

Evaluation report

April 2026

HARINGEY CREATES

“There is young potential. If we don’t plant the seeds, we cannot expect flowers to grow. This is what Haringey Creates does, it nurtures this potential and this process. They are a really important and valuable organisation in Haringey.” (Network member)

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INTRODUCTION

Haringey Creates is Haringey's *Local Cultural Education Partnership*. A collaborative network of local schools, artists and creative and cultural organisations working together to improve access to arts and creativity for all children and young people in the borough.

The partnership is made up of Alexandra Palace, Collage Arts, Jacksons Lane, Bernie Grant Arts Centre, Groundswell Arts, Haringey Shed, Haringey Learning Partnership and Haringey Education partnership, Haringey LA and Streetz Ahead.

Haringey Creates has 3 main aims:

- **Increase access** to high-quality arts, culture and creative education for young people.
- **Narrow gaps** in opportunities so that access isn't limited by background or circumstance.
- **Use arts and creativity to boost wellbeing and agency**, helping young people express themselves and build confidence.

Haringey Creates does this by:

- **Connecting schools with artists and arts organisations** so children and teachers can collaborate creatively.
- **Offering professional development (CPD)** for teachers and artists, especially to support the delivery of arts and creative pedagogy in schools.
- **Showing young people creative and cultural career pathways** and encouraging participation in the creative industries.
- **Hosting events and summits** that bring together educators, creatives and young people to share ideas and celebrate.

Haringey Creates and the Arts Council

In April 2024 Haringey Creates received funding from the Arts Council to support their work, with the following aims:

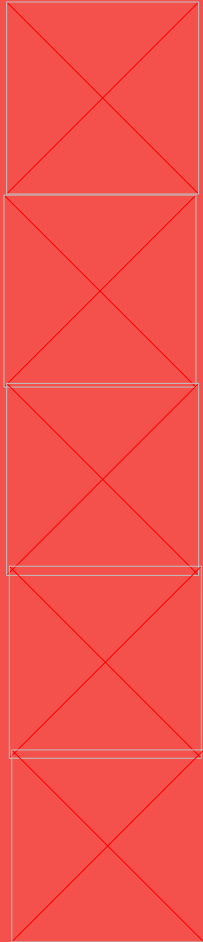
1. Reach and include children & young people across Haringey
2. Develop school capacity
3. Improve the sector, increase access and grown the creative network

This evaluation report

This report summarises available monitoring data collected by Haringey Creates and a series of 11 supplementary interviews with Haringey Creates education partnership stakeholders, creative and educator network members.

The evaluation report combines insights about the operational work Haringey Creates has delivered and the observable outcomes that have been created, as set out in Haringey Creates measurement framework.

FINDINGS SUMMARY



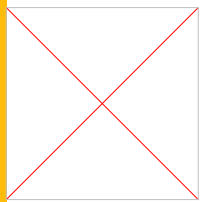
Haringey Creates is contributing to a well connected, diverse network of educators and creatives

Breaking down barriers to funding is enabling greater access to arts and cultural opportunities for young people

Collaboration is successfully furthering the creative ambitions of schools across Haringey and the quality of opportunities available

Haringey Creates is building awareness, skills and opportunities for young people to pursue creative careers

Haringey Creates is leaving a legacy in creative pedagogy and funding sustainability for creative work in schools



A DIVERSE CONNECTED NETWORK

“They've built networks of schools, lead within schools and also artists. It's good to see they're developing innovation. It's such a strong and rich network.”

In a London borough that is rich in the arts, creativity and cultural heritage, Haringey Creates is playing a critical role in building and strengthening a diverse network who are committed to enabling creative inspiration, experience and opportunity for children and young people.

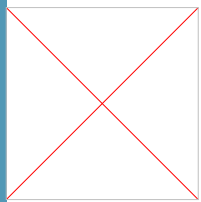
Haringey Creates has successfully expanded the borough's cultural education network and brought new partners into a more connected way of working. Alongside ongoing collaboration with HEP and Haringey Council, partners have included Jacksons Lane, Collage Arts, Haringey Shed, Groundswell Arts, Alexandra Palace, Mango Studios, Frame Perfect, Made in Tottenham, Bernie Grant Arts Centre and Turning Earth, as well as 42 schools overall. This breadth of engagement matters because it shows Haringey Creates is doing more than delivering isolated projects. It is acting as a connective infrastructure. Communications growth also supports this, with 230 mailing list sign-ups and a modest but steady increase in social media reach, indicating broader awareness and interest in the network.

Connection and network building is critical to how Haringey Creates operates and the ecosystem it is fostering. **Awareness raising, connectivity and relationship building** between schools, artists and arts & cultural organisations is a critical outcome of Haringey Creates work and has acted as an important mechanism for growing creative opportunities young people can benefit from. *“As a fledgling organization years ago, it didn't have the network it has now and the ease of enabling projects to happen, I think they've become very fluid.”* (Haringey Creates partnership member)

By linking schools to various organisations, and bringing different members of the creative community together, Haringey Creates is building **awareness of opportunities available to schools**, resulting in greater engagement in these opportunities among schools across the borough. *“Schools are more aware of what's going on around them and what they need to be looking for, and we've definitely seen an increase in schools getting in touch about what we can do for them.”* (Creative)

A diverse creative network encourages the **sharing of different viewpoints, enriching understanding and appreciation of varied arts and cultural practices and experiences**. Critically, the work that has been catalysed by the Haringey Creates network; the projects and events being run has increasingly come to represent the diversity of Haringey. *“I'm listening to younger people, or people from various minorities, the world is not the same for all of us. It's really so valuable.”* (Creative)

The **connectedness** that results from opportunities to come together through Haringey Creates projects and events is fostering a sense of connectedness and mutual learning. Many of those who took part in interviews perceive to be benefitting in these ways from the connectedness that Haringey Creates is fostering. *“Where it has helped us, probably more, is more about being connected to other cultural organisations in the borough. There's learning that I've taken from that, organisational learning and also a sense of community. What's been really nice is building that connection, those connections and relationships with other organisations.”* (Creative)



ACCESS TO CREATIVE OPPORTUNITIES

"The fact that it's free, it means that wider numbers of young people can access that work that otherwise schools might not be able to do."

Across all strands of it's work, **Haringey Creates has directly engaged over 1,000 participants and reached more than 2,000 through combined participation and audience engagement.**

Creative Conversations alone reached over 400 students. The Cultural Education Summit engaged over 60 attendees in year 1, while Creative Careers activity reached around 150 young people, with additional school-based careers engagement reaching up to 75 pupils per event. The 2025 Youth Festival reached over 100 attendees and Green Creates engaged around 120 participants, including children and families.

Taken together this shows clear growth in reach, visibility and participation, widening access to creative opportunities in Haringey.

Many have noted **the growth in awareness of arts and cultural activities and opportunities.** Communications reach has grown, with 230 mailing list sign-ups and Instagram increasing from 799 to 834 followers. Case studies and interviews suggest that schools and partners are now more aware of what exists locally and how to connect into borough-wide opportunities through Haringey Creates.

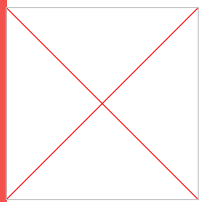
One of the standout features of Haringey Creates is its emphasis on **providing space and support for educators to engage directly with artists.** This collaborative approach allows ideas to flourish organically, responding to the needs of schools and optimising the contributions of creative individuals and organisations working with them. *"Space is provided for you to talk with artists and come up with the ideas, rather than just an open application. It's hard to find time to do funding applications in*

school. It's a much more supported way of trying to develop a project and we definitely benefited from that approach." (Educator)

Creative conversations in particular has played a pivotal role **in building connections with new schools, through flexible, creative funding opportunities.** These small pots of funding empower schools to trial projects and nurture new relationships, expanding the network's reach and impact. As highlighted, *"Having access to small pots of funding from Haringey creates has allowed us to run small projects that have helped develop relationships with schools we haven't worked with before."* (Creative)

The financial pressures and resource limitations experienced by school are **a critical barrier to creativity for young people that Creative Conversations helps to overcome.** *"Students thrive on practical, creative skills but the barriers that they are facing in the school is that a lot of the parents can't afford even their instrumental lessons. So the fact that I was able to run this project, and that we had 25 students take part every single week means that they really want it."* (Educator)

Haringey Creates is particularly valued for **it's care for the creative education community** and for its commitment to supporting schools in meaningful ways to access creative opportunities. This nurturing environment strengthens relationships and positively influences pupils. As one participant shared, *"They've just been so supportive of us, and they really do care about the community. I was very touched when they said that they will help us last year. I just hope that they can continue, because it has been such a difference to the way it was."* (Educator)



CREATIVE COLLABORATION & QUALITY

"Haringey Creates has created a space for collaboration, and I think it's a really democratic space."

Collaboration across the Haringey Creates community focuses on **establishing relationships, catalysing inspiring opportunities** that respond to educators' needs and goals, and **optimising the contribution of creative individuals' knowledge and practice** to achieve those goals.

Partnership working has enabled schools and young people to **access a wider range of artists, organisations, venues and creative experiences** than would otherwise not have been possible. Creative Conversations, Youth Festival activity, Green Creates, the Summit and careers work have all been strengthened by collaboration between schools, cultural venues, artists and youth organisations. This has made activity more varied, more inclusive and more connected to progression opportunities. In this sense, the partnership is more than the infrastructure of Haringey Creates, it is **an enabler of quality, ambition and relevance of opportunities for children and young people**.

Many interviewees described the collaborative approach Haringey Creates takes to seeding connections and collaboration as central to the experience and success of their projects. The partnerships bring local individuals and organisations, and a diverse range of subjects, practices and ideas together. Open dialogue and direct communication with project leads and interested creatives allow projects to be tailored to the specific aims and aspirations of schools and young people. *"We got to speak to the lead teachers firsthand, identified what it was that they wanted to deliver for the students at the school, and then that way, we were able to outline a potential project that could be delivered."*

(Creative)

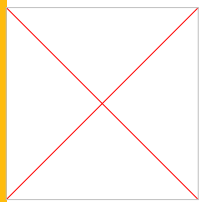
Educators also discussed how **many of the creative individuals and arts and cultural organisations are well experienced and understand the most appropriate ways to successfully engage particular children**.

This is something that was considered particularly beneficial in the collaborations for schools. *"It was something totally different, because we could strip back a lot of the in depth and complicated explanations, and we just made fun. it was brilliant."* And I was quite surprised at how enthusiastic they were about it." *(Creative)*

"Being in a classroom with the students allowed a more direct report, allowing us to gauge the young people and find ways to interact and engage in the most suitable and effective method." *(Creative)*

Haringey Creates has increased the borough's collective capacity and reach by developing working relationships with multiple stakeholders and has enabled responsive cross-partner collaboration across schools, arts organisations and events. This has been key to **broadening the art forms, settings and communities reached** through Haringey Creates' work. The availability of financial resources alongside this **has improved the quality of arts and cultural opportunities** available to young people.

"Haringey Creates were the first organisation to just actually put some money towards the young people performing at Jacksons Lane. They have a proper technician, and have a proper music-maker come in and workshop with them. Community arts and localized arts shouldn't be less than, but often they are. We're not talking about large amounts of money, but it just it all enabled us to go, okay, the young people are going to be on a proper stage with proper lighting and proper sound." *(Creative)*



BENEFITS FOR YOUNG PEOPLE

“We want the pupils to see themselves in these creatives. That’s what sets Haringey Creates apart. Local organisations rooted in place and rooted in communities that are all working for the same thing; they want young people to thrive and be themselves and having that connection between them all is really powerful.”

Through its direct work in schools, and the curation of events and tools for schools, Haringey Creates is raising young people’s awareness around real opportunities, experiences and pathways to creative careers.

Across Creative Conversations, Youth Festival activity, Creative Careers events and youth board engagement, young people have worked collaboratively, developed performance, creative and leadership skills, and taken part in shared borough-wide opportunities. Discussions with operational staff, educators and creatives involved in these activities have strongly suggested a number of benefits for young people. *“We talk about routines and procedures in life, and this project gave them an understanding that if they have a good routine, they will see the progress.” (Educator)*

Young people are being given **practical work experience and immersive opportunities across a range of arts and creative mediums** including art, drama, dance and music to build skills that are relevant to their areas of interest and expression. Feedback from young people, teachers and creatives reflect **high levels of engagement in these activities alongside skill development**. *“The class teacher was giving us high praise about how much the kids enjoyed it. After every session the students just continued to talk about the experience they had.” (Creative)*

“They had lots of choral training... You could see that they were

Young people are excited and inspired by opportunities to work with professional creative individuals and arts and cultural organisations that gives a sense of legitimacy to the work they’re involved in. From book publications, to recording studio sessions, to running school performances and showcasing projects at school fayres.

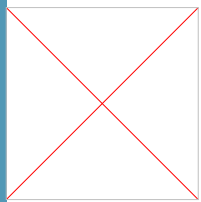
“We went to the recording studio... they were just so excited and giving them that opportunity to work with professional musicians really does make a big difference to their perception of life generally.” (Educator)

“Children become very excited about being able to achieve a really original piece” (Creative)

A number of teachers commented on the power of creative engagement opportunities for **young people’s wider school engagement and confidence**. *“We have boys who wouldn’t talk in the class in one of my lessons, very shy, very introverted, but one sang a solo in a concert. That boy...started to talk more across the school. He became more confident.” (Educator)*

“There were students that were very quiet, and through drama engagement, they suddenly started talking, whereas in traditional academia, they hadn’t. The development of curiosity in each other, as opposed to just the subject matter that’s being explored, creates greater social cohesion.” (Creative)

The evidence available for young people’s outcomes would be further strengthened by discussions of the benefits they have experienced



CREATIVE LEGACY WITHIN SCHOOLS

“There have been a lot of new opportunities come out of Haringey Creates, and Creative Conversations in particular. Extended projects and more funding. There’s a real legacy.”

Haringey Creates’ work is **building creative teaching and pedagogy within schools**. The connection of artists, creatives and educators is enabling teachers and schools to take away new skills and practices from the projects they run, collaborative events they take part in and the capacity-building opportunities that Haringey Creates is delivering. The building of school capacity has been particularly furthered through the CPD offer and partnership working taking place across the network.

Much of the capacity building is focused on **sharing and exploring accessible, replicable and engaging practice models** and approaches that teachers are learning to apply to their work, supporting cross curricular teaching and cascading through schools via sharing with peers. *“I think a lot of teachers just really love the ease and the straightforwardness of the workshops and the exercises that I bring in. I see them, week in, week out, furiously scribbling down the processes and later telling me they’ve run one of my workshops.” (Creative)*
“I’ve castigated the learning to my colleagues, and we’ve benefited from that, for sure.” (Educator)

Across the broader network of Haringey Creates, **creative practitioners** are being inspired to **think more deeply** about their **contributions and opportunities for creative education**. Strong feedback from the Creative Education Summit workshops, panel discussions and keynote content suggests that practitioners were not simply present but actively reflecting on the realities and opportunities of working in education.

All of these experiences are strengthening the borough’s creative education ecology and the confidence of partners to engage with and empower schools.

In some instances, initial projects and collaboration ideas are leading to **long term partnerships between schools and artists**, and catalysing opportunities to grow and expand the scope of creative projects taking place in schools.

“The creative conversations led to the Paul Hamlin two-year funding and led to us building a really good relationship with Paul Hamlin, and now we’re just launching a three-year program with them on arts-based learning into the wider curriculum. So that’s that’s a legacy of five years of work that has come from that initial Creative Conversation.” (Creative)

A critical enabler of creating legacy within schools has been through the **provision of funds** for connecting schools and creatives to run creative projects. Many educators reference funding as a central challenge to creativity in schools and note the essential role of funding for Creative Conversations in particular to seed learning through collaboration.

1. CREATIVE CONVERSATIONS

Creative Conversations is a collaborative initiative run by *Haringey Creates* that brings *teachers* together with *creative practitioners and cultural organisations* to run creative projects within schools. Creative Conversations aims to:

→ **Build relationships between schools and creatives**

Creative Conversations is about *meaningful collaboration*, giving teachers and artists space to connect, explore shared interests and possibilities for co-creation.

→ **Develop and deliver bespoke creative projects in schools**

In conversation, participants work towards *developing a unique creative project idea* that can further creative opportunities for young people.

→ **Seed funding opportunities for creative legacy**

Opportunities to apply for small scale funding that will seed the creative projects; turning discussions into real activity for young people.



1. CREATIVE CONVERSATIONS

The essence of **Creative Conversations** lies in the collaboration between **schools** and **creative** organisations.

Haringey Creates has worked with 42 primary and secondary schools to explore creative project opportunities for the benefit of children and young people across the borough.

Year 1 (2024/2025)	Year 2 (2025 up to March 2026)
✓ 16 schools engaged in Creative Conversations project opportunities ✓ 24 arts and creative sector partners engaged in delivering Creative Conversations projects ✓ 15 Creative Conversation projects undertaken	✓ 17 schools engaged in Creative Conversations project opportunities ✓ 15 arts and creative sector partners engaged in delivering Creative Conversations projects ✓ 14 Creative Conversation projects undertaken
Overall	
✓ 44 families involved in Creative Conversations projects ✓ Over 400 children and young people involved in Creative Conversation projects undertaken	

1. CREATIVE CONVERSATIONS

“We take our projects to the community, and we prioritise the schools in the east of the border.”

Creative conversations has worked with 42 schools across the borough of Haringey with a focus of growing access to arts and cultural opportunities for young people, and on widening participation and reaching under-engaged young people in the east of the borough. While demographic data for young people benefiting from Creative Conversations is not known, the socio-economic profile of the schools Haringey Creates is working with indicates a successful reach to young people in East Haringey.

77
%

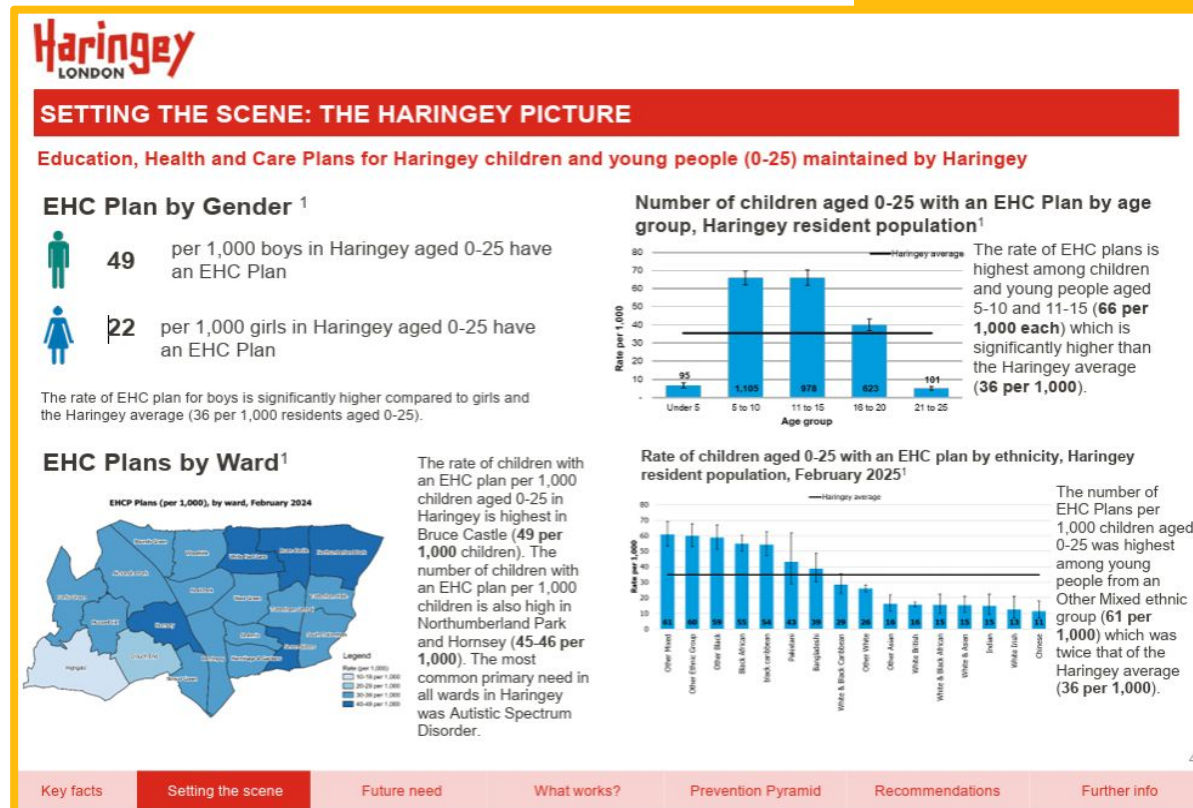
of Haringey Creates schools are in areas more deprived than most neighbourhoods in England

41
%

of Haringey Creates schools are in areas more deprived than most neighbourhoods in Haringey

67
%

of Haringey Creates schools that are in the most deprived neighbourhoods are in the top 75% most deprived neighbourhoods



1. CREATIVE CONVERSATIONS

Impact case study: Photography as living archives, Muswell Hill Primary School

The 'Photography as Living Archives Project' at Muswell Hill Primary School focused on photographers of African Caribbean origin to understand the history of Black existence globally. The project coincided with Black History month and was designed to align with school curriculum goals and to enable children to connect their art practice, their personal lives and their wider communities. It aimed to foster creativity, criticality, and cultural understanding, and included a range of creative practices such as collage, painting, enlargement, sculpture, and creating light boxes.

The project took a whole school approach, working with Years 1 to 6 in a cross-curricular way that included elements of history, literature and science. As part of the project, two CPD sessions were run with teachers; one focussed on the concept of 'listening to images and the other on 'choice-led learning' to allow flexibility and autonomy in teaching pedagogy. Creatives guided students through the process of capturing photographs that reflected community life, personal stories, and significant events and were given the tools to continue delivering creative approaches to teaching pedagogy beyond the project's conclusion. The project

concluded with a 'night at the museum' themed event where classes were transformed into gallery spaces to showcase student's creative outputs with the wider school community.

The whole school approach to integrating art and creativity across the curriculum involved the following activities:

- Year 1 examined style, creating magazine covers inspired by James Barnor and Ahmet Frances.
- Year 2 explored how the ordinary becomes iconic, inspired by Simon Frederick and Dennis Morris.
- Year 3 used post-independence Malian photography to explore celebration, movement, and posing.
- Year 4 focused on street photography to capture everyday and community life.
- Year 5 examined race relations in the UK and US through work by Margaret Cameron and Carrie Mae Weems. Children created a large installation of hands holding placards, sculpted from clay.

The school now has a structure for a 5-year project which will evolve as students move through the school.

Teachers have a toolkit of creative pedagogy

underpinned by a

creative curriculum designed to be delivered annually as a meaningful and high-quality approach to delivering broader curriculum goals. Students engaged well in the workshops and learned a range of new creative techniques and connecting with topics around their own cultures and community to make sense of their identities. The project was considered to have benefited some students' wider active engagement in their learning. The project was also said to have injected new creativity into the curriculum, allowing teachers to bring passion and interconnect different subjects.



1. CREATIVE CONVERSATIONS

Impact case study: Poetry projects, Rokesly Junior School

Over two school years, Haringey Creates enabled a local poet to work with Rokesly Junior School. This partnership started with the 'This Is Me' project in 2024 where 90 year 5 pupils created a poetry anthology about their worlds. In the second year, year 4 pupils created the 'Partners in Poetry' book which represented collaborative work that children undertook, exploring a number of different themes including kindness. Both projects resulted in the publication of a poetry book and book launch events, with over 170 children becoming published authors.

The process of creating poetry involved **mutual enjoyment** by both teachers and children who engaged well in the activities, and were energised by the creativity involved in producing the poems. The process itself was both educational and personally rewarding. Kids were guided through brainstorming, drafting, and sharing poems, often in group settings where ideas flowed freely among participants.



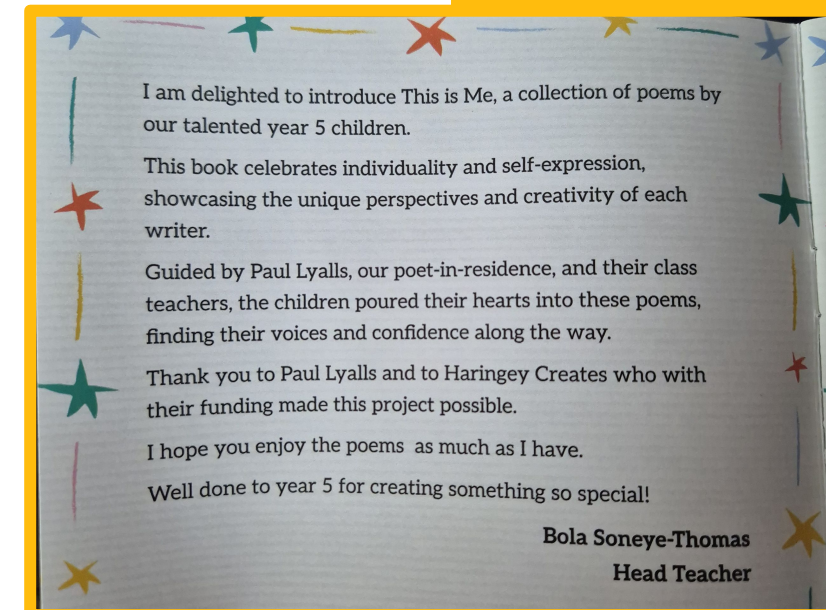
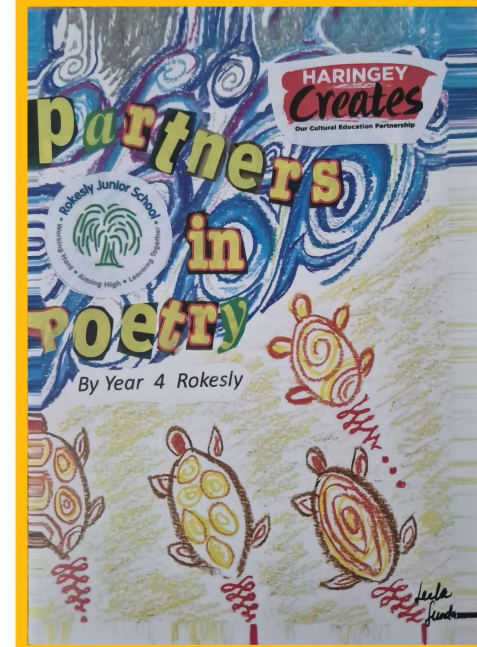
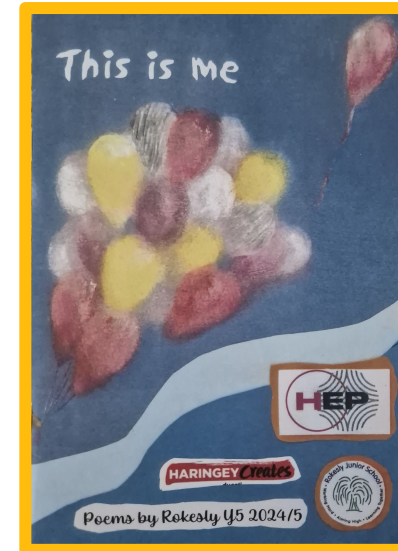
The creative process particularly enabled teachers and children to reflect and discuss their ideas and **build their creative skills together** in an environment that fostered shared expression and meaning.

"The poetry project gave everyone, kids and adults, a chance to reflect and see how their ideas could change, develop, and become something shared and celebrated." (Creative)

A sense of empowerment among both teachers and children was observed, whereby being given a voice and expressing perspectives on different issues as well as being given new tools and practices to work with benefitted both learning and teaching practice. *"Teachers were really present, not just guiding but also writing. Kids seemed more confident with each session as they realised their words mattered."* (Creative)

The publication of the books and subsequent launch events at school fairs offered a powerful platform for children to celebrate their achievements, reinforcing a sense of personal accomplishment and community pride.

"It means a lot to kids in different ways, there's a fun celebration, it (the book) lasts forever, which is quite special." (Creative)



1. CREATIVE CONVERSATIONS

Impact case study: Duke's Aldridge Academy voice training & summer concert

Duke's Aldridge Academy is located in one of Haringey's most deprived wards, and within the 20% most deprived in the country. This ward has the second lowest GCSE attainment score and the worst Attainment 8 score in the borough. *"We have a lot of students who are Pupil Premium, and students in free school meals."* (Educator)

Before being funded to run a Creative Conversation project, the expressive arts department had been looking for opportunities for more enrichment activities.

"This is an area that's squeezed and it's really limiting young people's ability to flourish and to be able to connect with who they are and learn in ways that are meaningful to them." (Educator)

The project involved 12 weeks of voice training leading up to a school concert. Initially students were reluctant to take part, due to low confidence and self-image. However, the facilitator was praised for their ability to connect with and support the students, giving them skills and ownership to self-organise their time and progress in rehearsals.

"They were amazing with the students, able to connect with them and give them that confidence. They had lots of training and the same vocal programme every week. You could see that they were developing every week. Giving them a routine really helped them. It just gave them an understanding that if they have a good routine, they will see the progress." (Educator)



Vocal training helped young people to **develop pitch, articulation, phrasing and the vocal agility** of their voices which in turn built their **confidence to perform** and feel safe in front of their peers and audience which was reflected in students volunteering for solo performances and in the overall quality of the concert event.

"Providing a forum for the students to stand up in front of each other, feel safe and build on the vocal agility of their voice, I think that gave them that confidence, that they could perform and sing." (Educator)

The concert enabled the students to **showcase their talents and skills** to other pupils, staff and their families, **building their confidence**, sense of self, as well as acting as role models and inspiration for others at the school.

"On the day of the concert they nailed it. SLT came up to them. They were given every assembly that week and they were so touched by it." (Educator)

The project and connection with Haringey Creates has given Duke's Aldridge Academy **opportunities to work with other creative organisations** following this project. The new creative experiences are inspiring young people, providing inspiring creative engagement and broadening horizons for students

"We worked with Collage Arts, and went to a recording studio. They'd never been to a studio. They hadn't seen that equipment. They were just so excited. Giving them that opportunity to work with professional musicians really does make a big difference to their perception of life generally." (Educator)

2. CREATIVE EVENTS

Haringey Creates curates a range of events and summits that bring together educators, artists, creative organisations, young people, and sometimes wider community members. These activities **celebrate creative learning, share good practice, build connections, and spotlight the role of arts and culture in education and community life.** These events aim to:

→ **Build connection and awareness**

Bringing schools, creatives and community stakeholders together to build relationships and enable collaboration.

→ **Share learning and spark ideas**

Demonstrate creative techniques pedagogical insights and arts-in-education practice.

→ **Elevate creative work across Haringey**

Showcasing skills, creative outputs and panel discussions to highlight the value of creativity in



2. CREATIVE EVENTS

“I get asked to sit on panels and speak for a lot of these kind of things. They just seemed to be there in a form of tokenism, whereas the Haringey Creates ones, I think were genuine comings together of educators and creatives and open conversations. So I thought they were brilliant.”

Creative Career Days

- | Year 1 (2024/2025) | Year 2 (2025 up to March 2026) |
|---|---|
| ✓ 136 attendees <ul style="list-style-type: none">▪ 104 young people▪ 22 educators | ✓ 114 attendees <ul style="list-style-type: none">▪ 88 young people▪ 12 educators▪ 14 creative orgs & individuals |
| ✓ 60+ attendees | ✓ 23 attendees |
| ✓ 124 attendees <ul style="list-style-type: none">▪ 192 children▪ 32 educators & parents | <i>The year 2 event will take place on [date]</i> |

Cultural Education Summit

Green Creates

2. CREATIVE EVENTS

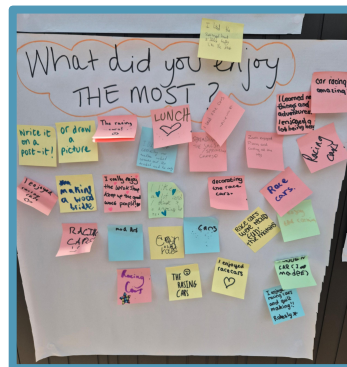
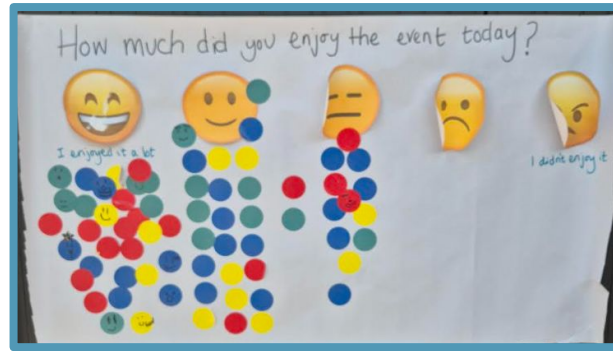
Impact case study: Green Creates 2025 at Alexandra Palace

Green Creates is an immersive one-day project providing engaging, hands-on learning experiences for children, teens, and community members, focusing on sustainability, mindfulness, and environmental responsibility. The activities are designed to empower participants to make eco-conscious choices, with a focus on reusing materials, reducing waste, and supporting community development.

Over **140 students** and more than **30 teachers, parents, and carers** took part in a vibrant day of creativity, innovation, and collaboration, co-created by Haringey Creates and Alexandra Palace. Partners who took part included **LK Yoga and Wellness** for bringing a grounding wellness dimension to the experience. With workshops ranging from **Racing Cars, Future Machine**, and **Forest School Arts**, to **Sustainable Cooking** and **Quilt Club** run by partners across the Haringey Creates network of arts and creative sector organisations.

The event provided young people with new opportunities to get involved in creative activities, with many young people indicating high levels of enjoyment of the event itself and a willingness to take part in more events such as Green Creates. When asked, many young people noted the racing car workshops, cooking and quilting as the activities they enjoyed the most.

During the event, Haringey Creates made new connections with schools who had not previously engaged in other areas of their work, creating an opportunity for parents to engage in creative activities with their children.



2. CREATIVE EVENTS

Impact case study: Creative Careers day 2024 at Capital City College

The Creative Careers Event 2024 brought together students and professionals to explore career pathways in creative industries. These events help young people better understand routes into the creative industries and meet practitioners and organisations directly, as well as take part in hands-on workshops and visit creative industry stalls. At the 2024 event 136 students and 22 adults came together to showcase and explore creative career opportunities for young people in years 10 and 11.



Feedback from the events highlighted a high degree of enjoyment and engagement with the practical workshops set up for young people, as well as meaningful interactions with professionals working in the creative industries.

“Students were encouraged to take part in the workshops, and the facilitators were skilled/knowledgeable.” (Educator)

“The workshops allowed us to explore the path we chose and actually be in the experience which was very useful.” (Young person)

In participant feedback, the event overall was scored 4.3/5 by creatives and 4/5 by students. The workshops were rated highest of the event activities, 4.5/5 by both creatives and students. The majority of feedback concerning what attendees found most useful was the opportunity for connection and networking.

“Networking with providers, organisations and creatives. Being able to speak to young people face to face about the opportunities we have on offer for them.” (Creative)



2. CREATIVE EVENTS

Impact case study: Cultural Education Summits

The Cultural Education Summit events aimed to foster collaboration and knowledge exchange among educators, creatives, and industry professionals. The event consisted of networking, workshops, performances and panel discussions to explore the opportunities and challenges in creative education. Together, the events have attracted over 80 attendees from primary and secondary schools, and individuals from arts and cultural industries.

An interviewee who attended the 2025 event spoke passionately about the importance of the **exchanges of ideas and perspectives** that happened at this event in the context of bringing a diverse network of educators and creatives together.

“I found it really useful, helpful and very inclusive and diverse. This is what is very important, especially in a place like Tottenham, where there are so many communities, and when they can be brought together and when they can express their views and their perspective. A very eye-opening discussion.” (Creative, 2025)

As with other events, attendees noted the value of **opportunities to connect and network, alongside the stimulating discussions** that were taking place and the engaging activities run through the workshop sessions.

***“It was interesting to see the outlook from other professionals and creatives and other potential methods that can be adopted.”
(Creative, 2024)***

“The panel discussion was rich and engaging. Great selection of people and representation. Interesting selection of workshops.” (Creative, 2025)

For both events in 2024 and 2025, **attendees scored the event overall 4.5/5** in the feedback data collected.

Average ratings out of 5	Panel discussion	Workshop	Keynote speech
2024	4.2	4.5	4.2
2025	4.3	4.6	4.3



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Haringey **HEP** **ELP** **Haringey Learning Partnership** **MADE BY TOTTENHAM** **Groundswell Arts** **COLLAGE ARTS** **HARINGEY SHED** **JACKSONS LANE**

3. CREATIVE CPD

CPD (Continuing Professional Development) offered through *Haringey Creates* provides access to structured learning opportunities aimed at **teachers, educators, and creative practitioners**. The purpose is to help them **build confidence, deepen skills, and strengthen practice in teaching and working creatively with young people**. Creative CPD aims to:

- **Strengthen teachers' confidence and skills in creative teaching practice**
- **Support creative practitioners to work effectively in schools**
- **Expand knowledge of creative tools, methods and practices**

Creative CPD supports teaching arts subjects directly, integrating creativity into the school curriculum and supporting broader learning goals through a series of small group sessions using practical activities and creative methodologies and strategies.



3. CREATIVE CPD

We are passionate about supporting teachers' professional growth through our Continued Professional Development (CPD) programme.

Haringey Creates has made an important contribution to building school capacity, particularly through its Continued Professional Development (CPD) offer. The offer has developed into a more structured CPD offer that has responded directly to school needs. Across the programme, 12 teacher CPD sessions and 12 artist CPD sessions took place, while a further 7 sessions were booked across 6 primary schools as the programme developed. Topics have included anti-racist practice, inclusive behaviour, SEND creative pedagogy, staff wellbeing and creativity. The CPD programme supported teachers and creative practitioners to deepen their understanding of inclusive, anti-racist and creative approaches to learning. Sessions focused on areas such as anti-hate and inclusive behaviour, staff wellbeing through creativity, SEND play skills and creative pedagogy. This has helped schools build confidence in embedding arts and creativity more meaningfully, while also helping artists better understand the needs and pressures of school settings.

Importantly, the programme adapted when take-up was initially slower than hoped, showing responsiveness rather than rigidity. That ability to listen, adjust and improve is itself part of the capacity-building story.

Year 1 model: 12 x 90 minute sessions for individual educators and creatives

- ✓ 7 teachers participated
- ✓ 14 creatives participated

- ✓ Year 1 workshops rated 4.6/5 by participants who responded to the feedback survey

Year 2 model: Partners engaged in year 1 provided tailored CPD support

- ✓ Collage Arts supported 2 schools through 2 half day sessions
- ✓ Groundswell supported 4 schools delivered through 5 half day workshops
- ✓ Haringey Shed delivered 3 half day workshops

3. CREATIVE CPD

Impact case study: Year 1 CPD for Educators participant

One educator from a Haringey school took part in the educators CPD sessions in year 1 of Haringey creates. They attended four sessions, focussing on creative pedagogy and collaborating with other teachers and artists through these workshop sessions. Initial motivations stemmed from wanting to expand their own creative pedagogy and support other staff as a middle leader.

“I wanted to get more ideas for how I could do a bit more training with my colleagues, like for their CPD as a middle leader, and also just get some more ideas for my own teaching.”

The CPD programme brought together teachers, artists, and researchers through a series of sessions focused on creative pedagogy and subject knowledge. Participants engaged in practical workshops, including sessions with a choreographer which were considered to be extremely valuable.

“Particularly sessions where we worked with artists were really good. We worked with a choreographer, and that was amazing... she shared so many ideas with us, which I’ve shared with my colleagues.”

The experience of taking part in the CPD sessions was also combined with the development of a Creative Conversations project opportunity, enabling educators at the school to co-develop a project idea with a local artist. This approach to enabling creative opportunities was seen as much more accessible than traditional funding routes which can be challenging to pursue.

“The way it’s done, where space is provided to talk with artists and come up with ideas is much more supported than just an open application... it’s hard to find time to do funding applications.”

A number of benefits were discussed as a result of engaging in the CPD for educators and connecting this with a Creative Conversations opportunity.

Creatives were seen to help build an **understanding of age and developmentally appropriate creative pedagogy** as well as , which had a big impact on teaching practice.

“One of the things that was really useful about it was she spoke about brain development, skills development in children of different ages. The PE curriculum doesn’t go any into any detail about these kind of considerations. It was really transformational, my teaching in dance last year compared to this year.”

“Essential knowledge, it encompasses a lot of things like inclusion and diversity, like children’s backgrounds. The language or expression that they use at home so that they can feel less intimidated by the formal learning environment and more empowered.”

As a result of new practices that have been put in place, there have been examples of **improved pupil confidence and skills**.

“I’ve seen confidence grow in children who struggle to show their ability in other areas... they’ve gained a new status in the class.”

Beyond the development of enhanced creative pedagogy, there were also **wider leadership and school wide benefits** of the CPD support and engagement with Haringey Creates more broadly.

“Developing my leadership skills, having stuff external from school that I can then bring in to support my colleagues is

3. CREATIVE CPD

Impact case study: CPD for EYSF and SEND engagement considerations

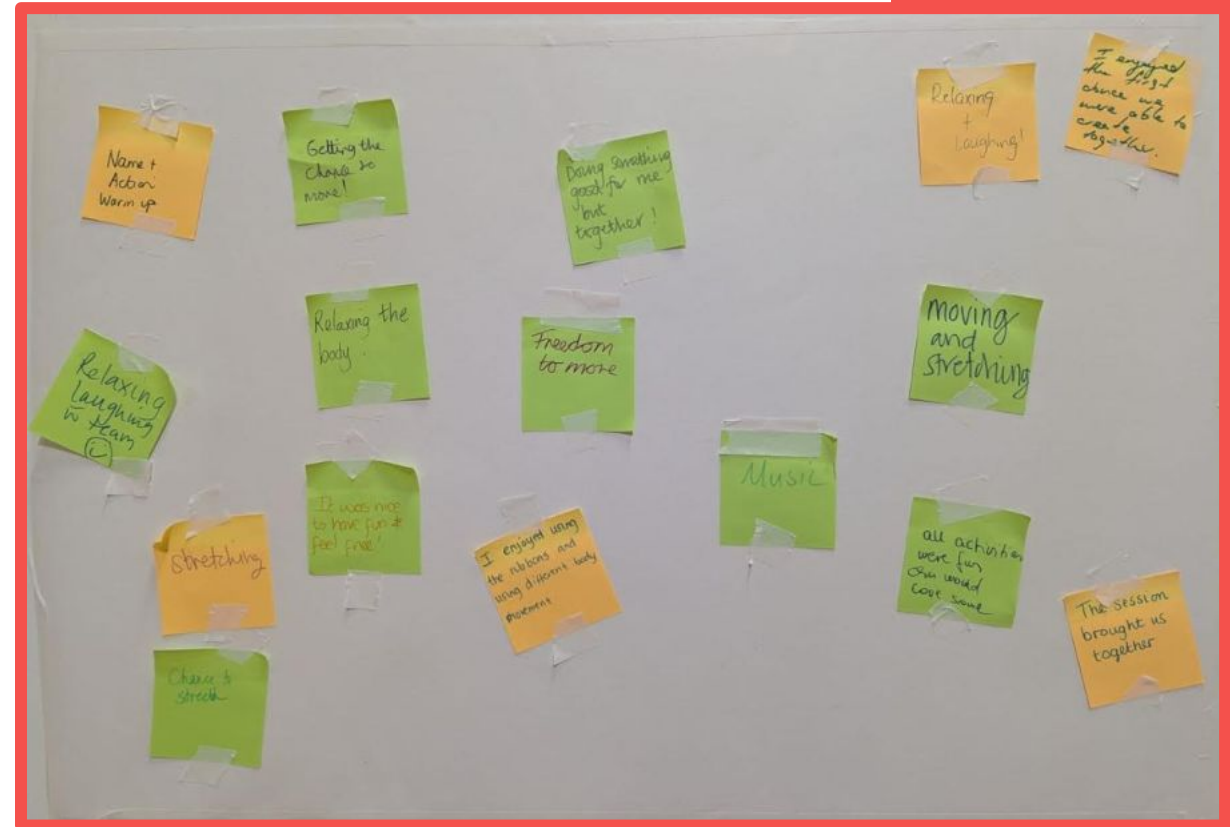
Haringey Creates has included SEND and early years activity through Groundswell Arts, specialist school partnerships and CPD focused on play skills and inclusive practice. Creative practitioners and teachers have engaged in work that is explicitly age appropriate, sensory, inclusive and responsive to need. The programme has also supported two participants to shadow and learn from experienced SEN and early years practitioners.

“We have just finished the session, and I am so grateful to her for leading it with such kindness.”

“Everyone was tired after a day of wet play but she made it so positive, inclusive and engaging with her lovely energy.”

“She came across as passionate and well informed about what she does and her instructions really reflected this.”

“If there are opportunities to work with her going forward, I would welcome them.”



3. CREATIVE CPD

Impact case study: Year 2 CPD Laughter & Wellbeing at the Vale

Beneficial

Nice to hear from
different people/groups

Positive, happy, more
team work vibes!

A great mix of ideas,
being together and
time to talk. Made
me think about being
playful again & it's
important!

Amazing well being
Team Vide 
Fun / Laughter



4. CREATIVE WORK EXPERIENCE

Haringey Creates opens opportunities for children and young people to get **real-world creative and cultural workplace exposure**. It's about connecting young people with organisations in Haringey who can provide the professional and immersive environments for young people to explore their interests, build practical skills and insights into **possible creative job opportunities and career paths**. Work experience aims to:

- **Create connectivity to work experience opportunities**

Showcase the opportunities available to young people within Haringey's creative network.

- **Give hands on experience in creative fields**

Placements to observe and participate in creative work, giving exposure to how creative jobs work in real life.

- **Build practical and professional skills**

Practice the skills that are important in different creative industries and the wider world of work.

- **Provide insight and confidence in creative careers**

Understand the realities of creative jobs and build belief in these as viable options post 16.



4. CREATIVE WORK EXPERIENCE

Work experience in the creative industries equips Haringey's youth with practical skills, professional insights, and a clearer vision of their career path.

Haringey Creates has delivered 8 work experience placements, giving young people hands-on experience in event management, arts administration and creative delivery. Alongside this, 2 Creative Careers events have helped young people better understand routes into the creative industries and meet practitioners and organisations directly. Film, media and youth leadership activities have supported progression through project-based learning in live cultural settings. A more structured work experience framework is now being developed so that these pathways can become more consistent and sustainable.

**Young people
opportunity referrals**

10 organisations offering work experience opportunities

**Work experience
placements**

8 young people and 2 trainee teachers

WEX directory

**Offering work experience opportunities from over 15 different
Haringey based organisations**

4. CREATIVE WORK EXPERIENCE

Impact case study: Creative work experience with Jacksons Lane

Jacksons Lane, a member of the Haringey Creates partnership, have been one of the creative organisations offering work experience opportunities to young people. Jacksons Lane is a creative and cultural hub and the UK's leading supporter of contemporary circus.

The work experience placements were delivered within the creative engagement team offering young people the opportunity to contribute to live projects and experience the day-to-day reality of working in an arts organisation. Rather than observing passively, young people are intentionally immersed into what's going on.

“Giving them the opportunity to be in a venue and absorb everything that is happening.”

Placements were often structured in small groups, enabling collaboration and peer learning. Work related activities included tasks such as supporting project delivery and contributing ideas to areas like marketing and programme design. They were encouraged to apply their existing skills in a creative professional context.

“You give them something like designing posters, and they just work it out... seeing how they can apply those skills in a professional setting is really valuable.”

The placements were felt to have **increased awareness of creative career pathways** and the experience changed young people's and parent's **perceptions** of what constitutes a “real job”.

“It's broadening their horizons about what a job is. Some parents think work experience needs to be a ‘real job’, but this is a real job.”

Young people **applied and developed practical skills** in a real-world context and helped them to see how those skills add value in creative workplaces.

“Seeing how they can apply those skills in a professional setting... and realise that's something they could do for a living.”

There was an unintentional **intergenerational element** which created unexpected opportunities for learning and connection with adult employees.

“That intergenerational connection has been quite interesting to see... a lot of the young people thrive in that environment, and we've also seen our older adults really enjoying having young people in the room.”

Through these work experience placements there was **mutual learning** taking place between staff and young people, and the value of young people's skills and perspectives contributed through their placements was a **mutual benefit** to Jacksons Lane.

“We're learning a lot about how young people thrive... how things are so intuitive to them sometimes. You give them something like Canva and they just work it out.”

JACKSONS LANE

4. CREATIVE WORK EXPERIENCE

Impact case study: Creative work experience with Groundswell Arts

Groundswell Arts, a member of the Haringey Creates partnership, have been one of the creative organisations offering work experience opportunities to young people. Groundswell Arts facilitates creative arts experiences for children, families, artists and creative practitioners.

The work experience placement model with Groundswell arts developed after testing and adapting based on experience to best align with their work to maximise value for them and young people.

Groundswell Arts initially piloted a traditional work experience model, hosting sixth form students for a short placement. However, this approach proved challenging due to limited alignment with the organisation's work and the students' interests.

"It felt not particularly useful for either party... not useful for the young people or us."

The placement offer was then redesigned to better reflect its expertise and capacity. Instead of short, general placements, they developed a more focused model aimed at early-career or emerging practitioners with a specific interest in arts practice.

"I wanted to do something that was more bespoke to the work that we deliver... something that was meaningfully making a difference to someone's existing practice."

This model enabled deeper engagement with areas such as early years practice and working with children with special educational needs and disabilities (SEND), including opportunities to observe and participate in real project settings.

"People need a chance to experience things and see how they are, rather than being thrown into them. It felt like something that would go somewhere... that it would have an impact."

The revised model enabled deeper, practice-based learning tailored to participants' interests and at early career stage. It also focussed on ensuring supporting the development of practitioners who could contribute to the sector in the future.

"It felt like we would also have a chance to build the sector locally."

The placement model enabled existing practice to be optimised by building skills for working in youth led and co-created approaches for delivering arts and creative practices.

"She was able to go and immediately put things into practice... 'I've got an idea about that.' They hadn't experienced anything as child-led or co-created... stepping back and allowing things to happen was a big revelation."

This model has importantly enabled sustained engagement beyond the placement.

"One of them has come back and done some training with us."

5. YOUTH VOICE

“We have really active youth boards across a lot of schools... subgroups of that, eco councils, playground groups, ambassadors connected to the to the local authority, things like that.”

As a partnership, Haringey Creates has optimised the opportunity of having access to multiple youth boards of the different partnership members to listen, engage and co-create with young people. Youth voice has been embedded through 6 distinct youth board and forum sessions, and through ongoing partnership with existing youth boards at Jacksons Lane, Collage Arts and Haringey Shed.

Youth voice is built into Haringey Creates in a practical and meaningful way. Rather than setting up a separate central structure, it works through existing youth boards and forums so that participation is rooted in trusted local organisations. Across the programme, 6 distinct youth board or youth forum sessions took place.

Young people contributed to the shaping of the Youth Festival, anniversary film activity and careers related events. Youth representatives also attended Steering Group meetings and fed into discussions about arts and cultural opportunity provision and priorities.

June 2024

A meeting with Jacksons Lane youth board led to putting on experiential workshops as part of careers focussed event rather than a careers fair.

May 2025

A meeting with Haringey Shed Youth Board helped to define what would be useful to have on the work experience directory in terms of accessing information about sourcing work experience placements in the creative sector.

October 2025

A meeting with Collage Arts Youth Board explored the best ways of signposting opportunities to young people within the Haringey arts and cultural world, knowing what's going and the need to make that visible which contributed to the newsletter & WEX directory. It was also agreed that a school setting was a good place to disseminate that information.

6. GROWING THE PARTNERSHIP

“QUOTE.”

Haringey Creates has built and sustained an award-winning borough-wide cultural education network that is more connected, more visible and more able to work together. Haringey Creates has created the conditions for stronger partnership, better joined-up delivery and a more coherent local cultural education offer.

Governance

Over the funding period, the Steering Group met 14 times, providing regular governance, momentum and shared oversight. The partnership also grew its membership, bringing Streetz Ahead on board in 2026.

Haringey Creates has continued to work as part of the wider Haringey Learning Partnership and has been steered in part informally by young people's involvement through the Youth Action Boards of partners.

Haringey Creates has strengthened the local infrastructure for cultural education, improved cross-sector relationships, contributed to Borough of Culture related thinking, and created better conditions for schools, artists and cultural organisations to work together.

There has been frustration with the limited engagement from Haringey Culture Collective, where there is opportunity to be realised to expand the contribution and potential of the Haringey Creates network.

Strategic outcomes

Feedback & evaluation

Haringey Creates has had regular spaces to thoughtfully and pragmatically review progress, reflect on learning and adjust delivery. Feedback has shaped the programme, particularly in relation to the CPD offer, which was reworked in response to early take-up and school need, and in relation to youth voice, where the programme chose to work through existing youth boards rather than creating a new central structure.

Haringey Creates environmental focus has been channelled primarily through the Green Creates event. Green Creates has successfully delivered project aims by engaging multiple schools and young people in creative activities coupled with environmental and sustainability learning. The event held at Alexandra Palace ran to planned capacity, engaging 7 schools across early years, primary, secondary and special educational needs provision.

Environmental outcomes

FUNDING INDICATORS (1/4)

1. Reach and include children & young people across Haringey

Indicators

Measures

Activities

12 new artist/organisation & schools collaborative projects showcased borough-wide

29 creative conversations projects

Youth inclusion:

Consultation with existing CYP forums

Youth Forum Co-creation & workshop sessions x 6

CYP members included in focussed Working Groups

YP are engaged in mapping provision with CYP lead

2 new CYP HC steering group members

5 mentors over 6 sessions supporting 6 youth forum sessions

6 youth board and youth forum sessions

2 Creative Career days

2 Creative Career days

Work experience

10 work experience placements

Outcomes

Number of children, young people and families who engage in arts and cultural activity increases

Over 850 children, young people & families engaged in projects & events

Participant children and young people have opportunities to influence the project and engage in co creation

6 youth board and youth forum sessions

Number of representative CYP from across the borough

Demographics unknown, representation in East Haringey indicates reach to under-represented and under-served young people - 77% of schools in areas of high deprivation

Schools, families and children and young people are more aware of arts and cultural activity and opportunities

Over 850 children, young people & families engaged in projects & events

Pathways into the creative industries are accessible to young people

10 young people engaged in work experience and 150 young people attended creative careers day events

FUNDING INDICATORS (2/4)

2. Develop school capacity

Indicators

Measures

Activities

CPD

Schools CPD working Group established

2 new school based steering groups established

Artist CPD working group established

12 CPD Teacher sessions

12 CPD Artist sessions

Creative Careers working group established

BUDDYING CONVERSATIONS

2 Buddying Conversations

24 Creative Practitioners take part in the project

CULTURAL EDUCATION SUMMIT

Working Group established

Practice & project development shared at summit (13 talks, inc 2 youth led, 7 workshops, inc 2 youth led & networking)

12 CPD sessions and 5 additional half day workshops

39 schools and artists connected

29 creative conversation projects

2 cultural education summit **events**

Outcomes

24 Creative practitioners better understand educational sector opportunities and challenges

Teachers & artists ambition raised and capacity increased

12 new potential responsive CYP opportunities developed

Buddying' outcomes shared , local creative CYP work, best practice nationally

84 cultural education summit attendees

Interview evidence supporting ambition and capacity benefits

6 forum discussions and decisions

29 creative conversation showcases

Mailing list growth alone of over 250 subscribers

Interview evidence supporting growth of network

Toolkit of inclusive practices created across the network

New partners engaged

A model of socially inclusive engagement practice articulated

Teachers and Creative practitioners report increased awareness of EYFS/SEND engagement considerations

New partner engagement demonstrate increased awareness of EYFS/SEND engagement considerations

Interview evidence of EYFS and SEND engagement considerations

FUNDING INDICATORS (3/4)

3. Improve the sector, increase access and strengthen the network 1/2

Indicators

Measures

Activities

PARTNERSHIP

3 Steering Group established and meet regularly
Working groups established (2-4 partners lead by 3 SG leads)
6- 12 Working Groups with clear terms of reference and agreed timelines established
Robust and transparent project management finance and communication systems are established and regularly updated

12 Steering group meetings

STRATEGIC

Partnership meetings
Borough Cultural Strategy
Systems to capture impact shared with partners
Resources and funding

ENVIRONMENTAL

Environmental Action /Policy Development Sessions delivered (4) and policies developed

Environmental theme embedded in cultural event design (Green Creates)

FUNDING INDICATORS (4/4)

3. Improve the sector, increase access and strengthen the network 12/2

Indicators

Measures

Outcomes

Partnership working improves the quality of experience of participants	Interviews evidence quality benefits of collaborative working between schools and creatives
New working groups enable partners to work responsively across different art forms, engaging with new events to increase capacity, resilience and reach	Interview evidences capacity, resilience and reach examples resulting from increased network connection
HC's steering group & partner organisation boards, staffing, youth collectives are representative of Haringey's diversity	Interviews evidence representation of participants and cultural themes of creative work undertaken
Increased representation in HC's steering group & partner organisation boards, staffing, youth collectives	
Steering Group meetings respond to feedback & evaluation	Feedback data shared with board and informed design decisions
Working group model tested	
Inclusion & working practices developed and tested	Interviews evidence inclusive cultural and creative practices developed and tested
Increased commitment from existing & new partners	Interviews evidence partner commitment and securing of new opportunities with repeat engagement across the two years
STRATEGIC: Borough cultural strategy drives cultural education strategy Council & education provider partnerships increase and diversify referrals of families to creative opportunities There is increased transparency within the Council, enabling more orgs to connect with more Council depts There is increased engagement of CYP representative of the Borough's diversity at a strategic level Robust systems and practice are developed to support the cultural education sector to measure/share it's impact Resources and funding for engagement in arts, culture and creativity increase	Interviews evidence strengthened the local infrastructure for cultural education, improved cross-sector relationships contributed to Borough of Culture related thinking, and created better conditions for schools, artists and cultural organisations to work together. Contributed to Borough of Culture related thinking, despite disappointing strategic cultural engagement with Borough of Culture. Interview evidence of early signals of funding legacy created from Creative Conversations.

ENVIRONMENT

CONCLUSIONS

1. Reach and include children & young people across Haringey

Haringey Creates has widened participation by funding school-led creative projects, delivering borough-wide events, and prioritising under-served communities in East Haringey. Across its strands of work, Haringey Creates has directly engaged over 800 young participants, giving young people access meaningful creative opportunities that further their creative learning and career pathways. Young people have been central to informing how Haringey Creates stays relevant to young people's interests and needs, by maximizing the relevance of their offer.

2. Develop school capacity

School capacity has grown through a structured CPD offer and sustained partnerships that embed creative pedagogy into curriculum and practice. Teachers and creatives have accessed targeted learning (12 educator and 12 creative CPD sessions plus tailored in-school support), building confidence, inclusive practice, and the skills to deliver high-quality creative learning. Funding is a critical enabler of creating school capacity, and Haringey Creates funded Creative Conversation projects have furthered opportunities for creative learning, development and leadership that would not have otherwise been possible due to the financial constraints so many schools face.

3. Improve the sector, increase access and strengthen the network

The partnership has strengthened the local cultural education ecosystem by connecting schools, artists and organisations into a more visible, collaborative network. Shared governance, regular steering and feedback loops, and initiatives like Creative Conversations, work experience pathways, and events have improved cross-sector relationships and expanded sustainable access to creative opportunities. In some instances, these partnerships have led to growing funding opportunities to strengthen and sustain creative partnerships with schools.

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