

To: **Education and Children's Services Policy Board**

On: **2 November 2017**

Report by: **Director of Children's Services**

Heading: **Partnership with the Glasgow School of Art**

1. Summary

- 1.1. A number of schools in Scotland are recognised as national centres of excellence. These include schools which focus on sport, dance and musical theatre.
- 1.2. The Glasgow School of Art and Renfrewshire Council have been working closely together in order to explore the potential of developing a specialist school of creative education that will become a centre of excellence based in Renfrewshire.
- 1.3. This proposal would be a significant contribution to Renfrewshire's ambitions in harnessing the potential and power of culture and creativity to:
 - widen participation;
 - build engagement, resilience and cultural capital;
 - raise educational attainment across a broad range of curricular areas; and
 - improve the life chances of young people.
- 1.4. Castlehead High School in Paisley has been identified as a suitable location for this partnership with the Glasgow School of Art.
- 1.5. In the first instance, it is proposed that Renfrewshire Council and the Glasgow School of Art agree a memorandum of understanding (MOU) that will enable the development and implementation of partnership working to enable Castlehead High School to take the first steps to becoming a centre of excellence in creative education. A copy of the MOU is included as Appendix 1 for information.
- 1.6. Initial planning and exploratory activities will include teacher continuing professional development, the delivery of Glasgow School of Art open studio programmes and engagement with partners and others in this sector.

2. Recommendations

- 2.1. The education and children's services policy board is asked to note the contents of this report and agree that Renfrewshire Council should continue to develop a partnership with the Glasgow School of Art in line with the memorandum of understanding (see Appendix 1).
-

3. Background

- 3.1. A number of schools in Scotland are recognised as national centres of excellence. These include schools which focus on sport, dance and musical theatre.
- 3.2. The Glasgow School of Art and Renfrewshire Council have been working closely together in order to explore the potential of developing a specialist school of creative education that will become a centre of excellence based in Renfrewshire.
- 3.3. This proposal would be a significant contribution to Renfrewshire's ambitions in harnessing the potential and power of culture and creativity to:
- wider participation;
 - build engagement, resilience and capital culture;
 - raise educational attainment across a broad range of curricular areas; and
 - improve the life chances of young people.
- 3.4. Castlehead High School in Paisley is a comprehensive school serving the local community across the full range of curricular areas. This proposal will allow Castlehead the opportunity to further extend very good learning and teaching to meet the needs of all young people.
- 3.5. In the first instance, it is proposed that Renfrewshire Council and the Glasgow School of Art agree a memorandum of understanding (MOU) that will enable the development and implementation of partnership working so that Castlehead High School can take the first steps to becoming a centre of excellence in creative education.
- 3.6. The memorandum of understanding will focus on the following objectives:
- raise attainment through creative approaches to learning across and within the school curriculum;
 - build confidence and growth mindsets in all young people;
 - increase the number of positive destinations into employment, self-employment, further education and higher education;
 - be recognised as an accessible centre of excellence of creative education

- promote global citizenship; and
- promote equity and excellence across all learning and teaching for young people.

3.7. The approach taken will:

- develop and apply creative learning and teaching approaches which are appropriate across the school environment;
- develop the professional skills of teaching staff;
- develop a BEd and MEd qualification for GSA students to work with the school;
- develop support and infrastructure to deliver the new curriculum and pedagogy; and
- develop longitudinal research / evaluation of student outcomes, positive destinations and overall social impact.

3.8. An advisory group and governance board will be established in order to ensure the partnership develops appropriately. In particular, these groups will focus on:

- innovative approaches to pedagogy and assessment;
- industry/practitioner involvement;
- widening access;
- creativity, innovation & enterprise;
- improving levels of attainment;
- public and private sector funding opportunities;
- creative sector endorsement; and
- an annual cultural calendar.

3.9. This approach should provide a range of benefits for our young people including:

- creative education strengthens problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the world of work;
- creative, studio-based pedagogy provide young people with an opportunity to develop cognitive and creative skills, and to develop their imagination, innovation and ambition;
- for some students, creative arts and technology is a motivation for coming to school and an area where they have success or excel; and
- creativity and creative learning provides the environment where young people can become more tolerant and open through multicultural and historical perspectives and through their reflections in the creative process itself.

Implications of this report

- 1. Financial Implications**
Opportunities for securing financial resources to support the proposal will be explored and developed.
- 2. HR and Organisational Development Implications**
None.
- 3. Community Plan/Council Plan Implications**

Children and Young People	- Ensuring all our learners have opportunities for improving attainment.
---------------------------	--
- 4. Legal Implications**
The MOU is not a legally binding document. It provides an opportunity for a shared partnership approach. Any proposals with legal implications would be reported at a later date.
- 5. Property/Assets Implications**
None.
- 6. Information Technology Implications**
None.
- 7. Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
- 8. Health and Safety Implications**
None.
- 9. Procurement Implications**
None.
- 10. Risk Implications**
None.
- 11. Privacy Impact**
None.
- 12. Cosla Policy Position**
None.

List of Background Papers

None.

Children's Services

GMcK/LG

16 October 2017

Author: Gordon McKinlay, Head of Schools, Tel 0141 618 7194.

Memorandum of Understanding

Between

**Children's Services, Renfrewshire Council
(the Council)**

And

**The Glasgow School of Art
(the GSA)**

Vision

This Memorandum of Understanding (MoU) sets out how the Partners, Renfrewshire Council (“the Council”) and The Glasgow School of Art (“the GSA”), intend to work together with a view to achieving their shared vision of establishing a School of Creative Education for 11 – 18 year olds in Paisley which nurtures and attracts learners regardless of their background.

The School will place studio-based pedagogy and design thinking at the heart of the curriculum including its application within literacy and STEM subject areas, raising learner’s aspirations and attainment.

By 2021 we will have established a School of Creative Education in Paisley and be working towards becoming a UK Centre of Excellence which nurtures and attracts learners by innovative teaching and learning regardless of learner back ground to achieve successful outcomes.

Purpose and Status of the MoU

The purpose of this MoU is to progress open ambition between the Partners and, with the exception of the paragraphs below on Confidentiality, Use of Information and Intellectual Property, it is not legally binding. Appropriate written agreements, signed by authorised representatives, will be required to give effect to any formal arrangements the Partners decide to make.

Confidentiality

This paragraph is legally binding. Discussions between the Partners shall be confidential and details may only be disclosed to a third party if both Partners agree, in writing, or if the disclosure is required by law.

Use of Information

This paragraph is legally binding. Information provided by either of the Partners may only be used by the other for the purposes of this MoU.

Intellectual Property

This paragraph is legally binding. Neither Partner shall use the other’s intellectual property without prior written consent. Any intellectual property developed as a result of this MoU will require an appropriate written agreement.

No Exclusive Rights

This MoU does not confer any exclusive rights and neither of the Partners is precluded from entering into any arrangements or agreements with other bodies, whether in the UK or overseas.

Purpose

A number of schools in Scotland are recognised as “National Centres of Excellence in Scotland”. These schools include specialist areas such as music (one for traditional music), sport or dance and musical theatre.

The Glasgow School of Art and Renfrewshire Council met in the early part of 2017 to explore the potential of developing a Specialist School of Creative Education that would become a UK Centre of Excellence in Paisley (“the UK Centre of Excellence”).

This would be a significant contribution to Paisley’s ambitions to harnessing the potential and power of culture and creativity to widen participation, build engagement, resilience and cultural capital, raise educational attainment across a broad range of subject areas and the life chances of the young people of Paisley.

Objectives

The Partners aim to achieve the following objectives:

Objectives

- Raise attainment through studio-based pedagogy across and within the School curriculum
- Build confidence and growth mindsets in all learners (academic and social)
- Increase the number of positive destinations into employment, self-employment, FE and HE
- Be recognised as an accessible centre of excellence of creative education
- Promote global citizenship
- Promote equity and excellence across all learning and learners

Approach

- Develop and apply studio based/problem solving/critical thinking pedagogies appropriate the School environment
- Develop the professional skills of teaching staff
- Repurpose the Castlehead High School curriculum
- Develop a BEd and MEd qualification with a partner university to work with the school, incorporating learning and teaching opportunities including workshops, CPD, pathways through school to Higher Education, live briefs with industry
- Develop the support and infrastructure to deliver the new curriculum and pedagogy
- Develop longitudinal research / evaluation of student outcomes, positive destinations and overall social impact

Duration

It is anticipated the Partners will continue to work together in terms of this MoU between September 2017 and September 2018 as an initial phase to:

Build the partnership through initial planning and exploratory activities (Sept – Dec 2017) including:

- Visit to GSA
- Engagement with other specialist Schools including the School of Creative Arts Plymouth
- Teacher continuing professional development (CPD) learning opportunities
- Delivery of appropriate GSA Open Studio programmes
- Consultation with young potential beneficiaries to inform developments

Establish an advisory group and governance board (Oct 2017 – Dec 2017)

- With people who can steer:
 - innovative approaches to pedagogy and assessment
 - Industry/practitioner involvement
 - Widening access
 - Creativity, innovation & enterprise
 - Attainment
 - Public and private sector funding
 - Sector endorsement
 - An annual cultural calendar

Develop a model for longitudinal research and evaluation (Jan 2018 -)

- Develop research and knowledge exchange
- Develop PhD Research Projects
- Publish research impacts

Benefits

Some of the wider benefits the UK Centre of Excellence will deliver are:-

- Creative education strengthens problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the world of work
- Creative, studio-based pedagogy provide students a chance to develop cognitive and creative skills, and to develop their imagination, innovation and ambition
- For some students art, design and technology is their motivation for coming to school and an area where they have success or excel, providing an important balance in their total educational experience
- Creativity and creative learning provides the environment where young people can become more tolerant and open through multicultural and historical perspectives and through their reflections in the creative process itself

Opportunities the Partners Wish to Explore

In discussions partners wish to explore opportunities to

- Continue to work towards closing the poverty-related attainment gap through creative learning;
- Improve the quality of learning and teaching across the curriculum;
- Establish Castlehead High School as an exceptional centre for creative teaching and learning; and
- Continue to encourage young people and families to choose Castlehead High School as their secondary school of choice.

Key Contacts

The key contacts, who will be responsible for monitoring progress, reviewing this MoU and managing the co-operative relationship between the Partners, are:

For the Council:

For the GSA:

Sandra Black Chief Executive

Signed on behalf of the Council

Date:

Professor Tom Inns Director

Signed on behalf of the GSA

Date:
