



YEAR ONE PROJECT REPORT

2024/2025

Written by ARCADE

“

*It was the funniest
and the funnest thing
we've ever done.”*

Pupil



“

*Seeing the impact...
I don't want
anything to stop!”*

Teacher

About NEW SHORES

New Shores is a locally-rooted two-year arts education programme on the North Yorkshire coast exploring 'inclusion' and 'belonging'.

New Shores seeks to inspire children and young people in Scarborough to grow in confidence, develop new skills, and enjoy their learning.

KIT Theatre are leading creative delivery with their award-winning *Adventures in Learning* model, interactive stories which erupt in classrooms using immersive theatre with characters presenting a problem and pupils embarking on a mission to deliver formal learning.

Alongside this, ARCADE are working with a cohort of freelance artists, boosting skills in the region, and building a legacy for future work.

Participating schools during the first year were: Gladstone Road Primary School, Northstead Community Primary School, Springhead School, and Scarborough Pupil Referral Service.



PARTNERS & FUNDERS

A locally-rooted creative partnership led by ARCADE in partnership with KIT Theatre, Scarborough Museums & Galleries, and four Scarborough schools.

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Year 1 in Numbers

WHY HAPPENED IN YEAR 1?

HERE'S A SNAPSHOT OF WHAT WE'VE BEEN UP TO:

4

schools
took part

370

children and young
people participated
across the year

5

*Adventures in
Learning*
delivered

20

teaching staff
actively engaged

6

creative planning
sessions with
teachers

1

anti-racism
workshop with
creative team

74

creative
sessions
for pupils

2

artist
residencies
in schools

9

school visits to
museums & cultural
spaces

1

trauma-informed
workshop
for artists

8

workshops
outdoors

16

creative
practitioners
employed



Insights

WHY DOES NEW SHORES MATTERS?

New Shores challenges educational and social inequalities. We believe in the value and power of high quality cultural experiences to contribute positively to the lives of communities and individuals. We are proud to collaborate with teachers and creatives who live and work in our wonderful community on the Yorkshire Coast to support children and young people to thrive.

Here are some of the educational and social challenges:

All four schools have free school meals eligibility above the national and local average. This indicates shared social and economic disadvantage.¹

One school has children with diagnosed Profound and Multiple Learning Disabilities (PMLD).

From early education to post-16 learning, outcomes for disadvantaged

children and young people on the North Yorkshire Coast are below the national average. At the end of each Key Stage, children and young people on the North Yorkshire Coast have less developed literacy skills compared to the national average.²

Due to a lack of funding in state schools, 93% of children in the North of England are excluded from arts and cultural education.³

Racial hate crimes in North Yorkshire increased significantly between 2019 to 2023, including offline and online offences involving children aged 10-17.⁴

A new North Yorkshire Cultural Strategy is committed to inclusive cultural opportunities, aiming to integrate arts and heritage into education, well-being, and skills development.⁵

¹ GOV.UK (2025) Schools, pupils and their characteristics, Academic year 2024/25.

² Department for Education (2017) The North Yorkshire Coast: Opportunity area - delivery plan.

³ Child of the North (2025) An evidence-based approach to creating a culture of inclusive opportunity through arts and creativity.

⁴ North Yorkshire Policy (undated) FOI 0549-2023/24- Hate Crimes.

⁵ North Yorkshire Council (2024) North Yorkshire Cultural Strategy.

Mainstream Partners

GLADSTONE ROAD PRIMARY SCHOOL

WHAT WE DID:

Over 200 Key Stage 2 pupils from Gladstone Road Primary School took part in *Adventures in Learning*. Adventures were devised by teachers in collaboration with ARCADE, KIT Theatre, and Scarborough Museums and Galleries. Each Adventure lasted 6 weeks and teachers worked alongside creative practitioners during delivery. Both Adventures included creative opportunities for developing writing and speaking skills.



“

*I have seen an increase
in engagement and
interest as their learning
has been linked to a
motivating factor.”*

Teacher



Spring 2025

Year 3 took part in *Eady's Earth*. Pupils met Eady Phillips, a Scarborough local whose dream was to work at the Rotunda Museum since visiting as a child. Eady asked pupils to help her prepare for a job interview for a 'Geological Storyteller' position at the Rotunda Museum. Together, they created a dramatic presentation about earthquakes and volcanoes. In a dramatic finale, pupils sneaked into the museum and staged an earthquake to surprise the Museum Boss and helped Eady with her interview. Learning aligned with different curriculum areas, including; English, Geography, Art & Design, and PHSE.

Lead Teacher: Terri Revell

Performers: Dora Rubinstein and David Lomond

Artist: Daniel Parker

Summer 2025

Year 4 took part in a *Greek Adventure*. The class teacher discovered a mysterious competition set by somebody claiming to be Zeus on social media, explaining that he wanted help to 'rebrand' the Ancient Greeks and Gods for the 21st century. Pupils wrote to Zeus on a weekly basis and shared their Greek themed project work. Working across the curriculum, workshops were delivered by; a visual artist, a geologist, and an ancient muse called Clio. The adventure finished with Zeus arriving in school and the day featured a mini Olympics.

Lead Teacher: Amy Landray

Performers: Amy Blake and James Lewis-Knight

Artist: Anna Bean

Geologist: Liam Herringshaw

Mainstream Partners

NORTHSTEAD COMMUNITY PRIMARY SCHOOL

WHAT WE DID:

Northstead Community Primary School enjoyed a 'taster' session to find out more about *Adventures in Learning*. Over 80 four and five year olds took part in an ***Alien Egg Adventure***, meeting the alien Nanoo who crash landed in their playground after a meteorite shower. Pupils taught Nanoo about their classroom, introduced her to books, and created a whole-class story together. Later in the day, pupils helped Nanoo avoid the clutches of a government official, 'The Head of Experiments'.

Lead Teacher: Jaime Pickup

Performers: Amy Blake and
James Lewis-Knight

Make up Artist: Chloe Pimm

“

The level of engagement when we were singing with Nanoo was amazing, even the most timid children were participating fully with the words and actions, with huge smiles on their faces too!”

Teacher



“

You helped me to build confidence...”

Pupil



Pupil Successes

LITERACY AND ATTAINMENT

In brief:

The *Adventures in Learning* supported literacy in the classroom and teachers observed 'break-through' moments among their pupils.

Teachers spoke about improvements in speaking skills including; expression, collaboration, and confidence. Some teachers felt changes were observable beyond the workshops.

Teachers also found the *Adventures* gave writing a purpose, which increased student engagement. Simple techniques used included writing letters or emails to characters and receiving replies.

What the stats said:

100% of teachers surveyed agreed or strongly agreed that:

- **Pupils developed their confidence and new vocabulary and language skills.**

100% pupils who were tracked using an oracy tracker, showed:

- **Improvements in expression, collaboration and collaboration.**

“

I saw children's speaking improve as they had to explain thoughts and opinions.”

Teacher

Pupil Successes

ENGAGEMENT AND CONFIDENCE

In brief:

The *Adventures in Learning* supported inclusive practice, actively engaging all children. Teachers spoke of surprise at the high levels of engagement shown by some pupils, alongside retainment of subject knowledge. Pupils showed positive behaviours, working collaboratively and respectfully with each other. They were especially engaged by working with large-scale props, such as an oversized model of the earth.

Engagement was increased by learning being fun and playful. Pupils recalled memorable moments which disrupted the school day, such as “hiding under tables”, or “pretending to faint”.

“

I felt like I was the kindest girl on Earth.”

Pupil

With *Adventures* characterised by opportunities for pupils to work together, pupils described a positive impact on their ability to help others and reinforced their self worth, with visits to the museum and encounters with characters impacting positively on students’ wellbeing.

What the stats said:

100% of teachers surveyed agreed or strongly agreed that pupils:

- Showed enthusiasm for learning and getting involved.
- Developed teamworking skills like listening and turn taking.

“

Children who at other times appear disengaged with learning, have been fully engaged in the project; I had one child [...] recall all sorts of knowledge about volcanoes, earthquakes, and tectonic plates that I had no idea he had actually retained.”

Teacher



“

I loved when we went to the Rotunda. It was the best.”

Pupil



Pupil Successes

CREATIVITY AND CULTURE

In brief:

The *Adventures in Learning* provided opportunities for the pupils to engage in creative activities alongside professional artists.

Pupils displayed positive characteristics, including resilience and pride in their work, often surprising themselves.

They spoke with excitement about the impact of visiting the Rotunda Museum and some could envisage visiting again, especially as an adult. It is not possible to ascertain the impact of the *Adventures* on the pupils beyond school, but there is a sense that pupils' creativity and cultural capital was enhanced.

“

There was one boy who began the session quite frustrated. I was able to give him help and encouragement and he made a brilliant monster. He was really proud of his work.”

Artist

What the stats said:

100% of teachers surveyed agreed or strongly agreed that pupils:

- Had the opportunity to work with a diverse workforce of practitioners, creative educators and artists.

“

During the art session, the children loved creating the minotaur collages and really used their imaginations. I think they were quite surprised at their own achievements as they thought outside of the box.”

Teacher



Teacher Successes

UPSKILLED, INSPIRED AND CONNECTED

In brief:

Teachers felt more confident to try new things, were inspired to work in different ways, and developed new skills. Drama activities and techniques were identified as transferable to classrooms, especially those giving exciting and purposeful reasons for work. Teachers valued working alongside artists and their different skills and approaches. They especially enjoyed how artists gave pupils more freedom, leading to imaginative outcomes.

Despite Gladstone Road Primary School being regular visitors to the Rotunda Museum, **New Shores** strengthened this relationship. Teachers highlighted the use of museum artefacts, enjoyed the opportunity to become familiar with them, and shared an intent to use them in the future. The involvement of a geologist with expertise in outdoor learning was welcomed, leading to increased confidence in facilitating future field trips. There was some recognition of the impact on teacher wellbeing too, with teachers valuing the social aspect and being part of something 'bigger'.

“

I loved being part of joining in with everyone, going out to the local area or the museum.”

Teacher

What the stats said:

100% of teachers surveyed agreed or strongly agreed they had the opportunity to work with a diverse workforce of practitioners, creative educators and artists.

100% of teachers surveyed agreed or strongly agreed they felt more confident when trying new things with their students.

67% of teachers surveyed agreed or strongly agreed they had learnt new skills.

57% of teachers surveyed said they agreed or strongly agreed to feeling more connected to local cultural or creative offerings.

“

I learnt things from the creative and museum sectors which I will bring into my teaching.”

Teacher



CHALLENGES

- Reach and impact in mainstream schools was limited due to Northstead Community Primary School not proceeding as a core partner. The 'taster' day was offered as an alternative for the school to experience an *Adventure in Learning*.
- Organisational responsibility for Scarborough Museums and Galleries and Woodend Gallery was handed over to North Yorkshire Council (NYC) during the first year, impacting on capacity and a misalignment of organisational priorities.
- Differences occurred in the understanding of co-creation and how to implement it, impacting on the potential of the partnership to identify common ground and maximise shared interests and objectives.
- Despite an increase in confidence and skills, when teachers were asked if they had taken part in training, responses were varied. This may have been due to the delivery model with teachers working with and alongside practitioners, rather than traditional and more formal training events. The benefits of teachers 'learning by doing' are evident, but this approach needs to be shared and communicated more clearly.

NEXT STEPS

- Continue working in Key Stage 2 at Gladstone Road Primary School but extend delivery into Key Stage 1, deepening and broadening practice. *Adventures in Learning* will still focus on literacy and connect with local heritage and culture, finding opportunities to learn outside the classroom.
- Reframe CPD as 'CPD in action', maximising opportunities to 'learn by doing' with the aim of supporting and nurturing teachers' creativity. Each Adventure will continue to be planned with teachers, with a shared intent of increasing time for teachers to plan outside of the classroom. The role of whole school CPD will be explored as part of the project's legacy.
- Select more carefully why and when *New Shores Adventures* partner with Scarborough Museums and Galleries.
- Adapt Adventures to be culturally responsive to the demographics of the school and area.



SEND Partner SPRINGHEAD SCHOOL

WHAT WE DID:

Autumn 2024

Three different classes took part in ***Museum of Me***, a new *Adventure in Learning* in which pupils celebrated their own special objects with lead artist and Museum Curator, Rebecca Denniff.

Delivery took place during weekly workshops with pupils sharing their objects through creative moments, including musical interventions and art activities. A sensory exhibition at Woodend Creative, Scarborough Museums and Galleries, showcased the objects in a pop-up immersive experience which included an ambient soundscape using recordings captured in the classroom.

Lead Teacher: Luella Ramsden

Lead Artist: Rebecca Denniff

Performer: Tom Bowtell

Emerging Artist: Louise Bass

To find out more about ***Museum of Me*** you can read a blog by lead artist, Rebecca Denniff here: <https://www.hello-arcade.com/projects/new-shores>

Summer 2025

In a whole school *Adventure in Learning*, pupils welcomed and cared for alien Nanoo.

This adaptation of an ***Alien Egg Adventure*** took the shape of a week-long creative residency, designed in collaboration with lead teacher, Luella Ramsden. Luella worked alongside KIT Theatre and ARCADE to adapt sessions for the needs of five different classes. Creative practitioners included an artist and a musician.

Pupils weaved a giant, sensory nest, shared a sensory story and sang songs. The week finished by taking learning outside, pupils enjoying trips to the local mere and local beach with Nanoo, and pupils sharing special experiences and places together.

Lead Teacher: Luella Ramsden

Performers: Amy Blake, Omar Bynon and Lily Renwick

Artist: Kirsty Harris

“

We hit so many targets. In a week we managed to teach possibly more than what we could do in 6 months, in a very active way. That's the difference.”

Teacher

Pupil Successes

In brief:

Pupils experienced significant emotional and social engagement, including; experiencing and recognising emotions, developing relationships, and increased empathy. Pupils showed resilience and perseverance when approaching new tasks, and the Adventures continued to provide inspiration for learning beyond the workshops. Teaching staff observed multiple ‘break-through’ moments and often described their pupils’ achievements with pride.

“

One child, who never usually gets involved, according to his support workers, was brave enough to try the stomp rocket - this felt like a real achievement.”

Artist

“

Many of these children were thought to struggle forming bonds and engaging with others. This has not been the case with Nanoo - they have shown complete and utter empathy, love, and warmth all week long, and especially in their farewells.”

Artist

“

Teachers are seeing the value of the work; there has been a cultural shift within the school in teacher openness.”

Teacher

Teacher Successes

In brief:

A full day of collaborative planning for the delivery of the *Alien Egg Adventure* was particularly successful. It nurtured ownership of the project by the lead teacher and enabled her to lead creatively, develop the narrative, and adapt delivery to suit different pupils' needs. A week-long delivery model at the school meant momentum was maintained throughout delivery, and more teaching staff could be actively involved in creative delivery.

Artist Successes

In brief:

Projects with Springhead School used a range of art forms and were recognised as valuable for supporting practitioner development. Artists spoke positively about having the opportunity to work in the setting and KIT Theatre staff reflected that collaborative planning with the lead teacher led to key learnings, such as the importance of non-verbal communication and the impact of including sensory and musical elements. To capture learnings, participating artists were invited to devise and share their own 'Manifestos' for working in SEND settings.

“

You will learn from your participants, so show up with your windows open, and your receptors on. Let it in.”

Artist



CHALLENGES

- It was difficult to schedule multiple, short workshops on a regular basis throughout the term. This was compounded by bad weather which made it hard for artists to travel to the school.
- Visiting the museum and using museum objects as inspiration felt like a longer term goal at the start of the project. For some pupils, especially those with PMLD, this still feels like an aspiration rather than an actionable reality.
- Limited use of regional practitioners to support delivery in a SEND setting.
- The use of accessible and inclusive evaluation methodologies were limited.



NEXT STEPS

- Repeat the week-long delivery model on site at Springhead School in the Spring and Summer terms. Continue to include a range of art forms and explore outdoor learning opportunities.
- Replicate the 'CPD in action' model and explore how to include more teaching staff.
- Explore how to develop an ecology of local artists to support delivery in SEND settings, looking at models of shadowing or mentoring.
- Explore and pilot accessible and inclusive evaluation methodologies.
- Broaden and deepen work by collaborating with another SEND setting.



PRS Partner

SCARBOROUGH PUPIL REFERRAL SERVICE

WHAT WE DID:

Spring and Summer 2025

At Scarborough's Pupil Referral Service (PRS), a project was devised to build on students' high levels of engagement and positive behaviours when playing football. Responding to themes of football, teamwork, and identity, pupils worked with award-winning Hull-based rap and grime artist Chiedu Oraka, who has lived experience of the justice system.

In a series of workshops at a local sports hall, pupils explored sports coaching, the mechanics of game design, devised team slogans, and designed football strips. The project culminated with writing and recording a football style anthem track, alongside the launch of a 5-a-side football team, PR-United. The project was supported by Scarborough Football Club and included a visit 'behind the scenes' with a chance to play together on the pitch.

Planning and delivery was not in the format of an Adventure and was significantly different to other settings;

- Prior to delivery, KIT Theatre's Artistic Director, Tom Bowtell, spent a day at the PRS getting to know the pupils and teachers.
- Artists Chiedu Oraka and Alice Kynman attended a workshop led by award-winning theatre company Clean Break, to support trauma-informed approaches.
- Visiting artist and youth arts specialist Janisè Sadik led sessions focusing on game mechanics.
- The sessions were supported by a young producer as part of their paid internship with ARCADE. The producer had previously been a pupil at the PRS.

Lead Artist: Chiedu Oraka

Lead Teacher: Richard Togwell

Artist and Youth Arts Specialist: Janisè Sadik

Artist and Musician: Alice Kynman

Musician: Deezykid

Visual Artist: Alice Bean

Young Producer: Lizzie Warwick

Partner: Scarborough Athletic FC



Pupil Successes

In brief:

Attendance and engagement levels were generally high with individual pupils showing commitment by their repeated presence. One student was supported to attend a final celebratory session at the PRS following his return to mainstream school. Students displayed good behaviours during workshops and talked positively about the different experiences; they especially liked seeing themselves doing well and being part of a team.

What the stats said:

- 17 pupils participated.
- In the Spring term, 63% of pupils took part in over 50% of sessions.

“

Working with Chiedu taught me that it doesn't matter what, you can still get on to achieve what you want to do... I really learned to believe in myself that term.”

Young Producer

“

Who took the photos? There are expressions on their faces I've never seen before.”

Teacher





Artist Successes

In brief:

The artists working with students were highly skilled and able to work well with the pupils. Some artists had lived experience of social and educational challenges, similar to those faced by the pupils, which helped develop trust and respect.

“

Chiedu worked extremely well with our young people and had a real affinity with their backgrounds, attitude to education, and life in general with the challenges they face.”

Teacher

CHALLENGES

- We worked with skilled and committed artists, some with relevant lived experience, but it can be hard to find the right people to work in this type of setting.
- Engagement and attendance was high, but was dependent on attendance at the PRS which varied day-to-day. The cohort was also fluid and often changing. Sometimes this was for positive reasons such as returning to a mainstream setting.
- Gathering formal written evaluation was hard due to the educational and social challenges faced by the young people.
- Ensuring the wellbeing of pupils, teachers and artists was ongoing and needed to be factored into planning. For example, although students enjoyed workshops at other venues, the transitions between venues could be unsettling and added additional stress and worry.
- Although girls participated in the project, some showed reluctance to participate in more physical activities.

NEXT STEPS

- Shift from off-site weekly sessions to working on site at the PRS for a week of intensive delivery.
- Deepen collaboration and planning with the Headteacher at the PRS. Planning will respond to a need to include and formally recognise more vocational skills.
- Explore and pilot accessible and inclusive evaluation methods to identify and celebrate student's achievements.
- Refine safeguarding and anti-racism procedures to support a multi-agency approach as part of working in partnership.



THANK YOU!

We would like to thank everyone who has supported and worked with us during the first year of *New Shores*.

“

I think we proved ourselves!”

Pupil



“

*I would never have been able to achieve such an amazing creative event without the *New Shores* project.”*

Teacher

To find out more about *New Shores* you can watch a video [here](#)

New Shores is a locally-rooted creative partnership led by ARCADE in partnership with KIT Theatre, Scarborough Museums & Galleries and four Scarborough schools.



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