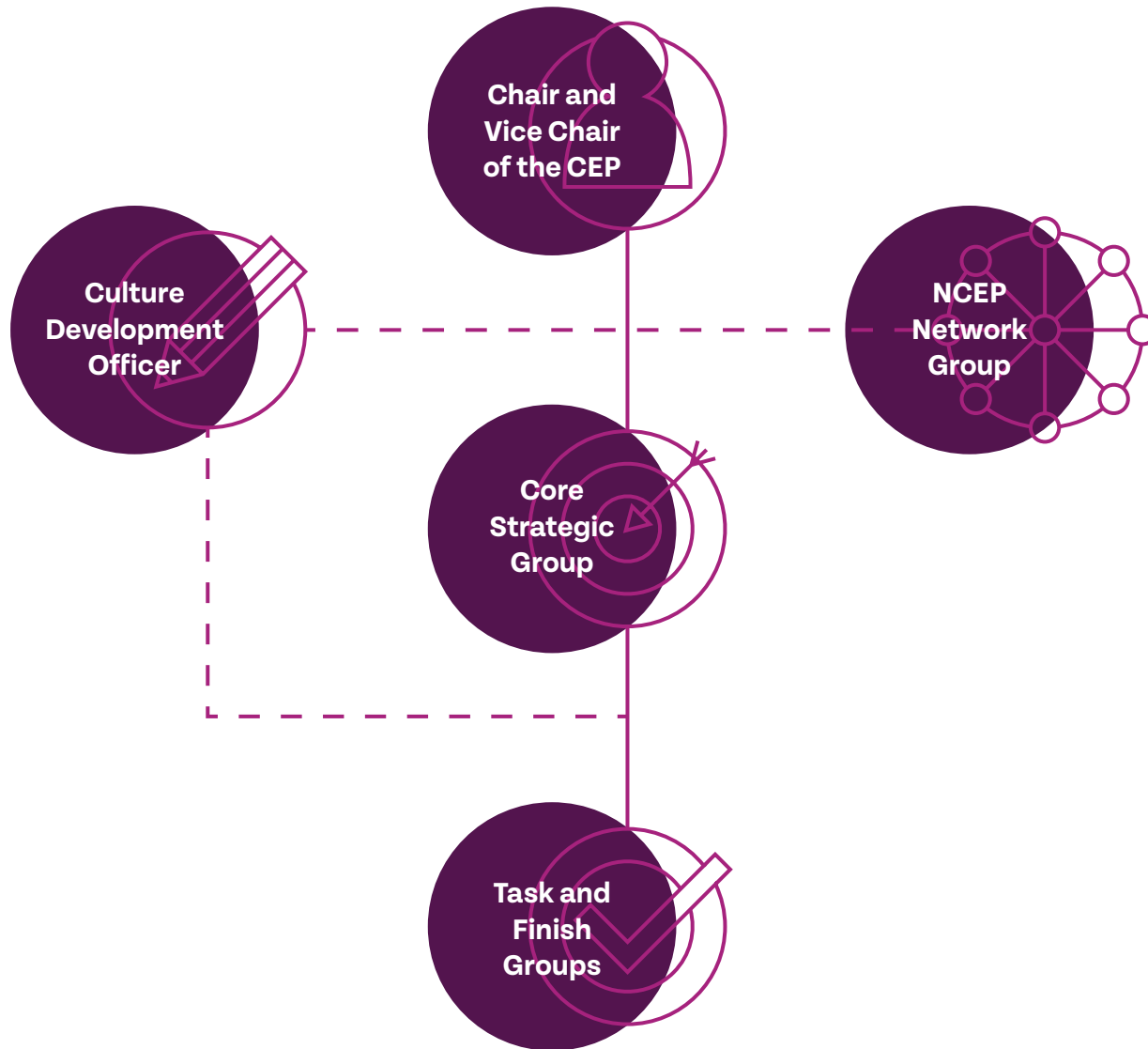
Initially, the Groups will be:

- Youth engagement & supporting preparation for Creative Employment
- Schools engagement and progress of Arts Awards and Artsmark
- Data collection, management and sharing and Diversity and Inclusion

3 Network Meetings

There will be two Network Meetings held per year, in order to share learning, network and broaden awareness of the work of the CEP widely and to the non-cultural sector. The Network Meetings will include opportunities for feedback from the Children and Young People who have taken part in Arts Award and cultural programmes run by members of the CEP. One Network Meeting a year will be opened by an awards ceremony celebrating the achievements of the children and young people in these cultural programmes. This group will be chaired by the Core Strategic Group Vice Chair and Chair as appointed by Council Leadership and will be facilitated by a member of the culture or education sector. This structure will be reviewed to ensure that the group remains as open and transparent as possible.

Action Plan



Action Plan

Aims

- 1 Champion the youth voice to empower more children and young people to be able to engage with and shape culture in Reading.
- 2 Develop cultural communities by ensuring there are clear development pathways for children and young people in cultural activities and careers.
- 3 Contribute to the wider cultural sector by strengthening the cep through clear aims and objectives and making it financially sustainable.



Rabble



Reading Museum

Action Plan

Objectives 2022-27	Annual Targets	Aim
<p>1. Sustain and improve the level of engagement by children and young people in the arts and cultural offer of CEP members</p>	<p>Maintain levels of engagement in the arts by schools and colleges</p> <p>95% of schools with at least one engagement with arts/culture per year</p> <p>Increase engagement of the schools that engage once to:</p> <p>Multiple engagements with arts organisations. (Minimum three) target increase of 15% year-on-year (yoy)</p> <p>Engagement with multiple arts events and activities, (minimum three) target increase of 15% yoy activities, (minimum three) target increase of 15% yoy</p>	<p>1</p>
<p>2. Increase the number of young people undertaking training, and achieving skills and appropriate accreditation, making them ready to seek employment in the cultural sector, or to use creative skills in their chosen employment field</p>	<p>Map the current offer for children and young people across all art forms and identify gaps and lower engagement to target, by 2021</p> <p>Identify existing programmes</p> <p>Set targets for work placements, skills training (e.g. AA gold), apprenticeships etc based on planned activity</p> <p>Set targets for NEETs</p> <p>Set targets for areas of Reading where cultural engagement is low as identified by the mapping</p> <p>Develop a workplace champions scheme</p>	<p>2</p>

Action Plan

Objectives 2022-27	Annual Targets	Aim
<p>3. Every year 1,000 children and young people in Reading will have engaged in Arts Award with at least 500 achieving accreditation at one or more levels</p>	<p>Note: collect estimate numbers from all partners at all levels per year. Identify AA progression routes</p> <p>Collect data on progression of individuals through Arts Award Bronze, Silver, Gold, and communicate better the progression routes of Arts Award</p> <p>Devise a centralised data collection method for Arts Awards by 2022, enabling the CEP to collate data from all partners delivering Arts Awards</p> <p>Create a ‘heat map’ of engagement – where children who are engaging are from and target those with low engagement</p>	<p>1, 2</p>
<p>4. The percentage of Schools and colleges in Reading with Artsmark status will be greater than the national average</p>	<p>Sustain level at 20 schools</p> <p>25-30% of schools to be Artsmark (above national average)</p> <p>Improve Artsmark levels</p>	<p>1, 3</p>
<p>5. The CEP will become sustainable. Partner organisations will actively participate, in collaboration, to deliver the CEP Action Plan</p>	<p>Define sustainability and what that looks like to members</p> <p>Develop membership attributes and sign up all CEP members to the agreed vision by 2021</p> <p>Develop a communication and advocacy plan by 2021</p> <p>Begin posting CEP meeting minutes and updates and the strategic plan executive summary on to the What’s On website in 2021 and update every three months</p> <p>Review plan every three years</p>	<p>3</p>

Action Plan

Objectives 2022-27	Annual Targets	Aim
<p>6. Improve strategic coordination – collect data in a standardised way so that gaps in engagement, cultural programme and representation in the CEP can be identified and targeted. Identify three key questions that the CEP want to answer and devise methods to collect data on these</p>	<p>Identify three key questions by 2021</p> <p>Ensure that youth voice is weaved in to data collection; what do they want; what do they feel most affected by; etc.</p> <p>Create data collection tools for the 3 questions by 2021</p> <p>Sign up every CEP member to collect the data starting at the beginning of 2021</p> <p>Collate data at the end of each year</p> <p>Collate data on social issues and climate change cultural offering by CEP partners. Ensure evaluation data is collected, relating to outcomes around understanding and action</p>	<p>3</p>
<p>7. Share good practice – collect evidence of the benefits of cultural activity for children and young people, decide how to use this evidence to raise awareness beyond the CEP</p>	<p>Research and collate evidence already available by 2022, specifically focusing on the Let's Create Investment principles</p> <p>Publish a plan for using the evidence to advocate for cultural activity for children and young people by mid-2022</p> <p>Action the plan starting mid-2022 through to 2024</p>	<p>3</p>

Action Plan

Objectives 2022-27	Annual Targets	Aim
<p>8. Improve Community engagement – evidence the cultural opportunities beyond school – engaging more with diverse communities and families e.g. parent and toddler groups, faith groups, youth etc.</p>	<p>Collect baseline data on diversity and ensure that current census data is incorporated into a high level diversity and social inclusion strategy for the CEP</p> <p>Identify existing programmes – early years, SEND, SEMH, PRUs, YOS</p> <p>Identify strategic support needs and priorities around NEETs and CYP ‘at risk’ and form an action plan</p> <p>Expand the CEP networking group to draw in partners to help deliver action plan</p>	<p>1, 2, 3</p>

St Pauls Primary Cr, The LPA Artswork



Appendix

Reading Cultural Education Partnership Terms of Reference 2020–24

Purpose

The Cultural Education Partnership (CEP) members' main purpose is to drive forward the aim of the partnership which is:

- To develop a collaborative, sustainable infrastructure that enables opportunities for every child and young person in Reading to aspire, achieve, influence and participate in quality arts and culture

Definition of audience:

The work of the CEP focuses on children and young people aged 0–19 and on vulnerable young people up to the age of 25.

Definition of culture:

Children and young people see 'Culture' as a way of life, contributing towards their wellbeing and values, as well as being about involvement with arts and heritage. Digital culture is an important part of their everyday connection with culture.

The members will also champion the values of the Partnership. The values for 2020–24 are the following:

- 1 Champion the Youth Voice** – placing the needs of children and young people at the heart of everything we do and giving them a voice to address what is important to them;
- 2 Be Brave** – going beyond our usual practice and being more innovative in order to meet the needs of children and young people;
- 3 Adapt to a Changing Landscape** – align and adapt to the changing cultural and social landscape to deliver the Reading CEP aims for the next 4 years.

Outcomes

All partners work together with the aim to achieve the following:

- Provide more high quality cultural activity for children and young people
- Ensure art and culture is strategically positioned to influence senior level decision making

- Increase the profile of art and culture for children and young people and advocate its benefits
- Support the development of CEP strategy, action plan and working groups
- Build strong working relationships with the non-cultural sector
- Ensure the culture sector learn and grow and share best practice

Membership of Core Strategic Group

The members of the Cultural Education Partnership Core Strategic and Delivery Group will be drawn from the Task Groups membership will include:

Appointed Chair and Elected Vice Chair (two year term), Artswork, Reading Borough Council – Facilitator of CEP, Task Group 1 Rep, Task Group 2 Rep, Task Group 3 Rep.

Task Group 1 Youth engagement and supporting preparation for Creative Employment – This group will meet four times a year and will work toward a shared vision of providing a pathway into creative employment for young people.

Task Group 2 Schools engagement and progress of Arts Awards and Artsmark – This group will meet four times a year and will work together to increase the number of Arts Award achieved and schools that gain Artsmark status.

Task Group 3 Data collection, management and sharing, diversity and inclusion – This group will meet four times a year and be the voice/influence for the Cultural Education Partnership’s planning.

To ensure development opportunities for the wider cultural sector there will also be networking meetings that will ensure transparency around routes to access the core strategic group.

Cultural Education Partnership – Network Meetings

These meetings will be held twice a year. It will provide the platform for engagement with non-cultural sector, networking, sharing best practice, engage children and young people’s voice and feedback to the core group.

Due to the organic nature of change in the culture sector, roles may change and the partnership must respond to such changes. For example NPO’s re-applying in 2022.

Accountability

Governance – Reading’s Cultural Education Partnership is a formalised partnership brought together under this Terms of Reference document.

Working methods

- Work collaboratively towards the outcomes agreed
- Ensure to champion its vision and values
- Support the delivery of the Cultural Education Partnership strategy and action plan
- Listen to and act upon the voice of children and young people
- Understand and participate in the strategic commitment and community engagement tools required to be successful
- Ensure long-term commitment to the partnership’s aim 2020-24
- Identify how your organisation will support/contribute towards delivering strategic plan
- Work to ACE quality framework

Organisation

- The partnership will have a chair and Vice Chair with a two year term
- Reading Borough Council will be the lead facilitator of the Cultural Education Partnership. They will commit to arrange quarterly (or termly) meetings with an agreed agenda and complete minutes.
- Reading Borough Council will also contract manage any Partnership Investment Funds on behalf of the Cultural Education Partnership with a 15% management fee.
- Reading Borough Council will provide strategic culture support
- Reading Borough Council will advocate the role of the Cultural Education Partnership

Decision Making

Everyone has a voice in the partnership. The chair and Vice Chair will make the overall executive decisions. Artwork will influence and challenge any strategic decision making and ensure any contracts they hold with the partnership are fully delivered.

Election of the Vice Chair

The Vice Chair will be elected by the CEP wider Network. The Vice Chair will be a member of the Core Strategic Group or one of the three Task Groups. Members of the Core Strategic Group or Task Groups can put themselves forward or have other members of the committee put them forward for election. Each nominee must be seconded by another member of the wider CEP network.

Each nominee will need to provide a 200 word personal statement, that will speak to why the nominee feels that they would be the right candidate for the role of Vice Chair.

Nominees will be put to the wider CEP membership for voting four weeks in advance of the CEP Network Meeting. Voting will be open for two weeks. The CEP Chair will not have a vote, unless there is a tie, in which case the Chair will have the casting vote.

The voting process will be managed by the CEP Facilitator, which at the time of writing, is the RBC Culture Development Officer.

Review and Monitoring

The Cultural Education Partnership will complete an annual review on the targets set. All members will be accountable for ensuring they input to the agreed data analysis. As outlined in data collection agreements.

Changes

This is intended to be a working document and as changes are made it will be circulated around to the partnership members. Changes will be made by agreement with a minimum of five CEP members.

Zsuzsi Lindsay

Culture Development Officer, Directorate of Economic Growth and Neighbourhood Services

Reading Borough Council, Civic Centre, Bridge Street, Reading RG1 2LU

T 07773 193 215

E zsuzsi.lindsay@reading.gov.uk