

# The Mighty Creatives: Collective Outcomes Framework

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## Introduction

This short report documents the rationale, method and findings for the Collective Outcomes Framework pilot project which took place between February-September 2016.

## Background

Shared Intelligence (Si) was commissioned by The Mighty Creatives (TMC) in February 2016 to develop and pilot a Collective Outcomes Framework. For TMC, this was an opportunity to look at which children and young people (CYP) are engaging in arts and culture through partner organisations and to evidence reach / need. We and TMC were inspired to take this approach by examples from the US and Australia<sup>1</sup>.

TMC's strategic priorities are built around an approach to cultural education based upon whole-life and whole-education principles, concerned with reducing social inequality through arts and cultural participation and developing more, better and sustainable arts and cultural opportunities for children and young people.

The aim was to design a Collective Outcomes Framework tool that would allow data about arts activities to be collected and aggregated to produce impact statements about cultural education activity across the East Midlands. So, while each local activity will have its own aims and outcomes which are specific to that activity, it will also be possible to talk about what each activity is contributing to a bigger goal. In time, the data collected through the Outcomes Framework will enable TMC and partners to measure progress against their collective vision.

## Linking to other research

We know from studies such as Cultural Learning Alliance<sup>2</sup> that pupils from low income families who take part in arts activities at school are almost three times more likely to get a degree than peers that didn't participate in arts activities. Therefore, if TMC and partners can evidence that they are successfully reaching CYP from low socio-economic groups at schools across the East Midlands, then they can be confident that they are contributing to improving education attainment outcomes.

## Method

The overall approach was about developing and testing a simple data collection tool that could be used by arts organisations and schools to gather data about CYP participating in different arts activities.

The activities which the pilot sought to gather data from took place during the 2016 school summer term, allowing time for analysis and further development of the tool during the summer break. We

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<sup>1</sup> See for example the work of the [Strive Together network](#) in the US and [Collaboration for impact](#) in Australia

<sup>2</sup> The [Case for Cultural Learning: key research findings](#) (published online by the Cultural Learning Alliance)

invited a small group of TMC partner organisations to be part of the pilot, including: The Leicester City Classroom; Derby's Cultural Campus; Chesterfield; and Lincoln cultural education partnerships.

Ahead of this we ran a workshop in April 2016 with TMC staff, representatives from partner organisations and a couple of TMC's external education consultants. The aim of the workshop was to explain the rationale for the pilot, get buy in and to have a discussion around what data we would want to collect and what data it would be feasible to ask schools to share, as a way of co-designing the tool. We agreed that we would want to collect data on the following: pupils home post codes; number of pupils in receipt of Pupil Premium, number of pupils with a disability; and number of looked after pupils. And that we would not collect personal details such as names and date of birth.

On the back of the workshop we designed a simple tool which was shared with TMC partners to test. During May-July (10 weeks) TMC partners worked with schools to deliver arts activities and asked schools to submit data for each activity / programme of activity. Si collected and aggregated the data from 16 activities and presented the findings at a final workshop in August 2016, where we brought TMC partners back together to seek feedback and reflections on using the tool.

This was an opportunity to discuss the challenges in using the tool and collecting data via schools. Some TMC partners had raised concerns initially around asking schools to share post code data but the final workshop revealed that this wasn't raised as an issue by any of the schools that took part in the pilot. Following feedback from TMC partners, we made some tweaks to the Outcomes Framework tool, including:

- Add guidance on what constitutes an activity
- Revise the introduction and add FAQs
- Add guidance on school categories
- Clarify what data is being asked for e.g. SEN with / without statement
- Move post code rows to bottom of form

## Findings

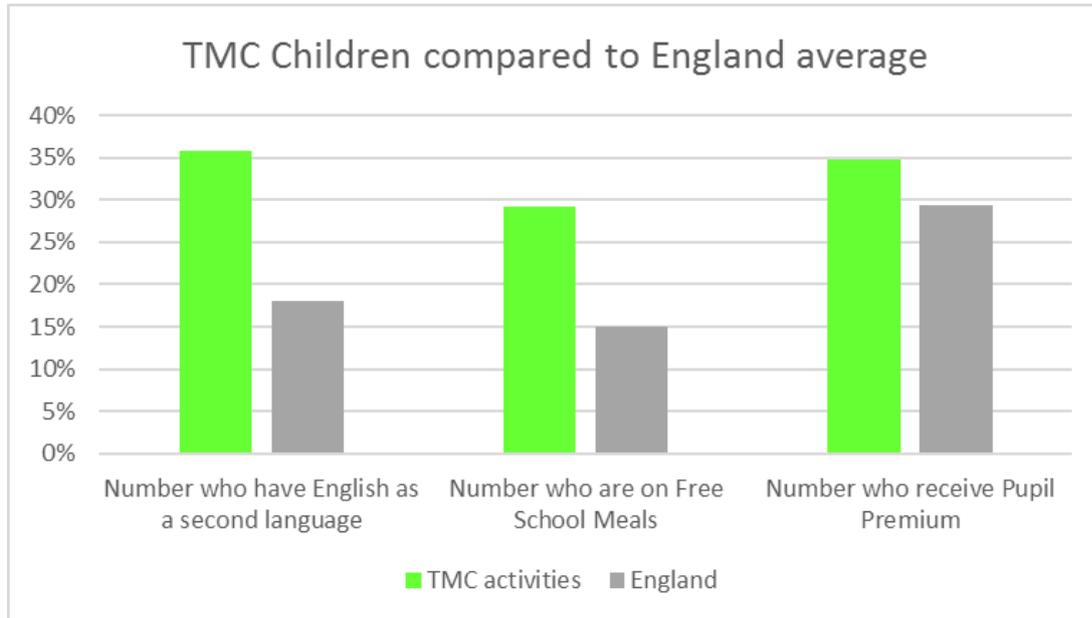
Headline statistics from the pilot:

- 301 CYP took part in 16 activities in 16 schools over the course of 10 weeks between May-July 2016
- This amounted to 169 hours of activities
- Activities spanned seven different art forms (Theatre and drama and Arts, crafts and design featured most)
- The 16 partner schools included: state – community (9); state – academy (4); state – grammar (2); special school (1)
- 20% (3/15) of activities were delivered as part of the curriculum, within timetabled hours and 80% (12/15) were designed and delivered to enrich curriculum learning
- 20% (3/15) of activities contributed towards Arts Mark for the school

- 36% took part as part of an Arts Award (based on activity at eight schools)
- 48% are involved in other school based extra-curricular activities

The chart below shows the number of CYP TMC funded activities reached compared to England averages, for three main indicators of socio-economic status. The data shows that TMC partners successfully reached and got overrepresentation of the neediest groups.

**Chart 1: TMC CYP compared to England average**



The chart below uses post code data collected by TMC partners which was then analysed by The Audience Agency's Audience Spectrum tool. It shows a skewing of participation in TMC funded activity towards two of the lowest engaging social segments ("Facebook Families" and "Kaleidoscope Creativity"). Specifically, 75% of CYP engaged in TMC funded activities are from communities that rank 8/10 and 9/10 where 10 is the least likely to participate, compared to a national average of 20%.

The Audience Agency participation pen portraits can be viewed [here](#).

## Chart 2: Audience Agency Spectrum profiling

### Audience Spectrum profiling

Segment Name	The Mighty Creative pupils		England, Scotland & Wales population	Index	Engagement Rank	England only pop
	Count	%	%			%
Metroculturals	0	0%	4%	0	1	5%
Commuterland Culturebuffs	1	1%	11%	5	2	11%
Experience Seekers	1	1%	8%	6	3	8%
Dormitory Dependables	2	1%	15%	7	4	15%
Trips & Treats	20	10%	16%	65	5	16%
Home & Heritage	10	5%	10%	53	6	10%
Up Our Street	7	4%	9%	42	7	9%
Facebook Families	58	30%	11%	280	8	12%
Kaleidoscope Creativity	87	45%	9%	504	9	9%
Heydays	7	4%	5%	75	10	6%
Unclassified	0	-	3,161,389	-		
<b>Base</b>	<b>193</b>		<b>51,048,220</b>	<b>-</b>		

Please note: base totals and percentages do not include unclassified records

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An infographic has been produced to document the results of the pilot and can be viewed [here](#).

### Next steps

All TMC partners involved in the pilot committed to continue using the Outcomes Framework tool to collect data during the school year 2016/17. And TMC have committed to repeat the same analysis in summer 2017 to build on the story about the number of CYP from low engagement post codes being reached through TMC funded activity. This will allow TMC and partners to track progress over time, and link to the studies that show that participation in arts activities whilst at school leads to better educational outcomes.

<sup>3</sup> 193 pupil post codes were valid and matched to the Audience Spectrum segments (other post codes were not valid because there was either a typo, it was a business post code and not residential e.g. school post was given)