

Supported by
ELEVATE.

Lambeth's initiative to open up the creative and cultural sector to every young person in the borough

Lambeth



Everyone's an artist!

Children and young people's engagement with Lambeth culture

JANUARY 2024



Image credits @oxygenarts

Cover image: Kinetika Bloco youth music charity performing on Windrush Day 2023

Page 2 image: Photography artwork from Oxygen Arts Sanctuary project with young refugees

Executive summary

***'Being creative gives you the chance to get your ideas out to other people.'* Primary aged young person.**

Lambeth ELEVATE want to encourage more children and young people to engage in Lambeth's cultural offer and to better understand the barriers to participation, particularly among their priority groups. The aim of this piece of work is to gather evidence that Lambeth's cultural team and cultural partners could use to help shape their services and to demonstrate value of their offer to parents and stakeholders.

The primary evidence in this report is based on a survey of 68 parents and 100 young people in Lambeth in the Summer of 2022 plus nine focus groups carried out with 12 parents and 50 young people in Lambeth in the Spring of 2023.

Key findings

Participation in the arts

***'It's more than just music sessions, it feels like I'm part of a community.'* Secondary aged young person**

- Three in four (75%) of young people surveyed take part in arts activity in school while one in four (41%) say that they take part in organised arts activity outside of school.
- One in three (36%) of young people would like to do more arts activity in school, while the same proportion (37%) would like to do more outside of school. One in ten (12%) do not want to do any arts at all.
- Children and young people understand the benefits and limits of arts provision in and out of schools, and generally seem to want a mix of opportunities in both areas.

Attitudes towards the arts

***'You get to learn from your mistakes and progress.'* Primary aged young person.**

- Just over half (56%) of the young people surveyed say that what they enjoy the most about taking part in arts and cultural activities is because they are fun and around one in five (21%) say it's because it's the career that they want.
- Four out of five (79%) parents think it is important for their children to take part in creative activities because they can learn new things and over half (57%) said it can help their child to feel good/ better about themselves.
- When we asked young people about the benefits of the arts, they often spoke about the mental health and social impacts, as well as helping them to think creatively and perhaps even earn some money at the same time!

Barriers to participation

'There is a stigma around art being just for girls' Secondary aged young person.

- Young people told us that the biggest barriers to taking part in more art activity are too much homework (54%), the cost (31%) and hanging out with their friends (22%). Only 18% said that they are not interested.
- The biggest barriers parents have to their children doing more is cost (65%), that they don't know about it (37%) and that things are too far away (34%).
- Young people also spoke about how many still feel alienated from the arts due to class and/or gender. Exactly half of parents surveyed, whose household income was below £20,000, are ambivalent about their children engaging in arts and cultural activities.

Creative careers

'In school, the focus is on performing front of house, so you're not aware of the range of behind the scenes roles.' Secondary aged young person.

- Over half (57%) of parents say that they have not considered a creative arts career for their child. This rises to eight out of nine (88%) of those whose household income is under £20,000 and three in four (74%) of those who come from the global majority.
- A third (32%) of young people say that they are not considering a career in the arts because it's not a secure career with slightly fewer (29%) saying that the jobs are not well paid.
- Motivation and habit seem to be major factors in engaging older teenagers in activities that could prepare them for a creative career. This seems to be regardless of recommendations from peers or whether the activities are free.

Recommendations

- An online directory of arts organisations and services available in schools and communities should be created and shared with schools and parents across the borough
- Regular updates on arts opportunities should be made available for schools to promote in their online communications/newsletters to students and parents
- Closer links should be developed between Lambeth's Cultural and Education teams to ensure that the benefits of cultural activity are more widely understood and communicated
- Increased partnerships between arts organisations and youth spaces, such as adventure playgrounds, should be facilitated so that more young people have access to arts activities closer to home and/or in spaces where they already go
- More opportunities, such as Front Line Lambeth, which introduces young people to the range of roles available in the creative industries should be encouraged
- More resources should be provided to the careers advisors in schools on the range of roles within the creative industries and these should be regularly monitored by arts partners to ensure that they remain up to date.

Introduction

***'Everyone is creative, just in different ways.'* Secondary aged young person.**

In 2022, Lambeth's ELEVATE Education commissioned five cultural organisations to lead a series of project groups to help improve Lambeth's cultural offer to children and young people:

- **Culture shift: The Brixton Project**
To promote best practice in diversity, access & inclusion.
- **Creative careers: The Old Vic Theatre**
To connect children and young people with a variety of progression routes and diverse role models in the cultural sector.
- **Connect and create: Boury Academy**
To support all children and young people within Lambeth to have an awareness of and access to a coherent, inclusive, rich and dynamic arts and cultural offer that enriches their lives and gives them tools to succeed.
- **ELEVATE Champions: Brixton Learning Collaborative and Windmill Cluster partnerships**
Cultivate partnerships and strengthen our networks, by encouraging schools and settings to nominate a cultural champion to be part of a network of teaching staff who lead and ignite creativity in Lambeth schools.
- **Everyone's an artist: Oxygen Arts CIC**
To provide an evidence base to better understand the barriers to children and young people's participation in the arts and what they value about their cultural activity and to produce a short film to celebrate the 75th anniversary of Windrush.

This research was carried out as part of this final project group, with the support of the fellow project leads and a range of youth, education and cultural partners.

Acknowledgements

Oxygen Arts would like to thank the following for their support:

- We Rise and their group of young researchers
- Our focus group hosts:
Henry Fawcett Primary School, Slade Gardens Adventure Playground, Boury Academy, CHIPS Peace, Grooveschool, Lansdowne School and 3Space International House
- The parents and young people who volunteered on the survey to further support the research
- Lambeth Cultural Education Partnership Leads for their help in shaping the research and connecting us to local schools and arts organisations:
Boury Academy, The Brixton Project, The Old Vic, Brixton Learning Collaborative and Windmill Cluster partnerships.

Methodology

Survey by We Rise

In the summer of 2022, Lambeth ELEVATE commissioned We Rise to work with a group of 15 young people from Lambeth in Year 12 to carry out a survey with young people, parents, schools and cultural partners. The survey questions were informed with input from Boury Academy and Oxygen Arts CIC. Seventy parents and 100 young people completed the survey and more information about these can be found on the [We Rise website](#).

Focus groups

Informed by the survey results, in the Spring of 2023, Oxygen Arts then undertook a series of two focus groups with parents, one group of seven parents of primary aged schoolchildren and one with five parents whose children were secondary aged. A further seven focus group were undertaken with children and young people aged 8 to 24 in a variety of setting including schools, youth groups and arts organisations. Specific invitations were also issued to home educated families and young people with special education needs. A total of 50 children and young people were interviewed across the borough.

Literature review

A brief review of current research that could add more context to the findings was also carried out in May 2023. Key sources for this were either cultural or youth organisations, and the search was limited to studies released since 2020.

1. Participation in creative activities

***'Creativity adds strings to your bow and gives you more options.'* Secondary aged young person.**

In school vs out of school arts activities

By far the most common place for children and young people to carry out arts activity is in school or college; three in four (75%) of the 100 young people we surveyed said that they did this, while two in five (41%) said that they took part in organised arts activity outside of school. There was a discrepancy in the figures for those who do not do any arts activity: one in six (16%) claim to do none at all but when we asked them about specific art forms, this figure falls to one in 20 (5%), suggesting that they do not consider certain activities as 'art' or they simply did not remember doing certain arts activities.

'Sustainable funding is important for building local capacity and capability, and the highly valued partnerships on which creative education thrives. The case studies show how trusted relationships with creative practitioners can grow over time where prolonged funding supports this, nurturing partnerships outside as well as within schools.'

Enhancing Creative Education, June 2022, Creative Industries Policy and Evidence Centre (PEC)

One group clearly enjoy their arts activities in school, which included a drama club where they got to write and star in their own plays, drawing and painting, and creating a mural in a local public space, and music:

***'I like to do art in school because you learn and explore artists. I also like learning new songs to play on the instruments.'* Secondary aged young person (SEN).**

Others value the mental health and social benefits of taking part in creative activity during school:

***'Arts is very calming in schools.'* Secondary aged young person (SEN).**

***'When you're inside school you could work with your friends, and they can get inspired.'* Primary aged child.**

Some also cite the dedication of their teachers in encouraging them in their arts studies as important:

***'Teachers who are inspiring and care.'* Secondary aged young person**

Many of the children and young people view the main drawback of doing arts in schools were the education curriculum, which they feel often limits their expression as well as the types of activities that they do:

***'The bad thing about doing art in school is that there are some boundaries so you can't fully express your feelings.'* Primary aged child.**

***'Your ideals have to fit in with the curriculum.'* Secondary aged young person.**

***'We were forced to study the waltz in music class.'* Secondary aged young person.**

The younger people also feel the weight of their fellow students' opinions on their art, although this is not mentioned by any of the older young people we spoke to:

'People might judge you.' Primary aged child.

'Some people might be rude about your work.' Primary aged child.

However, there is a great deal of enthusiasm among the young people we spoke with about the benefits of doing arts activities with local cultural organisations, outside of school:

'Out of school is better because you step out of your comfort zone and make new friends, seeing new people and trying new things.' Secondary aged young person.

'A good thing about not doing art at school is everything is so pretty, and you can hear yourself think.' Primary aged child.

Often this preference is linked to the expertise and professional experience that cultural organisations bring to their experience, as well as the attitude that a specialist arts provider may inspire in their young people:

'It's good when doing it out of school because you have better teachers.' Primary aged child.

'You get to meet other people who share your passion and take the work seriously which never happens at school.' Secondary aged young person.

This preference is particularly evident where the young people had a significant commitment to the arts over a number of years, either as an important hobby or as a future career:

'We're paying them to give us the resources and stuff we need so that when we do leave here, we know what we're doing with the arts.' Secondary aged young person.

Some young people feel that doing arts activities outside of school was more of a challenge because they are not in an unfamiliar environment, away from their support structures at school and their friends:

'Not as many people who already support you.' Secondary aged young person.

'I don't know anyone.' Primary aged child.

Worryingly, some of the younger children express fears about travelling beyond their usual school/home environment in ways that may be disproportionate to the actual risks involved:

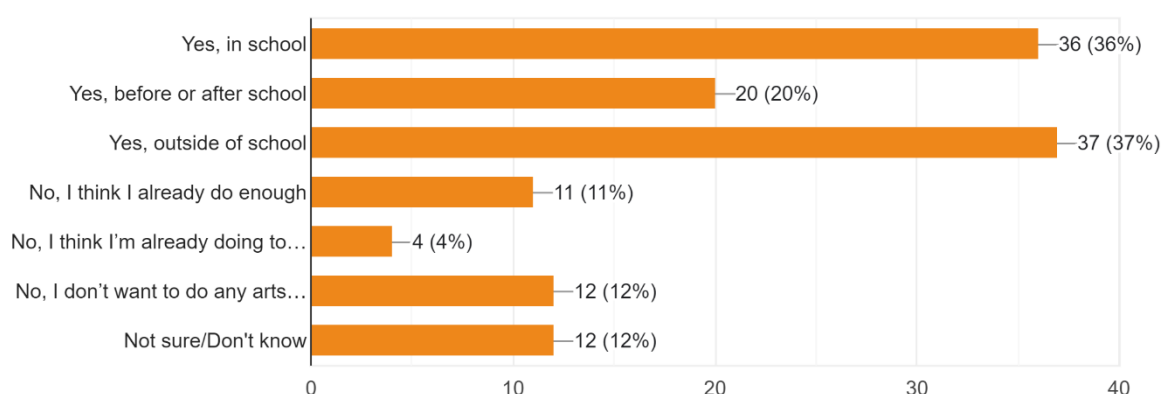
'Risk of kidnapping.' Primary aged child.

'Might be hit by a car.' Primary aged child.

Overall, one in three (36%) of young people would like to do more arts activity in school, while the same proportion (37%) would like to do more outside of school. One in ten (12%) do not want to do any arts at all.

If you could do more arts activities, would you? (Tick all that apply)

100 responses



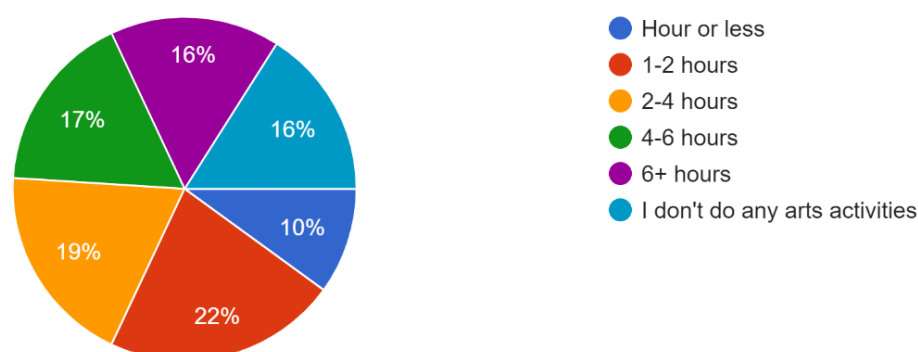
How much arts activity do young people engage in?

'Arts subjects and experiences have an evidenced role in contributing to improving outcomes for children and young people, providing them with skills for life and skills for work.' The Arts in Schools: Foundations for the Future, March 2023, A New Direction and Calouste Gulbenkian Foundation UK.

The children and young people we surveyed (52%) take part in at least two hours of arts activity a week, with some doing six or more hours. However, over one in four (26%) do less than one hour or week, with some (10%) doing no arts activities at all.

Thinking about a typical school week, how many hours do you spend doing organised arts activities? (These might take place at your school or somewhere else.)

100 responses



The young people also have very definite preferences for when they engage in arts activity:

'Saturdays are for sleeping until 1pm!' Secondary aged young person.

Most of the young people prefer their out of school activities either after school, from around 4pm, or on Sundays, although a few were happy with activities on a Saturday. Before school activities in the mornings are a distant last place for both children and young people!

Insight: Impact of Covid 19

***'I did more activities before lockdown and then I lost my passion for them.'* Secondary aged young person.**

'Creative projects were a lifeline to many students and the positive impacts on mental health and wellbeing were reported consistently. Maintaining this focus on creativity generally, as well as the teaching of creative subjects, must play a central role as schools emerge from the pandemic.'

Enhancing Creative Education, June 2022, Creative Industries Policy and Evidence Centre (PEC)

Some of the young people we spoke with feel that lockdown has made them more independent in their studies, as teachers struggled to teach online, they were able to take advantage of the wealth of online resources that became available. They also feel that they received more support from their peers online.

***'We weren't spoon-fed during lockdown, we had to find the YouTube videos, etc.'* Secondary aged young person.**

However, they also discussed how this same rise in short form content, such as online videos, made it harder to focus for longer periods of time when they returned to school. They went on to highlight how the absence of exams made it harder to motivate themselves and how missing some of the basics of each subject made the advanced learning much more difficult.

Further, there are the emotional impacts that they face:

***'I went uptown after lockdown and thought - how are there so many people here?'* Secondary aged young person.**

***'Moving your body in space felt strange, almost spiritual.'* Secondary aged young person.**

There is also growing evidence that much of the arts activity previously available in schools has not returned post Covid:

'The long-term impact of the pandemic on the freelance dance workforce is evident, as the number of educators engaging with no visiting artists has doubled from 16% pre-pandemic to 30% for September 2021.'

Everything we loved about dance was taken, 2021, One Dance UK

***'Fallout from Covid – extracurricular activities have fallen off the list of things to do.'* Parent of secondary age young person**

2. Attitudes towards creative activities

'Rehearsals can be so boring but then when it comes to the show, you're like: Wow, I did that!' Secondary aged young person.

Children and young people

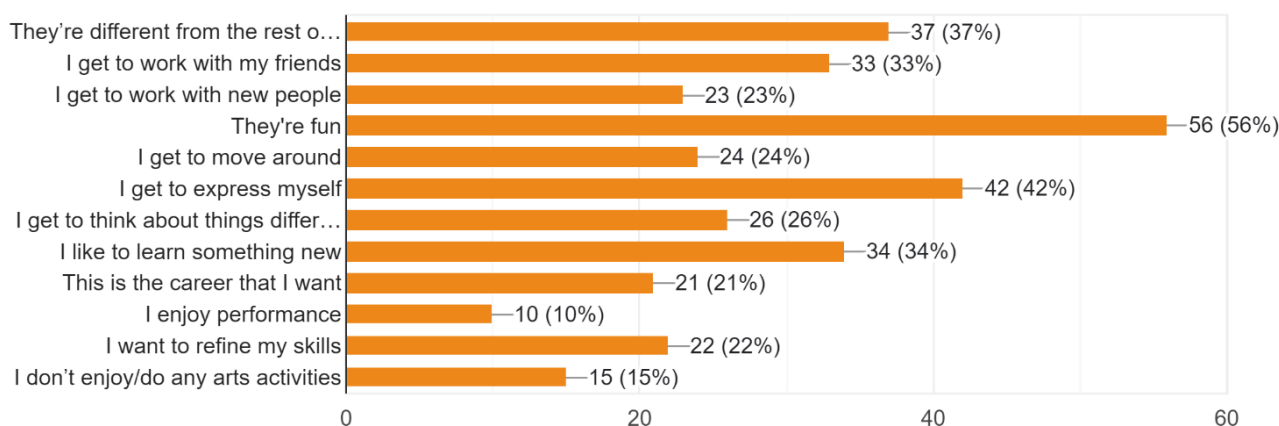
***'You can express your feelings through art.'* Primary aged child.**

***'Life without art is plain.'* Secondary aged young person.**

Over half (56%) of the young people surveyed say that what they enjoy the most about taking part in arts and cultural activities is because they are fun; two in five (42%) said it's because they get to express themselves, a third (37%) said it's because they are different from the rest of school and a third (34%) said it's because they like to learn something new. Around one in five (21%) said it's because it's the career that they want.

What do you enjoy most about doing arts activities? (Please tick up to three)

100 responses



Some of the children and young people feel that arts activities are still worthwhile, regardless of how skilled you are, and that the arts gives you the chance to develop your skills:

***'There are easy ways to begin in the arts and then go on to more advanced forms.'* Primary aged child.**

***'Don't focus on how good you are at it and just enjoy time.'* Primary aged child.**

***'You don't have to produce something at the end, you can just have fun.'* Secondary aged young person.**

Others feel that the social and mental health aspects of arts activity are important, as well as a useful way to keep out of trouble and fight boredom:

***'Drama helps with social skills and talking to other people.'* Secondary aged young person.**

***'Beat the time' and have fun.'* Primary aged child.**

***'Keeps you off the streets.'* Secondary aged young person.**

However, just the simple enjoyment of art is highlighted, especially outdoors, which some of the young people feel is more accessible:

***'When I walk outside, a lot of the times I hear music and see artists or people drawing, based on the environment and places around the UK.'* Secondary aged young person (SEN).**

***'It's fun, you get to learn and be exposed to new ideas.'* Secondary aged young person (SEN).**

However, there are still some who remain unconvinced by the value of taking part in creative activity:

***'Waste of time, I just don't like it.'* Primary aged child.**

***'I find that doing arts is pointless.'* Primary aged child.**

The young people also discussed the importance of being paid for performances and taking part in arts activities and they seem split on this. Some feel adamantly that they should not be paid, while others got really excited about the idea. However, no one feels that being paid would persuade a young person to attend if they are otherwise uninterested:

***'I don't think that they should pay us (for performances) because it's like that's what we're giving back to them in a way. We've paid our money, or our parents have, we do the training, they give us what we need, and we go out there and do them proud.'* Secondary aged young person.**

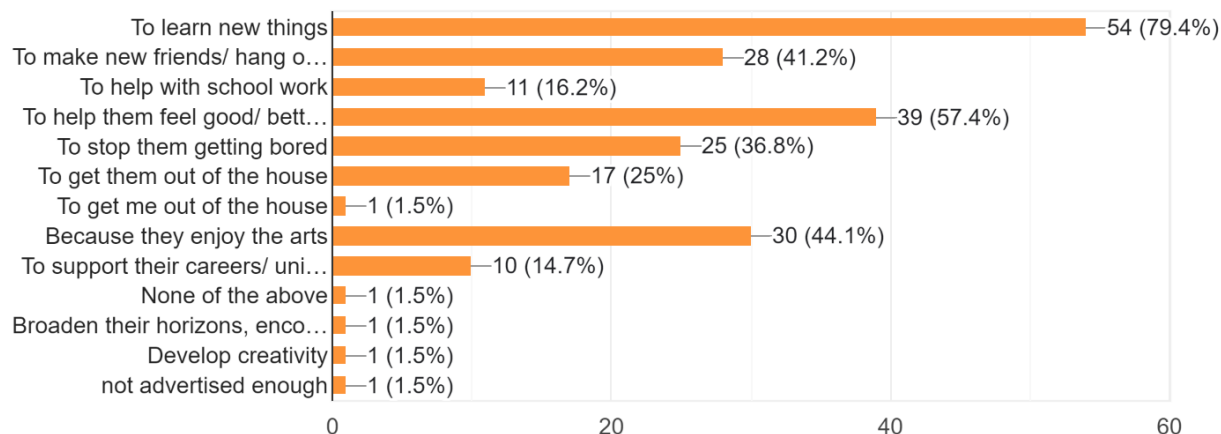
***'I have done paid and unpaid DJ work.'* Secondary aged young person**

Parents

Four out of five (79%) parents think it is important for their children to take part in creative activities because they can learn new things, over half (57%) say it can help them feel good/better and almost half (44%) say it was important simply because their children enjoy it.

Why do you think it's important that your child takes part in arts activities? Please pick up to THREE.

68 responses



Parents of primary aged children highlighted the value of arts activity in their child's holistic development:

'I think it is good for child at small age.' Parent of primary age child (Survey).

'They are important for my child's physical and emotional well-being.' Parent of primary age child (Survey).

Parents of older young people seem more concerned with ensuring that their child is nurtured in a range of ways, not just academic:

'Balances academic pressures, opportunity to be inspired, creative, develop skills.' Parent of secondary age young person (Survey).

'It's an important way of creating a rounded individual and not supported enough in school.' Parent of secondary age young person (Survey).

This concern with balance is echoed in their recognition of the social and mental health benefits of arts activity:

'Great thing to do as a hobby, very therapeutic.' Parent of secondary age young person.

'To get them active, make friends and be around people of their community.' Parent of secondary age young person (Survey).

'It is important for their mental health and cultural experience and development.' Parent of secondary age young person (Survey).

3. Barriers to greater participation

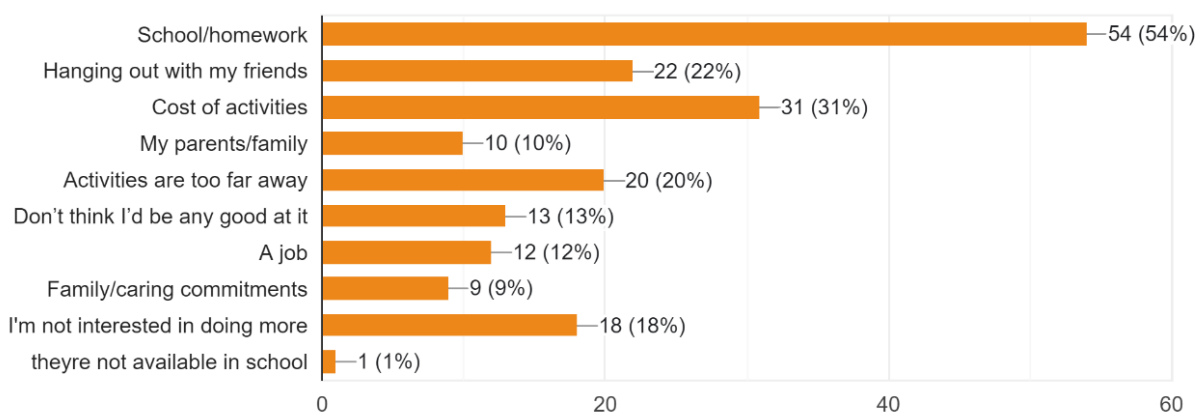
'We need to change the stigma among young people. Certain people feel alienated by the arts and think it's not for them.' Secondary aged young person.

'Senior leaders play a crucial role in understanding and communicating the value of creative education.' Enhancing Creative Education, June 2022, Creative Industries Policy and Evidence Centre (PEC)

Young people told us that the biggest barriers to taking part in more art activity are too much homework (54%), the cost (31%) and hanging out with their friends (22%) and that they are too far away (20%). Only 18% said that they are not interested.

What stops you from doing more arts activities. (Tick up to three)

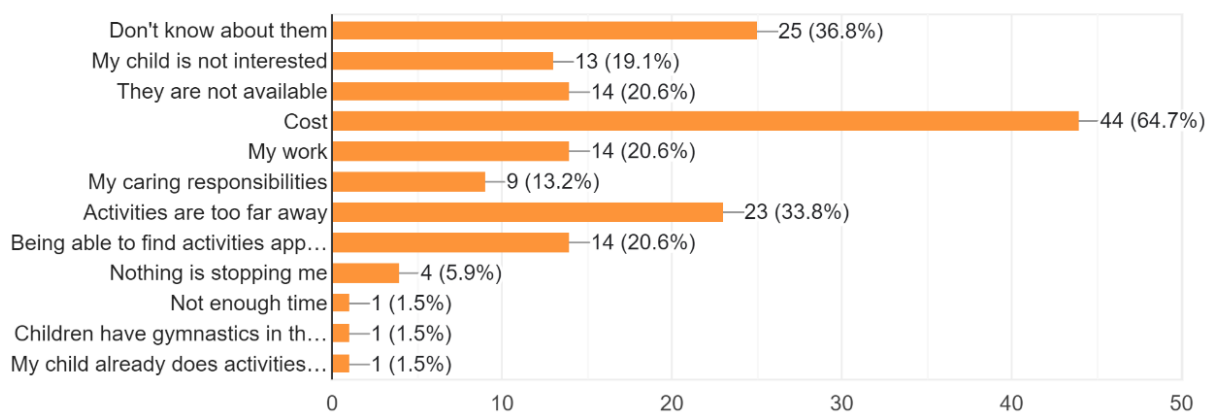
100 responses



For parents, the biggest factors are cost (65%), lack of information (37%) and distance (34%).

If you wanted to do more arts activities for your child what are the things that might stop you? Pick up to three.

68 responses



Cost

'Arts seem out of reach for so many – it's an expense – some kids might not have the means to access and then if they do, they might feel like they stand out amongst all the other children who can easily afford it.' Parent of primary age child.

Cost concerns are more often expressed by parents than children and young people, particularly where they do not feel they have the expertise to judge whether their child was receiving a high quality experience:

'Creative arts can be scary if you don't have the money to invest in it.' Parent of secondary age young person.

The role of schools is felt to be particularly important in levelling the playing field for children and young people experiencing multiple disadvantage and ensuring that they can still access a quality arts experience:

'Outreach and links via schools are important. Poverty can not only physically stop parents supporting but also mentally. Parents may even be gate keepers and not realise the importance. Language and culture can also be barriers for engagement. Include parents where possible. Support schools financially to put on lunch time and after school art linked projects. School trips at primary and secondary schools don't take place as much and this could be the only chance children become inspired and get to enjoy trips.' Parent of secondary age young person (Survey).

While some of children and young people do not know how much their arts sessions cost, many mention expense as one of the disadvantages of doing arts activity outside of schools:

'You want to do what you love but at the same time you're worried about the cost.' Secondary aged young person

Homework

Unsurprisingly, homework seems to be a bigger issue with teenagers, especially if they are approaching exams:

'Work is a big factor; I can only do arts activities if they fit in with my revision.' Secondary aged young person.

Homework does not seem to be a factor for the younger children; most feel like they have enough time to do the activities they want to do outside of school.

Insight: Impact of cost of living crisis

'People are worried about the rising costs of everything.' Secondary aged young person

'Today, beyond personal wellbeing, young people and teachers are having to address post-Covid issues and cost-of-living challenges which often inhibit extra-curricular arts provision.' The Arts in Schools: Foundations for the Future, March 2023, A New Direction and Calouste Gulbenkian Foundation UK.

While there is evidence that the younger children are being shielded from budget worries, the cost of arts activities is cited both by young people and parents as a concern, even when this activity is valued and enjoyed:

'Cost is a barrier. I see both my children doing piano as an investment for the future but if for any reason I had to cut down on costs that might be one of things that would have to go.' Parent of primary aged child.

With the rise in living costs across the board, some parents feel that arts are at greater risk:

'In the current climate people will want to be saving their money so cost is a barrier. If you are struggling financially, arts activities won't be at the top of your list.' Parent of secondary age young person.

This suggests that the role of arts in schools will become more important if parents are forced to cut back on extracurricular activities and that this will put an ever greater burden on schools that are already struggling to offer a range of arts activity:

'The pros of doing art in schools is that it's free. The cons of doing art in school is that it's limited.' Primary aged child.

Distance

Distance seemed to be less of a factor for the children we spoke to. The distance children were willing to travel varied according to their age, their commitment to a particular art form, and their level of interest in artistic activity. Around 20-40 minutes seemed reasonable to most, but younger children wanted activities closer to home:

'Five minutes away from my house is great!' Primary aged child.

Some of the older young people were prepared to travel more for activities that were not widely available and up to 40 minutes regularly for more common activities:

'For niche activities, I'd be prepared to travel 60-90 minutes.' Secondary aged young person.

Lack of information

The parents and young people we spoke to also highlight a lack of access to information about local arts activities and some feel that sports activity was more successfully publicised:

'Lack of information is definitely a barrier. Sometimes we get information but it's too last minute. Parents do want to engage with free activities, especially during holidays.' Parent of primary age child.

'There are lots of free football opportunities for kids in Lambeth and everyone knows about them – they are very widely publicised. Lambeth needs to do the same for arts activities.' Parent of primary age child.

Stigma

'Another barrier is that very often people don't think it's for them.' Parent of secondary age young person.

Parents and young people discussed how many still feel alienated from the arts due to class and/or gender. There is still a perception among many that art is not 'for them'. Exactly half of parents surveyed, whose household income was below £20,000, are ambivalent about the importance of their children engaging in arts and cultural activities.

This stigma also seems greater depending on how much experience friends and families have with individual art forms; it further appears that some types of art are more frowned upon than others:

'A dancer? My mum would give me a beating. But if I wanted to be an actor or a musician then she'd be calm.' Primary aged child.

4. Views on creative careers

***'I chose a career in STEM instead of dance because dance was too cliquey, it wasn't a supportive environment and I had to deal with body dysmorphia, racism, etc.'* Secondary aged young person.**

Children and young people

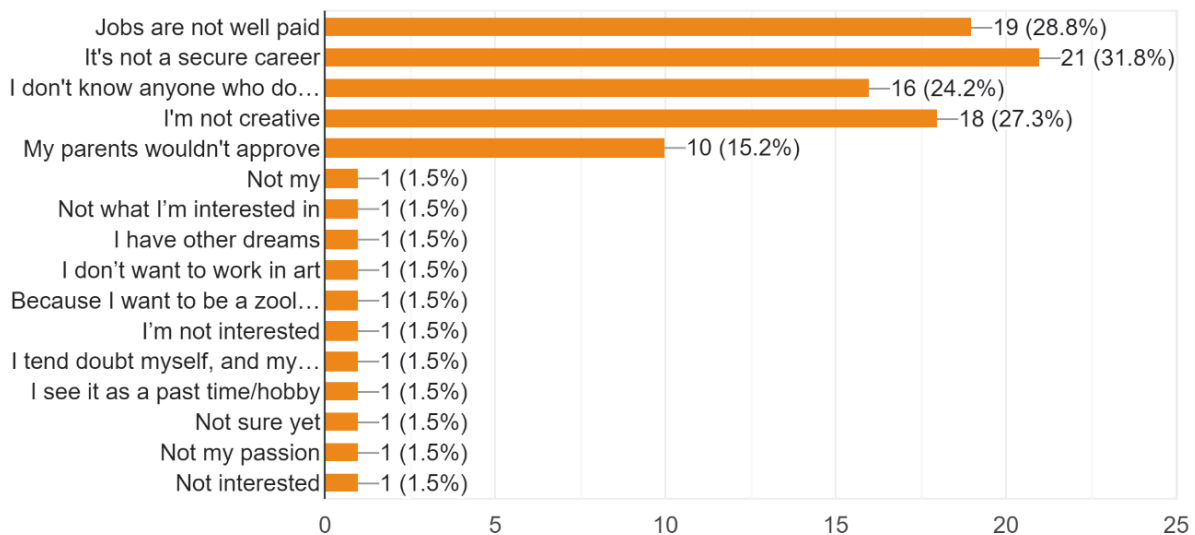
Two in three young people (66%) from our survey are not considering a creative career:

***'When I was younger, I wanted to be an actor, but I changed my mind.'* Primary aged child.**

A third (32%) of young people said that they are not considering a career in the arts because it's not a secure career with slightly fewer (29%) saying that the jobs are not well paid. One in four (27%) said that they are not creative and around the same proportion (24%) said they don't know anyone who does creative arts professionally.

If you haven't considered a creative career, why is this?

66 responses



***'Involving local creative practitioners in creative education...enables young people to recognise themselves in the workforce and supports them to springboard to a range of work opportunities in future.'* Enhancing Creative Education, June 2022, Creative Industries Policy and Evidence Centre (PEC)**

Some of the young people feel that creative career advice in schools could be improved, particularly around encouraging students to consider options in more 'behind the scenes' roles such as design or stage management:

***'People coming in to speak on careers day are too specialised, like only two people in the room are interested in what they do.'* Secondary aged young person.**

'It's easy to get a bit tunnel vision about options when it comes to the arts.'
Secondary aged young person.

However, when asked about careers in different industries, (music, performing arts, art/design and film/photography), the children and young people were highly aware of a range of career options in each of these fields. These even included some more obscure roles such as cartographer, aerial gymnastic teacher, sound engineer, calligrapher and green screen person!

The young people we spoke to also feel that they know where to go if they needed advice or guidance on a creative career, although some feel that careers advice at school could be improved:

'I would go to college careers advisors or teachers.' Primary aged child.

'Careers meeting at school is basically what do you want to do? Do you know how to get there?' Secondary aged young person.

Some also feel that creative pathways are less clear than in other industries and that the arts, in general, is a less supportive industry:

'Routes to other professions outside the arts appear clearer but there is still a lot of competition for these (non-arts) courses' Secondary aged young person.

'No unions or support for individuals if they can't work.' Secondary aged young person.

Parents

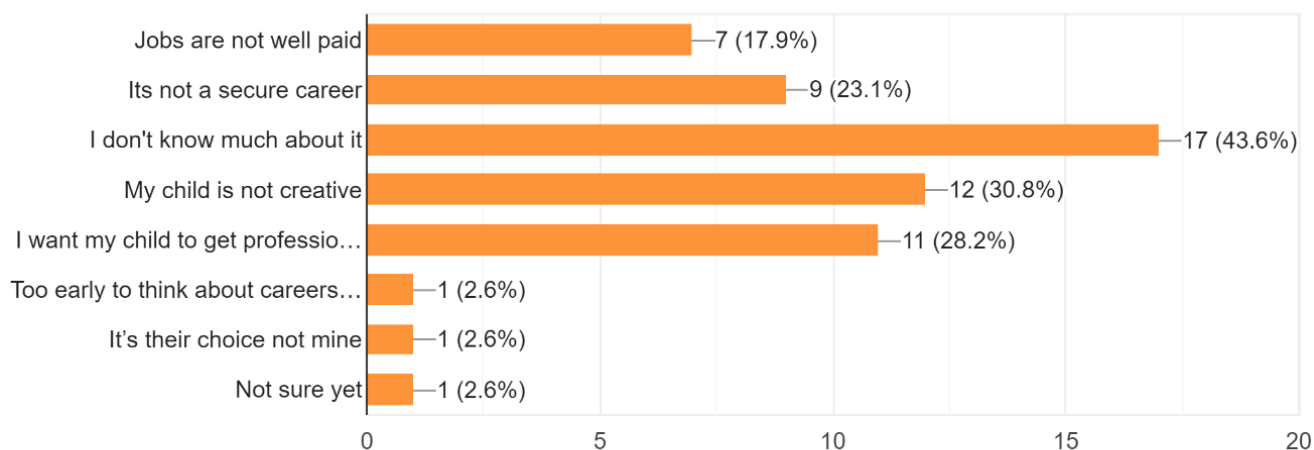
Over half (57%) of parents say that they are not considering a creative arts career for their child. This is either because they don't know much about it (44%), their child is not creative (31%) or because they want their child to get a professional qualification (28%). The overall figure rises to eight out of nine (88%) of those whose household income is under £20,000 and three in four (74%) of those who come from the global majority.

'It does come down to finances. We got a bursary for a musical theatre course but we only found out about it because they came into the school; trying to find out about a bursary is a lot of effort.' Parent of secondary age young person.

If you haven't considered a creative career for your child, why is this?

.....

39 responses



Many of the parents are supportive of their child having a creative career and feel confident that they can support them in this:

***'My child will do better doing something they love.'* Parent of primary age child.**

However, some parents were less enthusiastic:

***'Not an artist person, steering towards paid careers and don't see a future in it.'* Parent of primary age child (Survey).**

***'Promote if it's a consistent interest. Otherwise, it's time wasting.'* Parent of primary age child.**

***'Appropriate employer engagement in creative education can be core to growing creative and employability skills, an interest in creative enterprise and careers and hence the development of the future talent pipeline.'* Enhancing Creative Education, June 2022, Creative Industries Policy and Evidence Centre (PEC)**

The parents we spoke to are also divided on the value of offering accredited arts activity:

***'Yes, it's appealing for the parent. Gives it a bit of kudos and value.'* Parent of secondary age young person.**

***'I might push them towards accreditation but it's not a deal maker for me.'* Parent of secondary age young person.**

Recommendations

- An online directory of arts organisations and services available in schools and communities should be created and shared with schools and parents across the borough
- Regular updates on arts opportunities should be made available for schools to promote in their online communications/newsletters to students and parents
- Closer links should be developed between Lambeth's Cultural and Education teams to ensure that the benefits of cultural activity are more widely understood and communicated
- Increased partnerships between arts organisations and youth spaces, such as adventure playgrounds, should be facilitated so that more young people have access to arts activities closer to home and/or in spaces where they already go
- More opportunities, such as Front Line Lambeth, which introduces young people to the range of roles available in the creative industries should be encouraged
- More resources should be provided to the careers advisors in schools on the range of roles within the creative industries and these should be regularly monitored by arts partners to ensure that they remain up to date.

Conclusion

The overwhelming majority of Lambeth's children and young people (95%) regularly take part in some type of arts activity, and most appear to value doing so. However, there are significant variances in the amount of arts activity that children and young people do across the borough with the highest amount doing just one to two hours a week.

There is a great deal of potential in promoting partnerships between Lambeth's creative organisations and its schools, partnerships which would address many of the young people's concerns around the quality and scope of arts provision in schools, as well as the expense and travel concerns linked to out of school services.

Schools are facing huge pressures triggered by the cost of living crisis and pandemic recovery, but they are essential to ensuring that all children and young people have access to high quality creative experiences, either through their core curriculum, by hosting arts organisations on site and/or by signposting their students to local creatives activities.

Lambeth's creative and education departments are essential to supporting schools and cultural organisations to provide and promote these services, to ensure that all children and young people in the borough can access a range of high quality, local and affordable cultural activity.

About us

Oxygen Arts CIC

Oxygen Arts is a social enterprise and creative production agency that specialising in targeting and working with diverse communities. We create uncompromising art with people from the global majority that connects communities, challenges the systems that are failing us, and celebrates excellence, in the UK and abroad.

Over the past three years, we have developed the landmark Black British Ballet project, produced the Windrush themed film Two and a Half Questions, and worked directly with over 200 people in the UK and Grenada to help them to explore and share their stories.

[Oxygenarts.com](https://oxygenarts.com)

[Blackbritishballet.com](https://blackbritishballet.com)

info@oxygenarts.com

Lambeth ELEVATE

ELEVATE is Lambeth's mission to open up the creative and cultural sector to every young person in the borough.

ELEVATE Education ignites Lambeth schools with an unmissable arts education offer for students. Cultural organisations and teachers work together to achieve this through Lambeth's Cultural Education Partnership. ELEVATE shares creative activities for young people to get involved with, in and out of school.

ELEVATE Careers delivers taster courses to paid internships. If you're aged 18-30 you can find your next step via ELEVATE. Our Careers strand offers fresh opportunities for Lambeth based young people seeking a career in the creative industries, with Lambeth's leading art institutions.

ELEVATE Neighbourhoods gives Lambeth's young people the chance to collaborate on new creative, out of school projects. Local arts organisations collaborate with community partners across the borough.

elevatelambeth.london

elevate@lambeth.gov.uk