CREATIVITY COLLABORATIVES

The importance of creativity in schools: pupil opinion

Contents

Abigail D'Amore and Jennifer Raven

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As part of the Creativity Collaboratives pilot programme evaluation, 86 pupils from 10 schools from Creativity Collaboratives in Newcastle, Nottingham, West Midlands and London participated in a series of pupil voice evaluation activities.

The purpose of this exercise was to gather a snapshot understanding of pupils' views on the impact of Teaching for Creativity as the pilot programme drew to a close.

Summary of evaluation activities

1) Pupils were invited to create something that represented what they have learnt about being creative in school using modelling clay

2) Pupils were invited to contribute to an interactive survey by rating agreement/disagreement with a series of statements by placing stickers on a grid (based on a five point Likert scale). A group discussion followed each set of sticker placements which was audio recorded and transcribed

3) 'Post it scramble' where pupils were invited to write and/or draw multiple responses to the prompt 'what comes to mind when you think about creativity'

4) Open discussion about the place and value of creativity in schools

The evaluation activities were designed to provide a variety of verbal and non-verbal mechanisms for pupils to contribute their views, and were also intended to be fun, participatory and reflective of the sorts of creative activities pupils may have experienced in their classrooms.

Participant detail

86 pupils participated in the evaluation activities ranging in age from 6 to 17:

	KS1	KS2	KS3	KS4	KS5
Primary	11	55			
SEND School		6			
Secondary			4	4	6

Additionally, data from 34 pupils ranging in age from 5 to 18 collected during focus groups by the C Change and Halterworth Collaboratives was analysed and served to strengthen emerging themes.

Due to time restrictions and necessary adaptations due to additional needs of pupils, not all activities could be completed systematically. The following shows the breakdown of pupil numbers per activity:

Activity	No of pupils
Modelling clay	30
Post its	80
Interactive survey / discussions	86

Overview of pupil opinion

The summary of all pupil responses provides a set of evidence relating to the core outcomes of the Arts Council England Theory of Change for the Creativity Collaboratives programme.

Nurturing creative capacity of pupils

The increased focus on creativity in schools helped pupils increase their understanding and awareness of what creativity means. Pupils shared specific examples of how they had been creative in school, sometimes referring to a subject or activity that stood out and the understanding that they gained.

Some pupils described aspects of the Creative Habits for example persistence, collaboration and imagination. Many pupils considered creativity as being the domain of the creative arts, often referring to 'creativity' as a specific task or activity. For a minority of pupils, creative approaches were disliked, or they felt creativity was not embedded in all subjects.

Pupils felt it was important to have creativity in schools to promote free thinking, imagination and thinking outside of the box. They described the sense of possibility they experienced when being creative.

Pupils discussed ways in which they felt their teachers were creative, for example through giving ideas, being happy, trying hard and playing more. Some pupils shared examples of how their teachers modelled being creative and making mistakes. Others described the enjoyment of interacting with external creative practitioners. Some pupils disagreed that their teachers were creative.

Pupils demonstrated understanding of the wider benefits of creativity, for example helping with other aspects of school life and improving quality of work. They shared examples of how they were being creative beyond school (including new ways to play) and in home environments. Some pupils shared that it could be difficult to find time for creativity due to other pressures.

Pupils alluded to the accessible and inclusive nature of creativity, describing how creativity is often a better format for describing and expressing feelings than written or spoken words. Some pupils identified that creativity can be an outlet for those experiencing communication barriers. Pupils shared how creativity can help celebrate their uniqueness and individuality.

Enriching personal and social development of pupils

Some pupils explained how being creative has contributed to personal growth, developing confidence, overcoming barriers and increasing resilience. Many shared examples of how they had made mistakes and learnt from them, articulating that making mistakes forms an important part of learning. Being creative has helped pupils feel confident presenting their ideas, which resulted in a sense of pride and achievement. However some pupils shared that they still feel nervous about presenting and sharing work, making mistakes and being criticised.

Pupils discussed the importance of being able to be creative in their own way, as this helped with self-expression, independence and feeling in control. Central to this was often the freedom and autonomy associated with being creative in their own way, with the 'lack of right or wrong' helping with feelings of happiness and personal agency. However some pupils shared that there could be challenges with the freedom offered by creativity and that this could be hampered by other people (peers and teachers) taking control.

There were interesting discussions about the pros and cons of working creatively with others. Some pupils preferred to work on their own as they found it easier and felt they could concentrate better. Others discussed challenges that arose from group dynamics when working creatively together. However, many pupils articulated how collaboration improved efficiency and quality of work, and that they valued playing with, working with and in some cases helping other pupils.

Enriching pupil engagement and interest in learning

Pupils agreed it is important to have creativity in schools for better engagement and enjoyment. They explained how being creative in their classrooms was fun, exciting and in some cases helped them look forward to lessons and improved their motivation. Many pupils expressed enjoyment with participating in creative tasks, and shared specific examples of activities that they particularly valued. Pupils compared more creative approaches with 'normal' teaching and learning, noting a difference in their engagement.

Pupils felt being creative helped them to learn. They articulated how creative approaches often made learning more memorable, which they believed helped with their understanding of subjects and concepts.

Pupils often experienced happiness whilst being creative and could describe how it affected their mood, either by helping them to feel calm and relaxed, or by providing an 'energy boost'. Some shared how engagement with creative tasks was a distraction from other stresses, including providing a respite within busy school environments.

The importance of positive relationships with teachers was identified by pupils as an important aspect to helping with their creativity. In contrast some pupils gave examples of teachers restricting their creativity, often due to having to do things in specific ways depending on the subject.

Developing skills that better prepare pupils for the future

Some pupils articulated specific subject-based knowledge that they felt might be useful in their future. Others felt they had learnt skills and knowledge that would be helpful for having a career in the creative industries.

Pupils identified specific skills and attributes developed through Teaching for Creativity that they felt would be important for the future, notably problem solving, learning from mistakes / resilience, leadership skills, improving memory, persistence and independence. Some pupils however were unsure about what future skills they were developing.

Activity 1:

What have you learnt about being creative in school?

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35% of pupils used modelling clay to illustrate what they have learnt about being creative. They were then invited to describe their structures to the rest of the group.

The most common type of response related to the sense of possibility pupils felt with being creative – notably being imaginative and thinking outside of the box:

> I'm going to do like an infinity sign. Like, with the freedom with the question just kind of made me think of infinite possibilities. (Year 12 pupil)
>
> To me, creativity sort of means thinking outside the box. So, I decided to make a cardboard box to open it so you can think outside the box. (Year 6 pupil)
>
> I'm making a rainbow because it shows that there are many different possibilities, because a rainbow is, sometimes you can see different colours. And sometimes we don't see a whole rainbow, but you see half of it. But sometimes, like I really like rainbows and when I see them, as I sometimes suddenly have a inspiration. (Year 6 pupil)
>
> I tried to model the imaginative symbol. Because one of the creativity things I do best is being imaginative and reflecting on all my work that I've done before. (Year 3 pupil)
>
> Yeah, so I've done about imaginative and collaborative. Collaborative, the football stands as team sports, and doodling and writing is imaginative and they're probably one of my favourite things. (Year 3 pupil)

Some pupils used their models to share specific examples of how they are or have been creative in their classrooms, sometimes referring to a subject or activity that stood out. In some cases they could describe the understanding that came out of these activities:

> I think writing your own story is quite imaginative because you think that loads of ideas about what your character's going to be and loads stuff like that. (Year 3 pupil)
>
> I tried to make a brain…Because I just thought, like it's strengthening your understanding. (Secondary School pupil)
>
> Something that English taught me a lot is circular structures, maybe where you start from, where you're coming from is sort of where you're going. But that's something I've always thought about when it comes to my creative pursuits, things like that. So wherever I've started from, I have to remember that for the whole journey, the whole process. And also it's made me think of onions, like they have layers, and it's a bit like that. So creativity to me, it has different layers, even the ridges in the circles. (Year 12 pupil)
>
> Well, what I did was someone learning because I think that being creative means things about learning something new. Like Maths, history, science, they're all something that you could do to learn. And be creative about. (Year 3 pupil)

Pupils from the specialist setting created models that demonstrated a particular activity that they had completed in school:

> So, this is a pizza, and this is a football. Cause me and [Child] play football and we make pizzas on a Monday. (KS2 pupil)
>
> I'm making a football. Different coloured football. I do like football, with my class. (KS2 pupil)
>
> It's a minibus. One I can play on… Because we go on it. (KS2 pupil)
>
> I used to play on the bike and I'd play Christiano Ronaldo. (KS2 pupil)
>
> This is a pizza and this is a tiger and a pizza…. we do have a tiger [in school]. (KS2 pupil)
>
> Mine's a flower. cause my mum loves flowers. (KS2 pupil)

Some pupils in schools who explicitly used the Creative Habits of Mind framework created models that reflected aspects of the Creative Habits:

> Well so basically all the colours of the habits and what they start with. So, it's like P for persistent, D for discipline and I for inquisitive and C for collaborative and I for imaginative. (Year 3 pupil)
>
> So persistent means like daring to be different and, and like tolerating uncertainty, I think, and like, sticking with difficulties. And discipline means crafting and improving. And like and reflecting critically. And inquisitive means exploring, investigating, and challenging assumptions. (Year 3 pupil)
>
> An exclamation mark. The range of nice ideas…it doesn't have to be like one idea could be like an explanation of it. (Year 12 pupil)

Others created models that represented problem solving:

> So like problem solving skills. (Year 12 pupil)
>
> To me, when making Lego, I feel like it's creative to actually figure out how to put these blocks together to actually make something big and detailed. (Year 6 pupil)
>
> Basically, in science, we did this thing where we had like salt islands and at the time we had to find out how to separate them. So, I think it was like a good way to like use problem solving. (Secondary School pupil)

And these pupils devised creations that specifically related to art and craft and provided explanations about this:

> Mine's just like a pencil and paper, because in like art, we have like, a really broad, like, range of ideas to explore. So, we're quite like creative doing that. (Secondary School pupil)
>
> I made a blank canvas with a brush and like an easel and a blank canvas just encourages you to fill that space and like, yeah. (Secondary School pupil)
>
> I did a pencil because you could draw things and be imaginative and creative. And you could sketch your ideas down on pieces of paper. (Year 3 pupil)

The process prompted some pupils to express views on the freedom and autonomy they felt they have with creativity:

> It's helped all of the children, creativity has no boundaries and you can keep doing whatever you want for as long as you want. (Key Stage 2 pupil)
>
> I mean, yeah, because, like, when we do creative things, I think my lessons just give us so much freedom, I can just do whatever I want. I mean, I guess within the limit of it being a poster, or whatever the task is, but yeah, I think it's pretty freeing. And also like that the teachers, though, are always excited to see what we're doing. Because I feel like the teachers are more excited to see what the A level students conjure up instead of the younger students. Because I think it's more rare for us to do creative activities like this, so everyone actually engages with it. (Year 12 pupil)
>
> There's no wrong answer. (Year 12 pupil)
>
> We're doing like we're making patches in art, so like, it's up to you what you're like, first, important matter are things also like, I just did like random stuff. (Secondary School pupil)

These older pupils explained how they created models that showed an aspect of business:

> I'm literally going to make numbers…Because it just reminds me of business. (Year 12 pupil)
>
> [Creativity] just reminds me of business review. Because, like, we really just, like, the financial side of business, which I'm interested in, which I really like to hear about and learn about… I can freely do whatever I want with the numbers really. (Year 12 pupil)

Some pupil models represented happiness and love:

> I was doing [a smiley face] like it makes us feel creative, it makes us feel excited and happy. (Year 3 pupil)
>
> I've done a heart. (KS2 pupil specialist setting)

And other pupils talked about how creativity helps them to be confident in their ideas:

> I made a person with their fist up because it showed like their creativity, that you should like be confident in your ideas. (Secondary School pupil)

Finally this pupil shared how their experience of creativity relates to speaking instead of writing:

> I did microphone, well I tried to kind of, make a microphone…And it's just like, how, like speaking more instead of just writing. (Secondary School pupil)
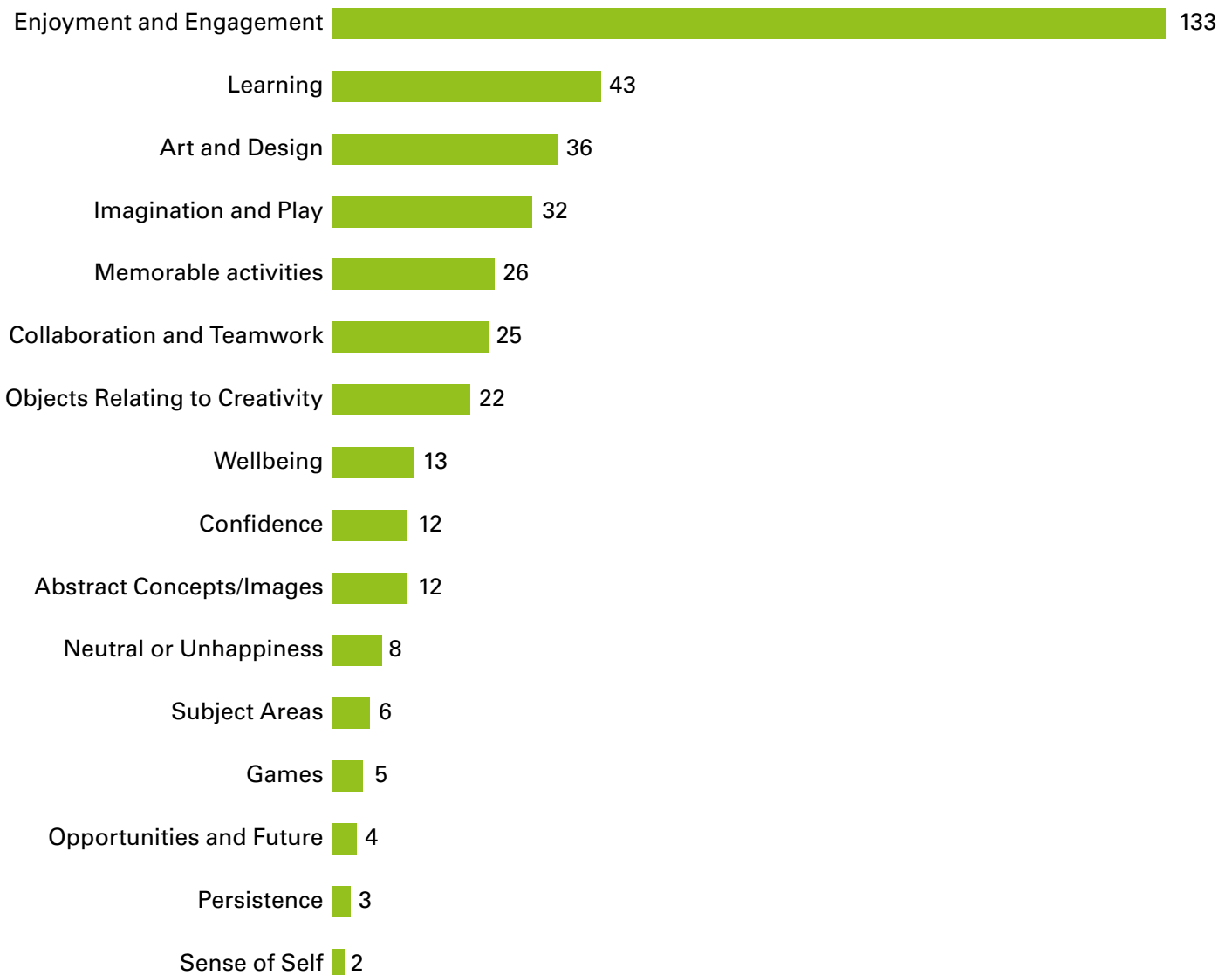
Activity 2:

What comes to mind when you think about creativity?

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Pupils were invited to write in words or draw in pictures all of the things that came to their minds when they think about creativity. We received a total of 382 responses from 80 pupils, with most pupils completing an average of 4-5 post it note responses. These responses were thematically grouped, with enjoyment and engagement being the overwhelmingly common response.

What comes to mind when you think about creativity?

Category	Value
Enjoyment and Engagement	133
Learning	43
Art and Design	36
Imagination and Play	32
Memorable activities	26
Collaboration and Teamwork	25
Objects Relating to Creativity	22
Wellbeing	13
Confidence	12
Abstract Concepts/Images	12
Neutral or Unhappiness	8
Subject Areas	6
Games	5
Opportunities and Future	4
Persistence	3
Sense of Self	2

This table illustrates examples of the most common written and drawn responses underneath each thematic grouping:

Theme	Examples of written and drawn responses
Enjoyment and engagement	Happy / Smiley face emoji / Joyful / Fun / Enjoyment / Awesome / Brilliant / Enthusiastic / Excellent / Love / Amazing / Wow / Inspired / Excited / Thumbs up emoji / Eager / Yes!
Learning	Learning / Brain / Improvement / Explaining / Smarter / Books / Knowledge / Writing / Problem solving / Inquisitive / Curious / Questions / Having ideas / New / Interested / Not boring / Engaged / Interactive / Picture of two people at a desk
Art and design	Art / Craft / Paint brush / Artist / Artistic / Doodling / Colouring / Design / Drawing / Pencil and paper / Scissors
Memorable activities	Trips / Animals / Zoo / Water / Food / Nature / Sunshine
Collaboration and teamwork	Collaborative / Leadership / Teamwork / Together / Handshakes / Friendship / Friendly / Helping / Kind / Encouragement / Responsibility / Caring / Communication / Talking / Thoughtful
Imagination and play	Imagination / Imaginative / Lightbulb / Thought bubble / Think outside the box / Innovation / Silly / Playful / Freedom / Flabbergasted
Objects relating to creativity	Camera / Music notes / Microphone / Drama / Stage / Masks / Dancer / Museum / Scarf / Hourglass
Wellbeing	Calm / Nice / Relaxing / Stress free / Pillows / Tired / Relief
Confidence	Confidence / Brave / I can do it / Resilience / Growth / Courage / Pride
Abstract concepts / images	Environment / Social media / Wordly / Time / Infer
Neutral or unhappiness	Neutral face emoji / OK / Don't know / Sad face emoji / Mood change
Subject areas	Maths / History / Science / English
Games	Lego / Jigsaw / Sports
Opportunities and future	A new chapter / Looking forward for the future / Opportunities
Persistence	Discipline / Persistent / Perseverance
Sense of self	Be yourself / Unique / Express feelings / Independence

Some pupils provided further explanation of their responses. For example creativity meaning an element of uniqueness and being yourself:

> I put the microphone because like it shows like, you get like a voice and then the artist cause it's like your own way of doing something. Like you don't have to follow anyone else. (Secondary School pupil)
>
> Being creative means that you can be different. You don't always have to copy what everyone else is doing and you can interpret something your own way. (Secondary School pupil)
>
> So like you can make your own stuff like, it doesn't have to be exactly as everyone else's, like you can make yourself so it can be like, unique. (Secondary School pupil)

Others described it offering freedom and self expression:

> I said freeing, there's no rules when it comes to creativity. It's all just your imagination on paper. (Year 12 pupil)
>
> You can be creative through social media, because it is the second largest platform where anyone can do nearly anything and can express their creativity. (Year 12 pupil)
>
> I think creative…it's a way of expressing yourself and expressing things and thoughts and feelings that you have just like listening to music and just doing whatever comes to your head. (Year 12 pupil)

These pupils shared how creativity means imagination and thinking outside of the box and gave some examples:

> So I think it's using ideas I have or have had, because always when I don't have anything to do, when my mind is not occupied, I immediately think of a new world and like a new characters, and I will put myself in the role of someone that I like, and then I will act it all in my head and I will think like, hmmm, now what's new today? And I will have lots of new ideas. Once I was fighting a dragon. At another time, I was just going through boarding school with my friends. (Year 6 pupil)
>
> I always think of art projects. So, you're like you think outside the box for the art projects, you don't do something that, like you don't do typical thing that everyone does. (Year 6 pupil)

This Year 12 pupil explained how their drawing represented how presenting creative ideas can be daunting but ultimately beneficial:

> It's a person and they've got like a chain on the foot, and like the brain has just a lot of ideas. I think, creativity, you kind of have to take a leap, especially from an artistic perspective, like presenting your art, or your creative ideas, it can be kind of daunting. Like I remember when I was doing Art GCSE, I didn't really want to show off my final piece or anything like that. But I feel like now, if I went back, I would have because it would have allowed me to explore the opportunity also, because like my friends, they don't always encourage me, I'd never do it. But I wish I would have because I mean, from my perspective, I would hype them up too. I don't really know how to explain it, it's just a feeling. Like taking a leap, expressing yourself really and it's beneficial to you in the end. (Year 12 pupil)
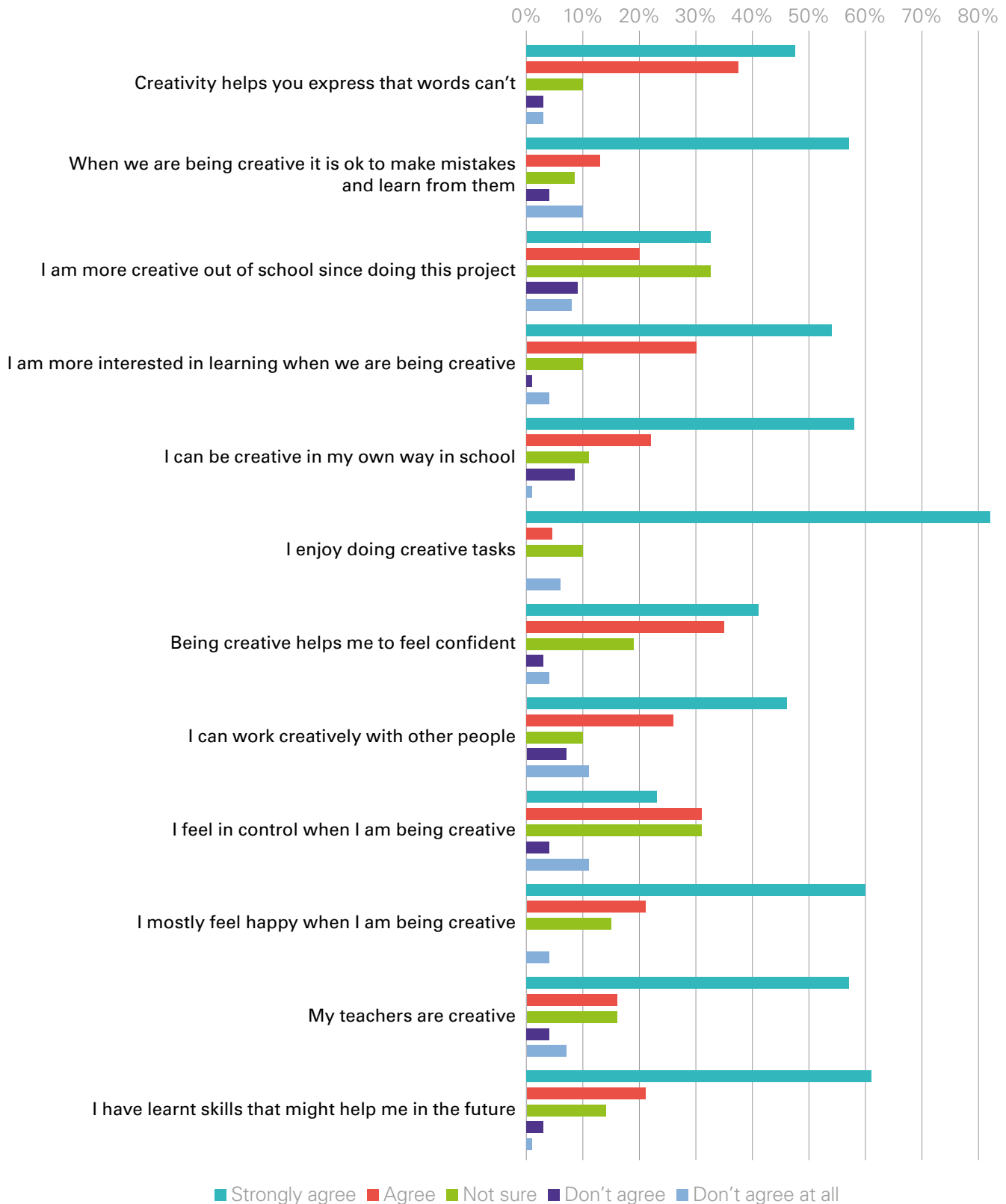
And this pupil alluded to the accessibility of creativity:

I've written down a whole bunch of words, a lot of what we mentioned over there, like innovation, courage, confidence, teamwork, fostering a better environment. And I did some doodles, maybe things to do with music or a laptop or books, pens, things like that. Because creativity is so accessible nowadays, it's really easy to get into, like a creative environment. (Year 12 pupil)

Activity 3:

Statements and discussions relating to creativity

Activity 3: Statements and discussions relating to creativity

All pupils participated in an interactive survey, to gain their agreement/disagreement to a set of statements. In some cases we reduced or adapted the questions depending on the pupils and the time available.

Creativity helps you express that words can't

When we are being creative it is ok to make mistakes and learn from them

I am more creative out of school since doing this project

I am more interested in learning when we are being creative

I can be creative in my own way in school

I enjoy doing creative tasks

Being creative helps me to feel confident

I can work creatively with other people

I feel in control when I am being creative

I mostly feel happy when I am being creative

My teachers are creative

I have learnt skills that might help me in the future

■ Strongly agree ■ Agree ■ Not sure ■ Don't agree ■ Don't agree at all
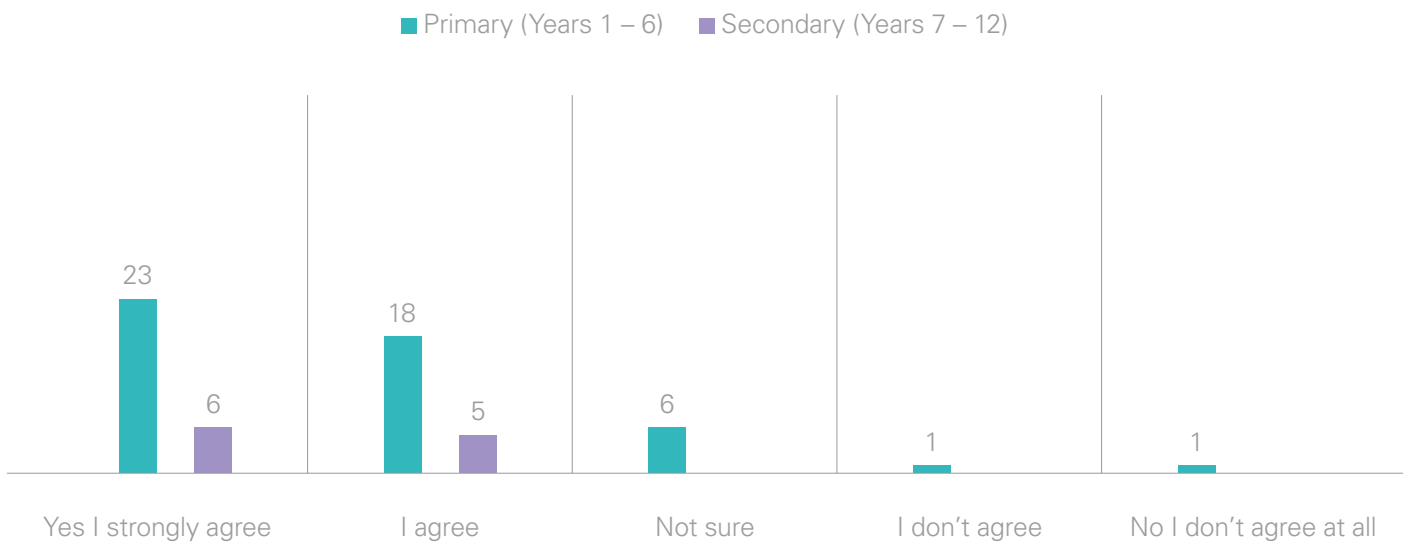
There was most agreement with statements relating to enjoyment of creative tasks, feeling happy when doing creative tasks, being more interested in learning when being creative and that creativity helps to express things that words can't. There was least agreement that pupils feel in control when being creative, that they can work creatively with other people, and that they are more creative outside of school since being involved in this programme, which also was an area of most uncertainty. Pupils also felt most uncertain about creativity helping to feel confident, feeling in control, and that their teachers are creative.

Statement 1: Creativity helps you to express things that words can't

48% of pupils strongly agreed and 38% agreed that creativity helps them to express things that words can't. There was slightly more agreement among secondary pupils, with 12% of primary pupils being uncertain about this statement.

Creativity helps you to express things that words can't

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	23	18	6	1	1
Secondary	6	5			

Total responses n = 60

Pupils talked about how creativity was often a better way of describing and expressing feelings than written or spoken words:

> I think words can't describe feelings. Unless they like show them, or even words can't describe. But I think being free is beyond what words can do. (Key Stage 2 pupil)
>
> Creativity, helps you to express your feelings of what helps you feel more optimistic about things. (Key Stage 2 pupil)
>
> It makes me express things that I sometimes like, can't say out loud, because when maybe if I feel sad, or maybe there's something just I feel like I want to take off my mind but I don't really want to say it out loud, I can just shape it out. And after I put the idea in my head and model it out like just like the clay itself, and I put it there. And I might sometimes just like forget about it because I've already done it. It's there, I thought about it, and then I'll just show it to the door and just say goodbye to it. See you next time.
> (Year 6 pupil)
>
> When I get angry I take sticky notes. And I just write them down really quickly. I'm gonna go to my mom, put them down and then I just run back upstairs. (Year 4 pupil)
>
> It helps you to express your feelings. Like when you feel like, oh, maybe I have this idea, or should I try this idea? You really have the confidence to do it because nobody can judge you or just like, No, that's wrong, or, that's right. (Key Stage 2 pupil)

These pupils gave examples of how creating, writing and drawing could help them to share feelings without the need to verbalise:

> Because if you feel a little bit shy and you don't want to say anything you can create and write it down. (Year 1 pupil)
>
> When I get really angry or sad. I just have my sketchbook with me so I can just draw something and I don't need to talk. (Year 4 pupil)
>
> Sometimes when I feel angry, I just don't want to talk it out as much. So normally I get piece of paper and try and draw my feelings. (Year 4 pupil)
>
> I think when you draw it, you think that you can't say, you think something that you just don't know how to say it? You could draw? (Year 4 pupil)
>
> When it comes to things you want to express, there's only like so much we can verbally say, I think being able to do stuff is like a good way to kind of get it out without having to think of how to say it. It's more just like showing. (Secondary School pupil)

Some pupils identified that creativity could be an outlet for those experiencing communication barriers:
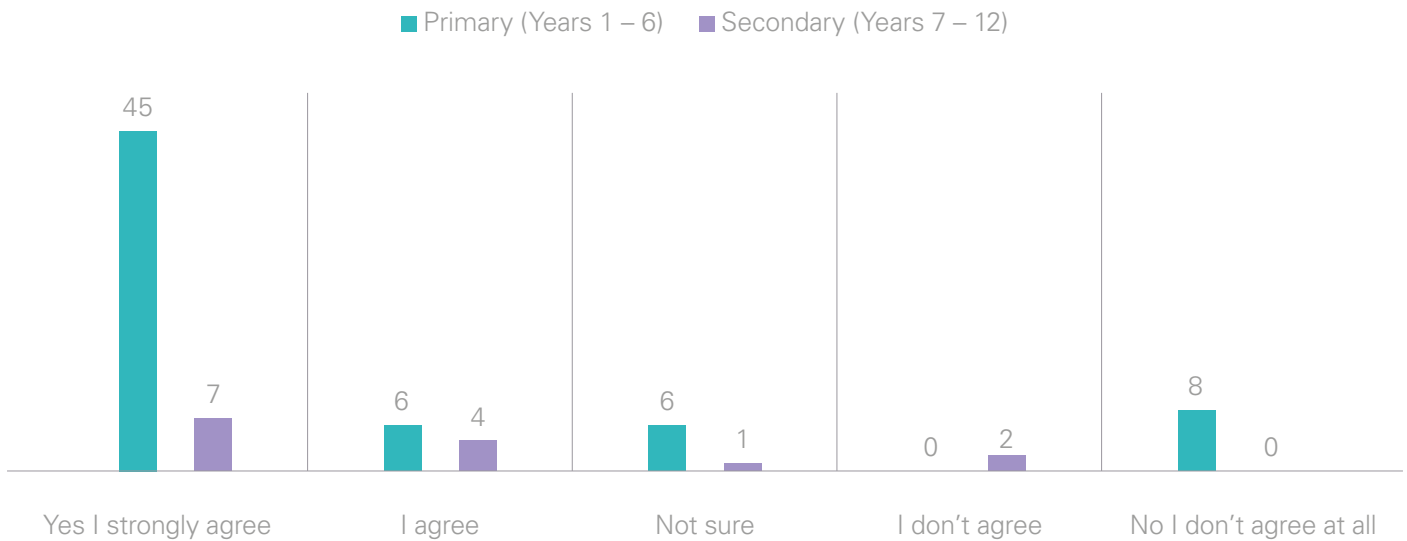
> I think it's, especially if you're from a new country, and you don't like speak a language, then you could just express your emotions through art and other stuff. (Key Stage 2 pupil)
>
> You say that creativity, if you can't talk, like creativity, you might create anything that can help other people. So people have a say in what they're doing, so they can see what you're doing. And they can try and do the same. (Year 1 pupil)
>
> For Deaf people, some people can't talk, and with like, a piece of paper and a pencil or a laptop, they can really express how they're feeling and how they feel not being able to talk. (Year 4 pupil)

Statement 2: When you are being creative, it is okay to make mistakes and learn from them

66% of pupils strongly agreed and 13% agreed that when you are being creative it is ok to make mistakes and learn from them. There was slightly more agreement among primary than secondary pupils.

When you are being creative, it is okay to make mistakes and learn from them

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	45	6	6	0	8
Secondary	7	4	1	2	0

Total responses n = 79

Many pupils shared examples of how they had made mistakes and learnt from them, often articulating that making mistakes formed an important part of learning when being creative:

> When I make a mistake, sometimes I would be like, okay, next time, I'll do it better. (Year 4 pupil)
>
> I think you need to make mistakes to see if something works or not, because you can have an idea to have something in a certain position, but it might not work. So you have to change your idea and put it in a different position. (Key Stage 2 pupil)
>
> So, like, making mistakes is okay, because when you make mistakes, you learn a lot more so like, you could have done something wrong, but you don't notice it until you try it out. (Key Stage 2 pupil) So the reason I sometimes just do the mistake on purpose is to see if I should do it, or should not do it, because my mum said, if you don't have any mistakes in your life, you won't learn. (Year 4 pupil)
>
> So think of building things from the mistakes you've made, so it's not really a mistake, because you're working on top of it working with it and see what you could do with that mistake. (Year 12 pupil)
>
> Mistakes are needed in order to like grow and function. And everyone makes mistakes. So it's inevitable, even if you want to be creative it's ok to make mistakes. (Year 12 pupil)

> I put mine on the really agree box because you can learn from your mistakes, you can just work that mistake out and try again. (Year 1 pupil)
>
> If we didn't learn from our mistakes, then there's no point in doing it. (Year 5/6 pupil)
>
> If you don't make mistakes, technically you're not a human. (Year 3 pupil)

Some pupils felt that there was no right or wrong when it comes to being creative:

> Because for good creativity, you can build on it, you can do something, there's no right or wrong. So nobody can tell you what you're doing is bad or what you're doing is good. So it's just all on you. (Key Stage 2 pupil)
>
> Because you can really learn to say trying to make something or something goes wrong, you know, for next time. Or for this time, you have to change stuff, like experiments, you change the variables and things. And because there's no telling off there's no right or wrong answer. So you can do it however you want. (Key Stage 2 pupil)
>
> Because in creativity, there's not really proper mistakes because it's your idea of what you think, like who is your idea of what you think it should be? And it's your opinion. And if that's what you think then no one can really tell you that you're wrong. (Key Stage 2 pupil)
>
> I think the notion of making a mistake, I'm talking about creativity, I don't think you can make a mistake. So that's just how I feel. (Year 12 pupil)
>
> I feel like when you're being creative, there's no such thing as a mistake. You can always use it as you know, as a lesson as well, but I don't think that mistakes are present in creativity. (Year 12 pupil)
>
> Like it felt we could try it again and we didn't have to like…we could dismantle everything and retry. And have the time to do that. (Year 2 pupil)
>
> When it comes to creativity, it's not really like a black and white answer. So it's not really like you can sometimes but like you can't really make mistakes. You just make something different to someone else. Yeah, but it's not necessarily wrong. (Secondary School pupil)

These pupils provided examples of times they made mistakes while being creative and improved what they were doing:

> We had like lots of art sheets of paper. And so when we were like drawing and writing, we will make a mistake, and you would then try to blend in something else. Yeah. Making it into a different creation. (Key Stage 2 pupil)
>
> And when you're creative and you do a mistake, you get better on them, because then you know much more. I didn't know that, I can't do that, now I know that mistake I won't make it anymore. (Year 1 pupil)
>
> It's okay to make mistakes in class like in a lesson. Like if we don't understand like, one question and we make a mistake putting down the answer. And then it's fine because we're gonna learn from doing what we've done wrong. And then maybe soon we can get it right. (Year 4 pupil)
>
> I know how I make mistakes. Mistakes is spill your drink, you have to clean it up. [Learn to] be careful. (KS2 pupil – specialist setting)

Some pupils could identify how learning from mistakes might be important for the future:

> Like, it gave me more skills to like do stuff but also it doesn't really because you still get mistakes, but you have to still learn from them, you get lots of mistakes, but that's a good thing to get mistakes, so you can learn from them. And then later on in the future, you might not make as many mistakes as how you did before and in like the past. Just really helped you. (Year 4 pupil)

> I think making mistakes are good, because you can learn from them because every time you make a mistake, you can get better and better. And when you're really good, your job could be an artist. And then even if you make a mistake while being an artist, it's still okay. Because you can try again and again until you get better. (Year 1 pupil)

Some pupils shared a dislike of making mistakes, and linked making mistakes to 'getting into trouble':

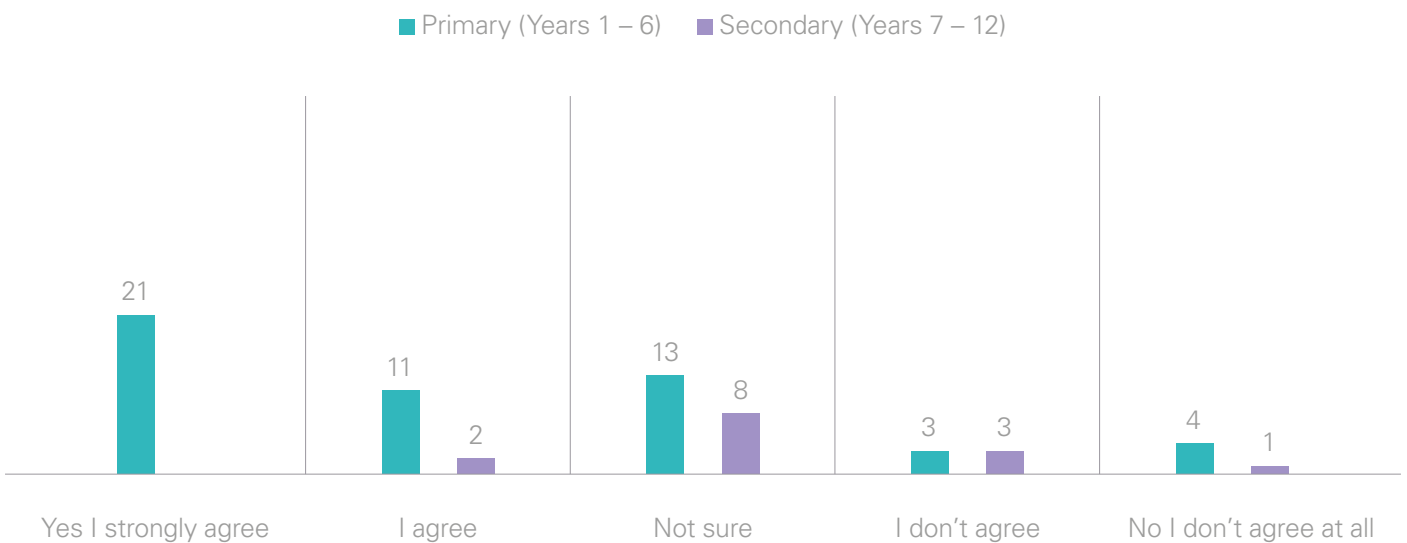> I get mad when I make mistakes. (Year 4 pupil)

> Because whenever I make a mistake when I'm doing something, the next time I do I know that I shouldn't do that. Because sometimes I do stuff that are wrong. And I get told off for them. So the next time I know not to do it so I don't get told off. (Year 4 pupil)

> Because if you go too fast and you just make a mistake again…And then you won't get in trouble. But next time, just do just try and try hard. (Year 3 pupil)

Statement 3: I am more creative outside of school since being involved in this project

32% of pupils strongly agreed and 20% agreed that they are more creative outside of school since being involved in this project, with 32% being uncertain and 17% disagreeing or strongly disagreeing. Secondary pupils were less certain about this statement with 57% stating they weren't sure and 28% disagreeing or strongly disagreeing.

I am more creative outside of school since being involved in this project

■ Primary (Years 1 – 6)　■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	21	11	13	3	4
Secondary		2	8	3	1

Total responses n = 66

Some pupils shared examples of how they were being creative beyond school:

> So I go online and look for some ideas of what crafts [to do] sometimes. (Key Stage 2 pupil)
>
> I make a ton of bracelets now. I remember on one of the trips we had, I learned how to tie one, and also creative play, and sometimes you have to tie stuff, so then that helps with that as well. (Key Stage 2 pupil)
>
> When I do art in school, I get to try it at home too. (Key Stage 2 pupil)
>
> So before even [creative practitioner] came in, I used to go to a drama, singing and dancing. And it really made me express how I used to work with my movement, and I just felt like I was free. When [creative practitioner] did the drama it just made me feel like it was just my own, my body was taking over my thoughts. I became more creative with my imagination after [creative practitioner] came. Because before I didn't really like play because I didn't know what to play. But now I always play with different stuff. (Year 4 pupil)
>
> I agree because before [creative practitioner] came. I wanted to be an author, but I couldn't really know what to write and I couldn't think of anything. And now since [creative practitioner] came I've already written a few chapters. (Year 4 pupil)

Some shared they had discovered new ways to play, and that they took this beyond the classroom into home environments:

> Ever since [creative practitioner] I've just been making like new ways to play and it's all just fun. And she's really good, like nice that all our friends have been, inspired to do something, more acting and just use stuff differently. (Year 4 pupil)
>
> Before creative play, and I didn't really play chess as much as I did before. And I'll just play it with my dad that is a nice hobby that we do sometimes. (Key Stage 2 pupil)
>
> I made a big obstacle course. (Year 4 pupil)
>
> I've been doing this outside of my garden, but it can be messy. So I get just like four cups and the water and food colouring and pour it, and some tissues I can make it flow. (Year 5/6 pupil)
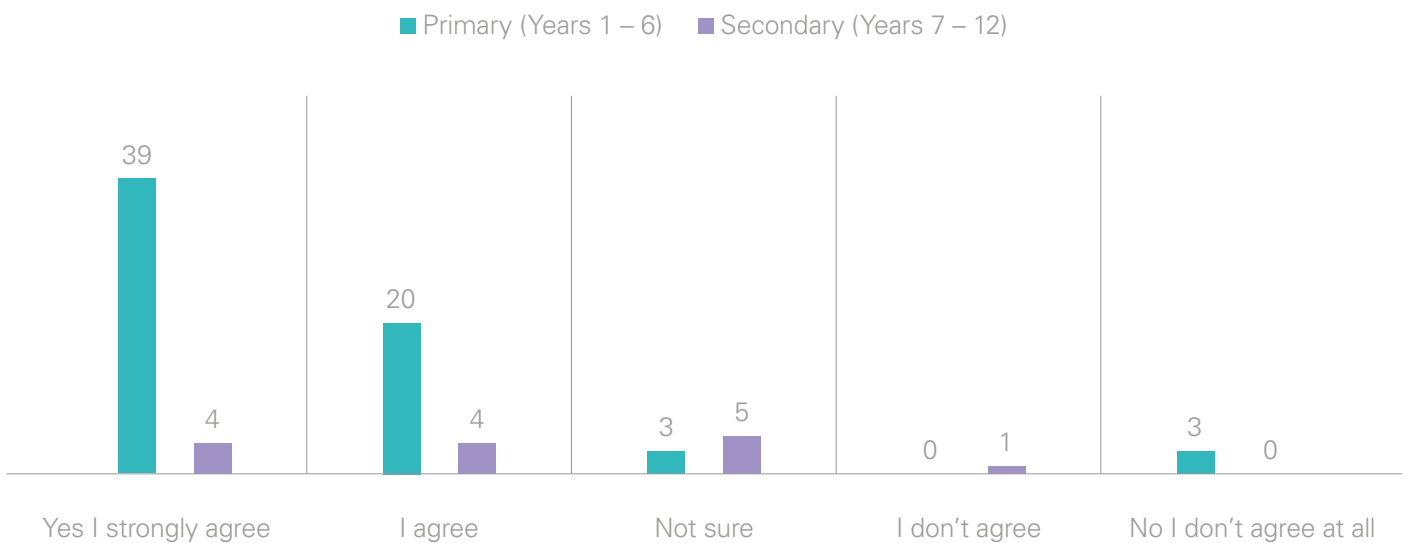
This Year 12 pupil shared that it is difficult to find the time for creativity due to other pressures:

> I used to do a lot of writing and poetry, I used to be really passionate about it, but since going into A levels it's been so hard to say we're gonna sit down and actually just start creating. (Year 12 pupil)

Statement 4: I am more interested in learning when we are being creative

54% of pupils strongly agreed and 30% agreed that they are more interested in learning when they are being creative. There was more agreement of this among primary pupils, with 91% strongly agreeing or agreeing. 36% of secondary pupils were uncertain about this statement.

I am more interested in learning when we are being creative

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	39	20	3	0	3
Secondary	4	4	5	1	0

Total responses n = 79

Pupils shared how being creative in their classrooms was often fun, exciting and in some cases helped them look forward to their lessons and feel more motivated:

Because it's fun and you get to do like, games. Like to have fun. (Year 3 pupil)

Because like, when we do creativity in learning, it's like really fun, cause I'm like, you do lots of different things like you do like your favourite thing, which is being creative. And then adding that on with learning. Because learning can sometimes can be pretty boring. (Year 4 pupil)

Before [creative practitioner] came, I always hated Mondays and when she came, I was looking forward to them. Because normal learning is kind of boring. And when you add creativity to it, it seems a lot more interesting and you kind of want to listen a lot more. (Year 4 pupil)

We did like a directing crew. And it was funny when I did it, because everyone's like, it was me and my friend and we were all just laughing, because it was so funny. My other friend was acting, and it was like an interview. And one person in here was the host of it and there was a person that was meant to be dead, it was a ghost. And then every, like, minute, he would come on and just start dancing. (Year 4 pupil)

24

It think when you learn in a creative way, you got more excited about what you're doing. So it gets better. (Year 6 pupil)

I think when you're learning when you're being creative I like it because not just makes you learn it makes learning more fun when you're creative, you're learning something what's really creative and fun. (Year 1 pupil)

It makes you more happier, Because it's really, really fun. (Year 5/6 pupil)

Because it makes it more fun and more attractive. (Year 3 pupil)

Pupils described ways in which being creative helped make learning more memorable, often increasing understanding:

Because you're doing more like fun stuff that can help you remember it, then just the normal stuff, they don't really do anything fun, you're just doing a worksheet. And when you do it with creative, it's like, yeah, we're gonna play some games to remember this. (Year 4 pupil)

Because when you're doing normal learning, you're just writing things down and you have to remember things because of the teacher saying, remember this, this goes like this. And that's not really a fun way of learning, and when you're being creative, you can do it in lots of different ways. And I like games to remember, and it's a lot more fun. (Year 4 pupil)

So when we we're doing Spanish with [class teacher] we never knew how to say hello in Spanish. And [class teacher] used to play songs and they used to help us remember. And the way to say hello is Hola. And she did a song and it's quite fun and it helped us learn. (Year 4 pupil)

I think that when something's more like, done in a creative way, it sinks more into the memory compared to hearing my teachers talking like in the same format, like using slides. Like if I do in, like take the lesson, kind of the teacher like lets me do like the lesson kind of by myself, Like, it's like I think like helps everything like sink better. (Secondary School pupil)

I think then we have lessons that are very content based, it can be very like one dimensional, which makes it hard for you to actually, like take in information. When you seeing like a bunch of like words on the board, and you're copying it down, I don't know about other people, but for me like that, those words don't stick in my brain. It's just on my paper. But it doesn't like, I don't actually remember it. But I feel like when we do a lesson that's creative, and actually working with what we're being taught, we're, I actually learn it. But at the same time, not every lesson can be creative, because you don't get much done. Like in the content-based lessons, you go through a lot of content. And although I guess like sometimes that can be a bit like overwhelming, have a lot of pressure, but it you kind of like, for A levels, you only have two years. So you do need those lessons where you're going through it quite fast. (Secondary School pupil)

I would say like, instead of the teacher talking about just something that may be harder for me to understand, it's just like if I change it to my own words, and like, make it like a bit different so that I can understand it easier. It'll be like more, better for me to use it. (Secondary School pupil)

I think it's good. I think it's really good to be smart in lesson I mean, creative. Yeah. Because when you create it, you can sometimes think of something really, really good and then you are really smart. (Year 1 pupil)

> Like, I'm more interested in learning when we are being creative, because if I were being creative, there's no right or wrong. So that means just like, just use your imagination, anything in any way. (Key Stage 2 pupil)

Pupils were able to contrast creative approaches with 'normal' teaching and learning, noticing a difference in engagement:

> It's also more interesting when we are being creative, because, for example, usually our lessons are more like writing in books and writing on paper. But when we're being creative, we're a little bit more free, and we can enjoy the lesson and be more engaged.
> (Key Stage 2 pupil)
>
> I like learning when it's creative, because you get more into the lesson and it feels like that you're actually taking more part than doing a lesson that's not creative. (Year 1 pupil)
>
> In essence, it makes it more engaging, more enticing. It's something different that we've never done before. (Year 12 pupil)
>
> So basically, it's just for me when we're doing normal learning, we don't really listen, because it's quite boring. But then when we like, do creative, we really want to listen, because it's helping us learn. But it's also helping making us be entertained, and not get bored so we listen more when it's creative. (Year 4 pupil)
>
> Whenever you do a normal session, you're like, oh, your bored after, but um, when you're doing creative like exploring new things and doing new things you haven't tried before.
> (Year 4 pupil)
>
> Usually we do worksheets and I'm so used to it anytime there's something different, I just get excited. I think that's the same for everyone. Especially like during A level, everyone anytime there's something you're always kind of into it more. (Year 12 pupil)
>
> I think yeah definitely makes Monday more interesting. Like I do subjects I did more politics and when I told people about it that I like what…. It's just like, it really is fun when you actually have more creativity. (Year 12 pupil)
>
> I think it's also, especially because we do, because we're doing a lot of different subjects so you can get a bit repetitive. So, when we do creative stuff, it's a bit different.
> (Secondary School pupil)
>
> For me, it definitely depends on which lessons. For example, some lessons are more creative than others. So, for example, this lesson is quite creative, but say, normal English lessons where you learn about tenses, it's not that creative. (Year 6 pupil) So when we were just doing normal lessons, we're all like talking and everything. And then when we're like doing acting, or art we're still a bit chatty, but like drama and stuff, we're quiet, we're listening, because we all just love, like, expressing how we are. But like, when [creative practitioner] came, you didn't really do much drama before. But like, every week, we did drama, and I was just excited that we did it, it was just really fun. (Year 4 pupil)
>
> Creative lessons allow you to cross, choose subjects in a more imaginative way. Like, for example, this one was art and geography because while we were learning about liberal trading, we were also designing our own flags and currency. (Year 6 pupil)
>
> It will just be boring just having lessons on the same thing, but when you're creative you can just do what you want. (Year 4 pupil)

> And the thing was [creative practitioner] that she makes everything so fun with her voice and with her movements. It's way better than with just writing because the teacher is moving around and just pointing at the board. (Year 4 pupil)

Some primary pupils referred to 'creativity' as a specific task, usually related to a creative arts subject or topic:

> We do creative in two of our classes. One's art and one I forgot. (Year 1 pupil)

> Like, when we're actually doing the art like drawing and paint and then [you start] planning because like you get more into it. (Year 4 pupil)

This pupil shared how being creative helped with focus and concentration:

> I just think it's more like it keeps attention longer when we're doing something creative in class. But also I think it's, it's just more fun. (Secondary School pupil)

Some pupils shared how aspects of creativity could provide respite within school:

> Also, like, when you have a good break [after creative play], you're more interested in work, you've had a good break. (Key Stage 2 pupil)

> I think especially what she was saying about the curriculum, how teachers' kind of have to teach you something. It kind of helps you, like, disconnect from the exams and the pressure of it. And just think about all like I'm learning, because you choose subjects which you like doing. And like kind of doing repetitive lessons, you can make you think, or, like, I'm not really sure if I like this anymore. But it's not really about you don't like it's more, because we have to learn it for exams, and then doing something creative can help you, like it again, if that makes sense. And like, remember why you chose the subject. (Secondary School pupil)

> Like it's calming…Cause you know sometimes you get the choice of what music, like calming music, that's what my class does….The classroom can be too chaotic. (Year 5/6 pupil)

There were some negative points identified. For example this pupil felt creative approaches weren't being translated to all subjects:

> Try to be creative with the subjects you do…science based, psychology based subjects, you just seem to memorise everything…It's like you're kind of restricted to like a spec. And you can't go out of that, it's not accepted. (Year 12 pupil)
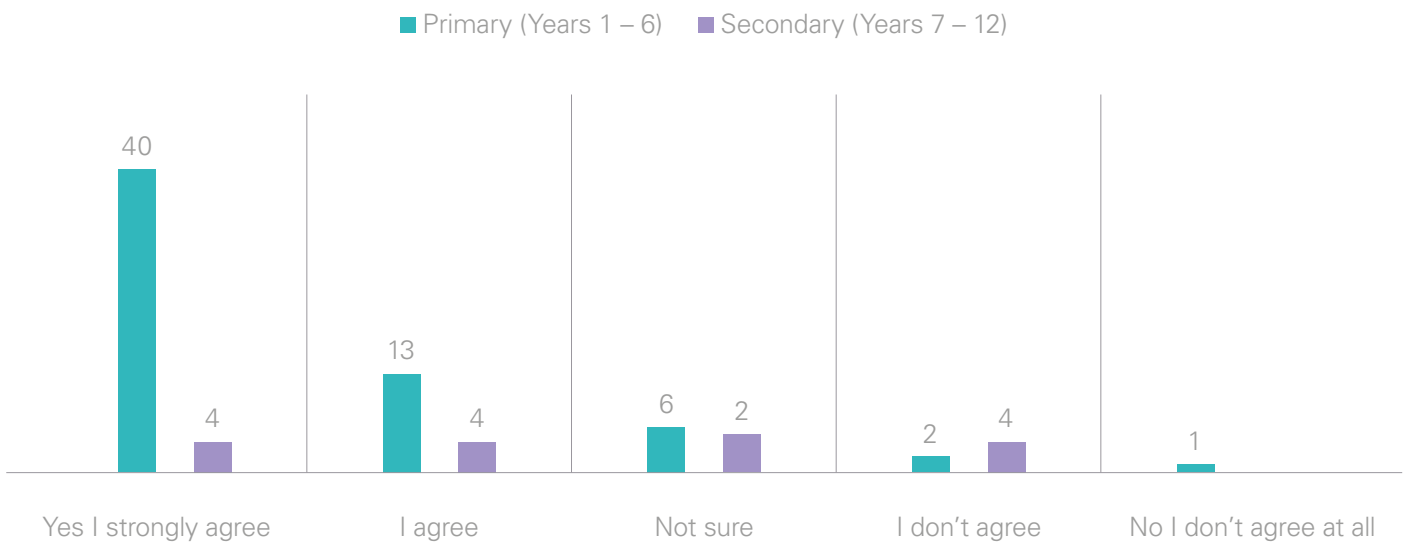
And this pupil shared how they dislike creative arts:

> I don't agree with painting. Sometimes you get your clothes dirty and sometimes the prints permanent on our hands, they might not come off. (Year 3 pupil)

Statement 5: I can be creative in my own way in school

58% of pupils strongly agreed and 22% agreed that they can be creative in their own way in school, with 11% stating they weren't sure. There was more agreement of this among primary pupils, with 85% strongly agreeing or agreeing. 14% of secondary pupils were uncertain of their agreement to this statement, with 29% disagreeing.

I can be creative in my own way in school

Primary (Years 1 – 6)　Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	40	13	6	2	1
Secondary	4	4	2	4	

Total responses n = 76

> Pupils discussed the importance of being able to be creative in their own way, as this helped with self expression, independence and being unique:
>
> It shows we're all unique. (Key Stage 2 pupil)
>
> Like, in DT, like some people do it one way and other people find it easier to do it a different way. (Year 4 pupil)
>
> It's important to do it in their own way because if you find it hard to do it one way and you find it easier to do it a different way. And then you can do it the way that you think is easier to do to help you learn how to do it the hard ways like when you figured it out, like how to do it a bit of the easier ways and you can work your way up a bit. (Year 4 pupil)
>
> I can do colouring in my own way, in like different colours and stuff, and making things. (Year 3 pupil)
>
> Like if you're doing like art you can be creative with your mind. (Year 4 pupil)
>
> I feel like in this school everyone is there's like, a lot of diversity in terms of intelligence as well. And then creativity as well. So I feel like we all feel really, I would say, it's a really inclusive environment to use your creativity in. (Year 12 pupil)

I think it's very important to be independent when being creative, because it's important to, you know, just be yourself when you're illustrating your ideas and everything. (Year 12 pupil)

If it's in your own way, or like, how would you word something, it means that it's like different. As in it sticks in your brain more, and it's a more fun way, like you enjoy it. (Secondary School pupil)

I think you can be creative in your own way, because when your creative in a way you can you can get better and better at stuff and when you are more creative in your own way some times if you try to copy the other person they might be sad and they might have a different thing, its ok to be creative in your own way. (Year 1 pupil)

These pupils talked about a sense of freedom and autonomy associated with being creative in their own way:

Because there are no limits. And like, you can be as free as you want to. (Key Stage 2 pupil)

Because in the creative play for things, because we get to use our imagination, and it's our own, it kind of shows us that we can be creative in our own way, and that we're all our own people. So we have a different way of being creative. That's just how we are. (Key Stage 2 pupil)

Maybe like being imaginative in your own way and like being confident. (Key Stage 2 pupil)

I think because the school has bought so much equipment for us. And because it just helps us have more variety of choices. So you can do whatever you want, wherever your brain takes you. (Key Stage 2 pupil)

I agree because, like, sometimes I like doing the kinds of stuff that the teachers do, but there's also kind of stuff, there's a few things that I choose to do and it's creative like in lessons like if the teacher gives the answer and then sometimes she asks us to like link answer to that answer. And try making it as creative as possible. (Year 4 pupil)

You do the things that you feel like will be better for you, maybe. (Year 3 pupil)

However these pupil shared that there were sometimes challenges with the freedom offered and that this could be hampered by working with others:

It's like, you may try and start it, but then don't really know like, if you're doing like in the best way, so then you'd like start in a different way. And it's hard to like figure out which way is like best for you. (Secondary School pupil)

Sometimes we have to agree with other people. (Year 3 pupil)

These pupils shared the importance of positive relationships with teachers in helping them be creative:

I'm really comfortable with my teacher. So for example, my sociology teacher, I feel really comfortable just suggesting new things with her, and they always end up doing it. Like I guess the debates might not be that crazy, but the way we engage with especially the subjects of surgery, if I suggest it by teachers, we have to do it, and we end up doing it. I think it's something that the whole class is enjoying, and I guess different from what you should be doing. And also like the teachers here are really open to students' suggestions, and they actually ended up doing it. They don't put it off. (Year 12 pupil)

The teachers do give you a little bit of freedom to be creative. So that's why I put yes, I guess. (Year 6 pupil)

I would say like without the teachers' ideas, maybe it might be a bit harder for you to make your own ideas because you don't have them base of like what you can do. So like if you have a teacher idea of just start with this then it might be easier to start off. But then if you're doing it from the start by yourself, then it may be harder and it may take a bit more time doing it alone. (Secondary School pupil)

In contrast some pupils shared that their teachers placed restrictions on their creativity:

We have to listen to our teachers, and don't want to do whatever, whatever crazy thing they want. (Year 1 pupil)

I don't always agree, because sometimes, when I'm like doing work, or creative stuff, I don't always get to choose what to do, usually the teachers choose and we don't really get to do it in our own way because the teachers have to decide. (Year 4 pupil)

I'm not sure you can be creative in your own way. I don't know why but just my brain is telling me you can't. So if a teacher is telling you to draw something, you can't just draw something else. (Year 1 pupil)
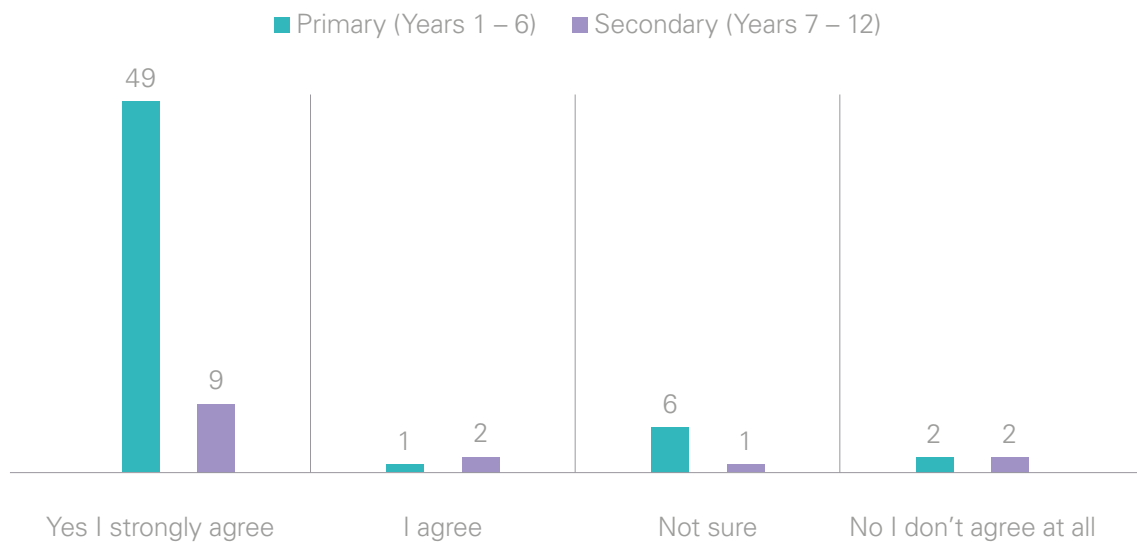
This pupil shared how they often had to do things in specific ways depending on the subject:

I think it depends on the subject and because, unless you're doing creative a subject like art or DT for example, obviously that's where you'll be creative in like your own way. When it comes to any other subjects that think, but yes, you're being creative and like you can be different but at the end of the day there is like a correct answer that like you need to get to. And I think we also, we learn how to do things that are specific ways. Like in maths, you learn how to do division one way or like a different thing in like, the other way, so yeah. I think, yeah, it just depends on the subject. (Secondary School pupil)

Statement 6: I enjoy doing creative tasks

81% of pupils strongly agreed and 4% agreed that they enjoy doing creative tasks in school, with 10% stating they weren't sure. There was slightly less agreement among secondary pupils about this, with 14% strongly disagreeing. 10% of primary pupils were unsure about this statement.

I enjoy doing creative tasks

Legend: ■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	No I don't agree at all
Primary	49	1	6	2
Secondary	9	2	1	2

Total responses n = 72

Many pupils expressed enjoyment with doing creative tasks, and provided specific examples of activities that stood out for them:

> They put out like crates and pallets, and everyone's enjoyed, like building stuff and finding out new ways to build. (Key Stage 2 pupil)
>
> I enjoy doing tasks because they're enjoyable you like, you can sometimes you can get like a little laugh because like I can't explain. (Year 4 pupil)
>
> So I like to enjoy making a laptop out of paper. (Year 1 pupil)
>
> I like gaming (Year 3 pupil)
>
> I like planting (Year 3 pupil)
>
> The game was that if somebody needs to stand still, if they move and they get out and the other guy saw you move then you're out of the game. (Year 3 pupil)
>
> The play we did, much more creative when we were practising for all of it.(Year 4 pupil)
>
> In Spanish we were doing, we got like a Peruvian myth, and we had to retell it in our own way. And like we could either retell it or continuing on with the story.
> (Secondary School pupil)

I like football and gaming. (Year 5/6 pupil)

I like painting and making stuff. (Year 5/6 pupil)

However some pupils expressed frustrations relating to doing creative activity:

I don't really like doing creative stuff, because when I'm doing like some, creative stuff, it's like really frustrating for me to focus and figure out how, what way I could do anything to make this. (Year 4 pupil)

I don't know because kind of like what [child] said, you come up with an idea, you do that idea? Then you come up with a better idea. And then like, are you want to do that idea, but like, you can't really stop because you won't make so much progress. So you get really frustrated. (Year 4 pupil)

I really liked it, it's just sometimes I was like, I wanted to do something one week and then I wouldn't be able to do it and then on the day I wanted to do it but then I didn't want to do it. (Year 4 pupil)

It could be time consuming and you can use your time, effectively and productively by doing non-creative tasks. (Year 12 pupil)

Whenever we work creatively, most people just take it as an opportunity to have fun and everything, and don't really get much work done. Because the teachers just letting us do what we like, I think like constructed creativity, maybe like where you have to have tasks to kind of like under time pressure that we can create, that would be the best way to use creativity in lessons. (Secondary School pupil)

Having freedom and autonomy formed part of the enjoyment with doing creative tasks:

[Creativity] makes us feel free. (Key Stage 2 pupil)

I like doing creative stuff because they can do whatever you want. And it's really fun making them and I like being challenged. (Year 4 pupil)

And like, because like we was we stood up and we had our own opinions instead of the teacher just giving us a random role. And like, we actually got to choose if we wanted to be a Roman or a Celt (Year 4 pupil)

It's like fun. But to be fair, I'm the one who chooses them. (Year 3 pupil)

These pupils shared how enjoyment with creative tasks could be a distraction from other stresses:

And also you can also get your mind off some a little bit. Some like stress and you can like some like, hard stuff. (Year 3 pupil)

You can be distracted. (Year 3 pupil)

I enjoy doing creative tasks, because like a lot of people said, it helped us learn and concentrate, and the other reason is because when I did start my acting and stuff, I was really shy I had no friends whatsoever and then I made the best friend and I was really positive but then there was a massive twist and my best friend left okay, so I couldn't, I felt less positive and I went downhill when [creative practitioner] came in it just took me off my mind to losing her. (Year 4 pupil)

Pupils talked about how being creative helped them to learn:

> I agree because, like, if it is creative, then like, it feels like you think more about it. And you can use your own creativity and different ways of doing it. (Year 4 pupil)
>
> I mean, when it comes to me, when I teach myself stuff, a lot of the time it's using like, creativity like to learn the way the heart pumps, you do it through drawings, and then I think I have odd ways of getting to manage that. (Year 12 pupil)
>
> I love doing creative stuff because it makes me better at drawing and writing. I'm not that good of my handwriting. So when I draw, it kind of makes me better at my handwriting. Because my sense of how I hold my pencil is getting better and better. And I still like it was very fun to do. Like sculptures and Legos. had lots of fun doing creative tasks. (Year 4 pupil)
>
> [In maths] There is the logic questions where you have to be creative and think outside the box to solve them. (Year 6 pupil)

Some pupils explained how part of their enjoyment was being able to use their imaginations:

> So when you're being creative and doing creative tasks, it's like, when you're imagining in your head, it's like when you're creating, it just comes out into real life, your imagination just becomes real. (Key Stage 2 pupil)
>
> It's like use your brain a lot and you like use your imagination and be creative. (Year 3 pupil)
>
> This pupil shared how they had enjoyed being able to support others with creative tasks:
>
> [I have enjoyed] Being able to teach people how to do different things that you wouldn't ever want to play before. Never would know how to play or be interested in. It was teaching them, especially some of the younger children and then they turn out to enjoy stuff like that and it makes you feel good. (Key Stage 2 pupil)

However some pupils disagreed with their peers that some lessons are 'boring':

> "I kind of disagree with because none of the lessons are properly boring." (Year 3 pupil)
>
> "So maybe when the teacher doesn't change their tone, but only in school, the teacher makes it more exciting." (Year 3 pupil)

These pupils felt they would benefit from having more time for creativity:

> [Creative practitioner work] could be better if we had more time. (Year 3 pupil)
>
> That's what I was going to say, sometimes, like the teacher be like, we have to go. (Year 3 pupil)
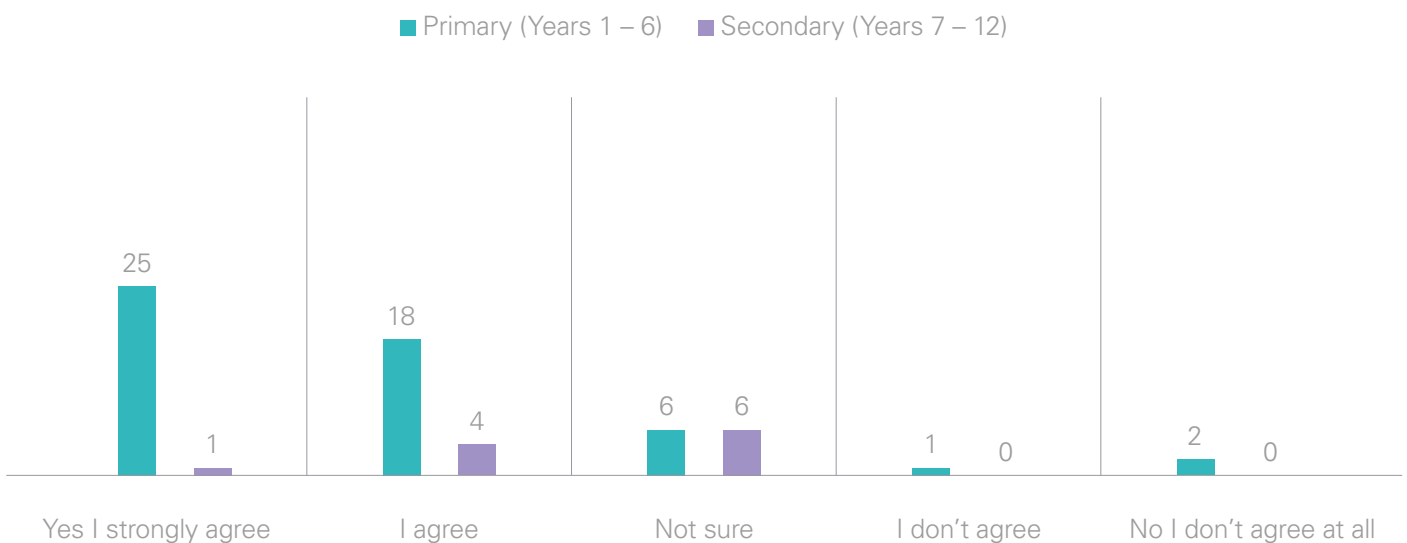
Finally this pupil related creativity to particular subjects and shared how they don't enjoy being creative, preferring maths:

> I don't really enjoy, I enjoy creative writing sometimes, but most of the time, I don't really enjoy it because, I prefer maths, for some reason. (Year 6 pupil)

Statement 7: Being creative helps me to feel confident

41% of pupils strongly agreed and 35% agreed that being creative helps them to feel confident, with 19% stating they weren't sure. There was more agreement among primary pupils about this, with 83% strongly agreeing or agreeing, yet only 45% of secondary students were in agreement. 55% of secondary pupils were unsure about this statement.

Being creative helps me to feel confident

Legend: ■ Primary (Years 1 – 6) ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	25	18	6	1	2
Secondary	1	4	6	0	0

Total responses n = 63

Some pupils explained how being creative contributed to an aspect of personal growth:

Being creative helps me feel confident and alive. (Year 4 pupil)

Creativity makes me feel confident because my grandpa before he passed away he loved to do art so then it's passed on throughout my family. So my mum loved art and now I love art. So then now every single time I draw something, I'll feel confident about it. Because I know that my grandpa passed it on to me, because he wanted it, for drawing to be one of my things. (Year 4 pupil)

I think it's definitely brought me out of my shell a lot, especially the tasks we've been doing specifically recreating board games and being a bit more innovative and ways we would present work and information so that's definitely benefited me so far. (Year 12 pupil)

Confident means when you think I can do this I can do this. (Year 1 pupil)

You can face your fears if you don't know how to do something. (Year 5/6 pupil)

I think, the way I learned I really like sticking to things so it makes me feel confident, but not that confident. I would still stick to what I'm used to doing. But now I wouldn't mind changing it to maybe trying a new way to learn. (Year 12 pupil)

> I think it helps me feel more confident because it makes me understand what I'm doing more. Because like it's in colours, it's not just doing one colour, it's not boring. So it's like more stuck. (Year 12 pupil)

This pupil shared how creativity helped them to overcome barriers:

> When [creative practitioner] was around, I wasn't really that great, I actually didn't like being up on stage or something and talking and doing that a part thing. And then I started finding out how to be creative why I did it. And I came over that fear with [child] helping me practise my role and everything. And from then I've been lots more creative than I used to. (Year 4 pupil)

For some it gave them a sense of pride and achievement:

> Like we feel like we've achieved something and it's proud and we're really happy when we finish it and it makes us want to do more. (Key Stage 2 pupil)

> You're brave. (Year 5/6 pupil)

> Being brave is good. (Year 5/6 pupil)

Others felt that being creative affected their mood, either by helping them to feel calm and relaxed, or by providing an energy boost:

> [I put I don't know] because like sometimes when you're being creative, sometimes it helps you feel confident. But other times it also helps you feel calm and relaxed. (Key Stage 2 pupil)

> Because being creative boosts your energy. (Year 3 pupil)

> [Being creative] boosts your spirit. (Year 3 pupil)

Pupils shared how they were confident to share their ideas and creations with others:

> I can show people all my ideas. And they might like it. (Key Stage 2 pupil)

> You can show people that your creation does not have to be perfect. (Key Stage 2 pupil)

> Nobody else can judge your work and you don't have the right to judge their work either. (Key Stage 2 pupil)

Some pupils stated that they still felt nervous about presenting and sharing work:

> It doesn't really make me feel confident because like when we sometimes we might draw like pictures and then we like show them or we might show our posters or our pictures and I don't really want to show mine because I feel like no one might like it, I just like the feeling inside me just gets really scared. (Year 4 pupil)

> It's not really confident, it's more like unhappy than being confident cause like [child] said that I don't really feel confident showing other people things. (Year 4 pupil)
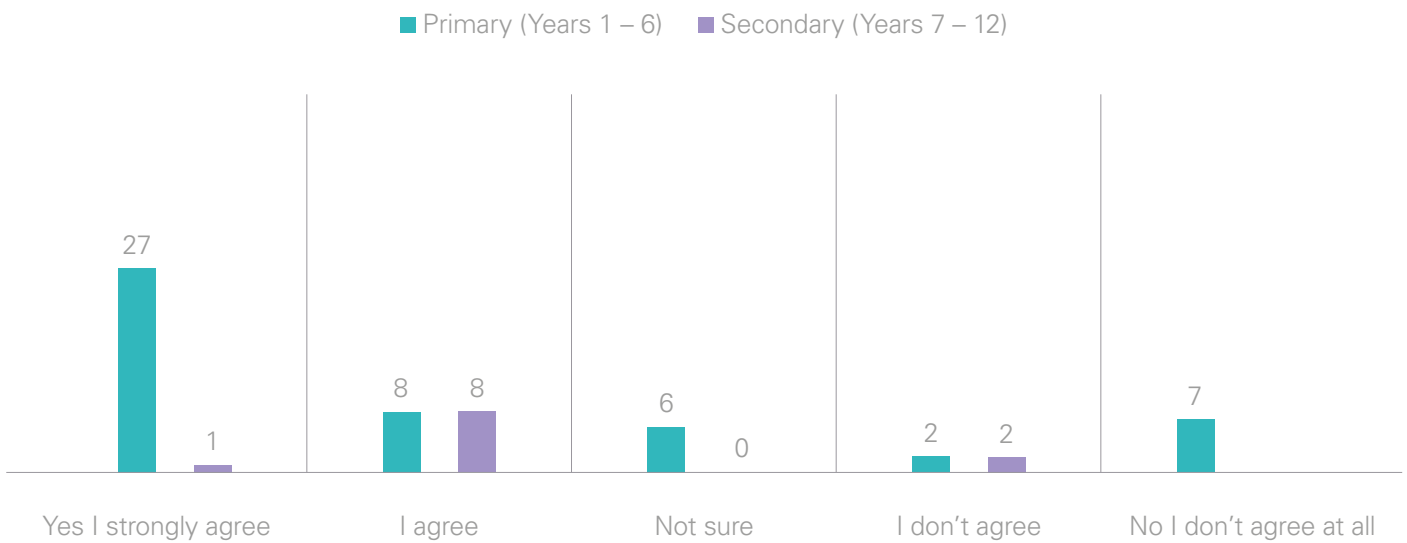
One pupil explained their uncertainty with responding to this statement:

> I guess it's hard to explain. Like, how, if it helps you be confident or not. (Secondary School pupil)

Statement 8: I can work creatively with other people

46% of pupils strongly agreed and 26% agreed that they can work creatively with other people, with 10% stating that they weren't sure and 18% disagreeing or strongly disagreeing. There was slightly more agreement among secondary pupils, with 82% strongly agreeing or agreeing. 12% of primary pupils weren't sure, and 14% of primary pupils strongly disagreed with this statement.

I can work creatively with other people

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	27	8	6	2	7
Secondary	1	8	0	2	

Total responses n = 61

There were interesting discussions about the pros and cons of working creatively with others. Some pupils shared how they preferred to work on their own as they found it easier, and that they were able to concentrate better:

> I just prefer to work on my own. I feel like I work better on my own. (Key Stage 2 pupil)
>
> I would like to work by myself so you can concentrate. (Key Stage 2 pupil specialist setting)
>
> My friends have really good things to say and really good art things. I just prefer to think that if I work by myself, it'll be easier not to work with everyone else, because I get my own ideas down and everyone else can too. (Year 4 pupil)
>
> I'm really bad at working with other people. (Year 4 pupil)
>
> When I work with other people, it'd be really hard to work with them or not show them what I'm doing, and I don't like showing other people my art so I don't really like that. And also I can get my own ideas down, instead of theirs because sometime I don't like them. (Year 4 pupil)

These pupils discussed the challenges that can arise from group dynamics when working creatively together:

> Sometimes when I am playing a game or working, they will at play time say can I play, and sometimes I don't want them to play but I also don't want to hurt their feelings. So I let them play. Sometimes I'm like, I don't really want your idea and they get sad and I get sad. And [child] for instance, every time [child] messes around, and it gets really annoying. When he does we tell the teacher, but he doesn't listen and then he gets reminders, but he's done it, he still hasn't listened, and it's quite annoying. (Year 4 pupil)

> The other people in our class are really good, it's just that some of the people always kind of ruined the lesson. Like they always talk, they always mess around, it's mainly at the back. At the front we're really smart, we're really quiet, we just want to get on with the lesson. (Year 4 pupil)

> Sometimes you want to work alone, and you might want to be with your friends, or like you want to be with someone who's like artistic. But then you come with someone like you don't really want to do it, and that you share your ideas, and you try to hold that feeling to not say no. And it's just really hard cause they might annoy you a lot. And they might like, talk too much like they might like and so most of the answer, they say most of the questions they wouldn't have any time to even speak. And it's just, it's just gets really annoying and it's just so not like it's so hard to think and all that. (Year 4 pupil)

> Sometimes it is hard to get your ideas to people, especially if everyone has so many ideas. You might not find the time to tell your ideas, that's why. (Year 6 pupil)

Other pupils, though, shared how collaboration could improve efficiency and quality of work:

> I really agree that we work more efficiently with other people. Because when you work with other people, you get more ideas, which helps your imagination build up. (Key Stage 2 pupil)

> I like working with other people because they can say, oh, maybe you could do this to make your idea better because when you think on your own, you only think in your way. And so when someone else can think of other ways. (Key Stage 2 pupil)

> It definitely fosters a more comfortable environment especially like in sixth form we have external students as well. As often I'd like not even speak to them because they are completely new people, it's brought us closer together. (Year 12 pupil)

> Just good to look at how people come together, different people and how the creative play can like have an impact on your school life. Like a different mindset and like helping improve imagination, and in class, like being calm and focusing. (Key Stage 2 pupil)

Some examples were shared of how pupils helped and encouraged one another, promoting teamwork and friendships:

> When I was encouraging [child], to say, yeah, you can do this [child], you have the guts. You are amazing that day, you shouldn't be afraid. So if she wasn't so sure, so I helped her be confident, but when she was practising on the playground, I was like [child], I know that you want to go up on that stage it's just that you're too afraid. Because when you conquer that fear, you just feel like yes, I want to do this again. And after you conquer a fear you just like,

I can do this, it's fine and I helped [child] conquer that fear and I was just really happy for me and her. (Year 4 pupil)

In school I think some subjects, they kind of enabled teamwork, and I guess that helped me to talk to new people that I wouldn't have talked to otherwise and become closer classmates and it's more comfortable to put out a lesson. (Year 12 pupil)

I think you can do it with anyone you want because you might need someone to help, if someone else tells you you have to listen to their ideas and you are being respectful and you're being really nice, they'll be your friend, because sometimes when you're not respectful they won't be your friend. (Year 1 pupil)

Some pupils shared how they valued playing and working with other pupils:

Sometimes me and [Child] and [Child] playing games playing hide and seek. (Key Stage 2 pupil specialist setting)

If you were someone else who were very kind." (Key Stage 2 pupil specialist setting)

I prefer working with other people, yeah cause their drawing could be nice. (Year 5/6 pupil)
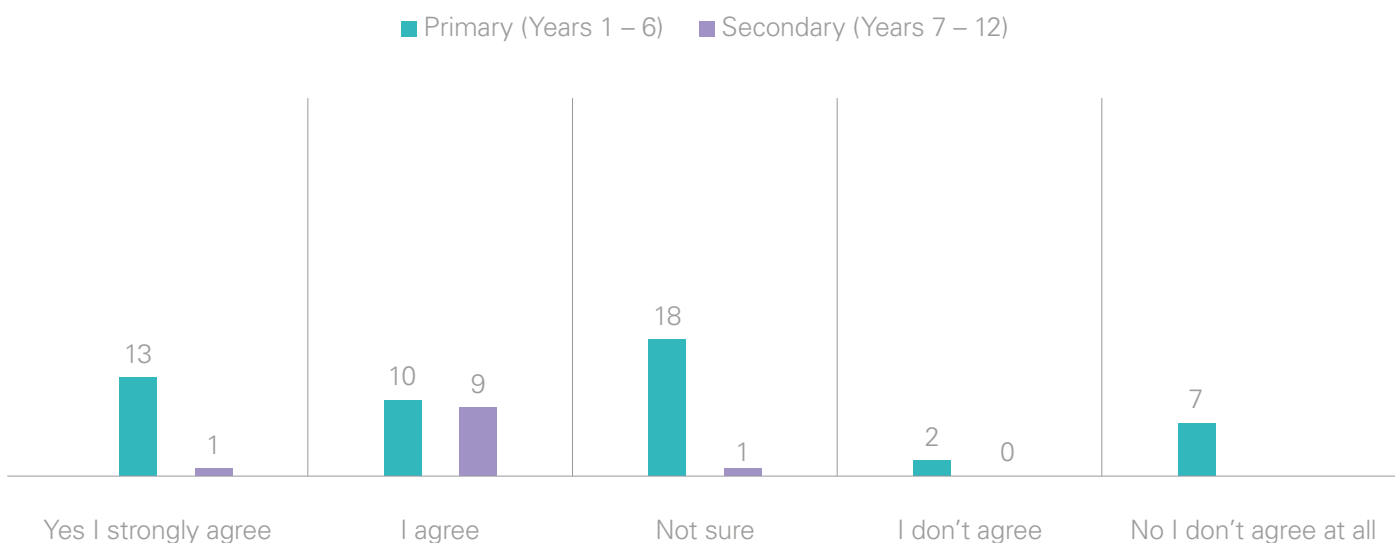
This pupil explained that it depends who they worked with:

I kinda like working with people and kinda not, it kinda depends, if I've worked with this person before and we got on nicely I would want to work with them again. But if I've worked with this person really badly like this guy, or this girl, like won't listen to me and keeps annoying me or keeps on interrupting me or just saying, like, I'm the boss, you do that and you do that. Being the boss of that group makes me so frustrated and annoyed and when we tell them off most of the times people just lie. (Year 4 pupil)

Statement 9: I feel in control when I'm being creative

23% of pupils strongly agreed and 31% agreed that they feel in control when they are being creative, with 19% being unsure and 5% disagreeing or strongly disagreeing. There was significantly more agreement among secondary pupils, with 91% strongly agreeing or agreeing and only 46% of primary pupils strongly agreeing or agreeing. 36% of primary pupils weren't sure, and 18% of primary pupils strongly disagreed.

I feel in control when I'm being creative

■ Primary (Years 1 – 6)　　■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	13	10	18	2	7
Secondary	1	9	1	0	

Total responses n = 61

Pupils shared feeling in control when being creative if given choice, freedom and autonomy:

> I feel in control when being creative because it's what you want to do. And there's, like, no limits, like you can go beyond them into another world of like, imagination and creativity. (Key Stage 2 pupil)
>
> Because, like, when you're being creative, sometimes you go out of the line, like you do a lot more stuff. And then there are a lot of creative, creations everywhere around your house. (Key Stage 2 pupil)
>
> I definitely feel comfortable. Because when I'm doing it, it's like the stuff's coming from my brain. It's what I want to put on the page. So yeah, control. (Year 12 pupil)
>
> I feel in control because if something looks a specific way and if they don't like it you can just chuck it away, so that's why I'm a bit in control. (Year 12 pupil)
>
> So sometimes I'm not quite in control because my mind would go, would go wild in a good way, and I will have a lot of new ideas blossoming in my head. Like, oh, maybe I will get to sound like this, or maybe we can use blue instead of green because it will match the colours more. But in a good way. (Year 6 pupil)

Yeah, because like creativity is not, it's not like being limited to something. You can just feel free and do what you want. (Year 6 pupil)

I feel like we can get really in control. (Year 1 pupil)

I think whenever you're being creative, you also have a lot of external influences I think you might have seen before and that's kind of like, I feel like every time I'm creative, I see a little bit of things I've seen before, things I've experienced before. It's not all like one idea, it's very multifaceted. (Year 12 pupil)

This pupil shared how clarity of instruction helped with feeling in control:

I feel like I'm in control, because you have a set of instructions to do. (Key Stage 2 pupil)

These pupils disagreed, as they felt other people (notably peers and teachers) often took control:

[I don't feel this] Because sometimes you can't just follow, you can't just put your idea on top, sometimes you have to listen to other people and let them take charge. It wouldn't be fair if you would take charge of everything. (Key Stage 2 pupil)

I think that you're in control of being creative, not because all your ideas are what you're using, but because in a way you're showing your creativity. So it's kind of like you're in control of how much you can show in a way. (Key Stage 2 pupil)
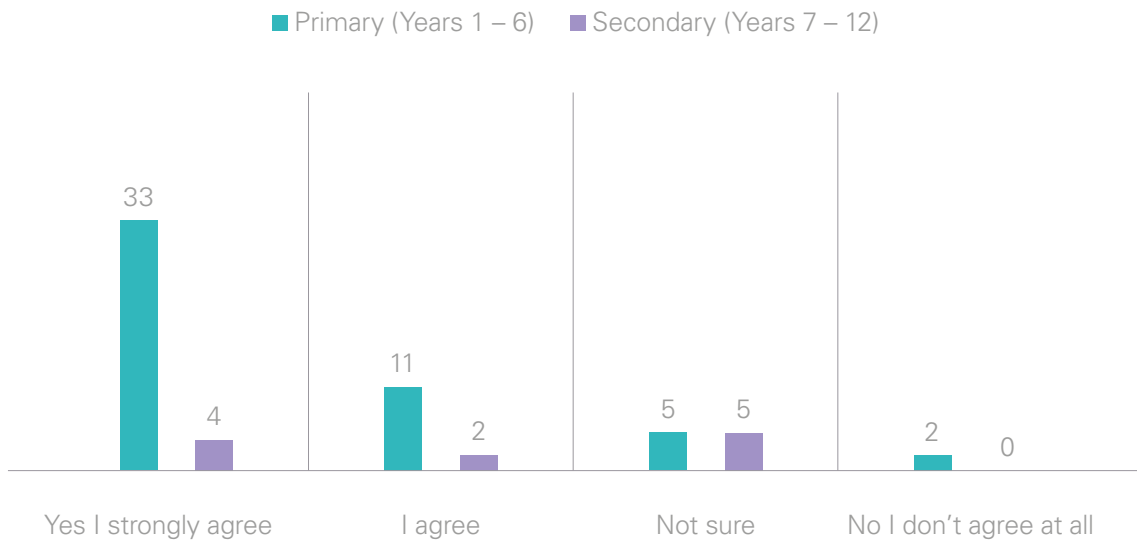
Definitely not, because the teachers have rules, you have to listen to what they say like the rules that they say. And maybe, like, you might do something that's like not, you might do something that's like not right, what you want to do it. And they say you can't do it. So then you don't do it. Or like, when you want to add, like, felt tips, she loves using them. But we don't use felt tips because we're not allowed. So you don't really get control of yourself on doing whatever you want when you be creative. (Year 4 pupil)

We don't really normally most of the time, we don't really feel in control. Because the teachers are obviously the boss. And then when you go home, you're not the boss, either, because you've got your parents. So it depends where you are and how they let you be, because sometimes in school, when you're like, I really want to be the leader and your friends will be like, nope, not today, and they just take over control while you're speaking. And it actually gets quite annoying. (Year 4 pupil)

Statement 10: I mostly feel happy when I'm being creative

60% of pupils strongly agreed and 11% agreed that they mostly feel happy when being creative, with 16% stating they were not sure. There was more agreement among primary pupils, with 86% strongly agreeing or agreeing and 55% of secondary pupils strongly agreeing or agreeing. 45% of secondary pupils and 10% of primary pupils were unsure about this statement.

I mostly feel happy when I'm being creative

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	No I don't agree at all
Primary	33	11	5	2
Secondary	4	2	5	0

Total responses n = 62

Pupils shared reasons for feeling happy whilst being creative:

Because like, with other people when you're with them, and like, you can experience playing with other people that you don't usually play with, and you can get to know them more. And that will make you happy. And then you come back into the classroom with a smile on your face. (Key Stage 2 pupil)

There's, when you're writing something that's fun-loving, or when I'm building Lego, I feel happy because I enjoy it. (Year 6 pupil)

You get to have fun. (Year 5/6 pupil)

You do acting out like this. (Year 5/6 pupil)

When I'm updating my crafts and stuff it makes me happy. And like making new stuff. (Year 3 pupil)

Sharing my ideas makes me feel better. (Year 3 pupil)

For these pupils the freedom and the lack of 'right or wrong' helped with feelings of happiness:

> I feel happy when I'm being creative because you don't have any rights or wrongs to do, you can do what you want. (Key Stage 2 pupil)
>
> We mostly feel happy, because, when we build what we imagined to build, yeah, we can also, like, express our emotions and like you can feel more happier because, like, you wanted to build something and then you imagined and you built it. (Key Stage 2 pupil)

This pupil shared uncertainty with this statement due to a dislike of being criticised:

> [Not sure because], sometimes the thing is, you could be doing something creative, but then you can have other people keep complaining about something or like being horrible about your idea. Or they could take out what you're doing and destroy it. (Key Stage 2 pupil)
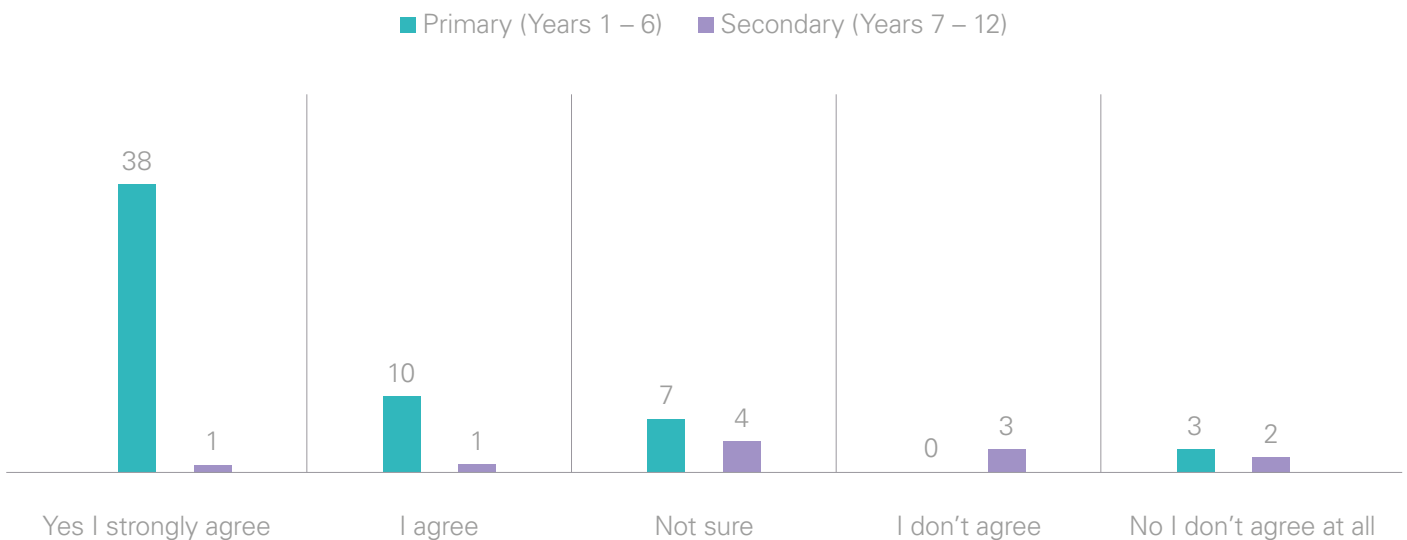
And this pupil disagreed because they disliked making mistakes:

> No, because sometimes you make mistakes and like, it gets really frustrating and really annoying. So like you don't want that to happen to you again. And then let's say you make a big mistake, and you're about to finish a really big thing. And you don't want to restart, but you don't know how to like, fix it. So there's like, you can't really do anything about it, even the littlest mistake just pops on it just ruins it for you. But for other people that might not. (Year 4 pupil)

Statement 11: My teachers are creative

57% of pupils strongly agreed and 16% agreed that their teachers are creative, with 16% stating they were not sure. There was significantly more agreement among primary pupils, with 83% strongly agreeing or agreeing, and only 18% of secondary pupils strongly agreeing or agreeing. 36% of secondary pupils and 12% of primary pupils were unsure about this statement, and 45% of secondary pupils disagreed or strongly disagreed.

My teachers are creative

■ Primary (Years 1 – 6)   ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	38	10	7	0	3
Secondary	1	1	4	3	2

Total responses n = 69

Pupils discussed ways in which they felt their teachers were creative — notably giving ideas, being happy, trying hard and playing more:

> Yes! Because they've introduced creative play. And they're a lot less strict than they were originally when we didn't have it. (Key Stage 2 pupil)
>
> I think they're very creative. Because all the displays that they do for our topics and the creative play. (Key Stage 2 pupil)
>
> Like when they have very nice and full imagination. (Year 4 pupil)
>
> They try hard, it's really good. (Year 5/6 pupil)
>
> Oh yeah, definitely like our English teacher and my sociology teacher become kind of crazy because of creativity and then they just go all out. (Year 12 pupil)
>
> I think it's something teachers also need encouragement from students, like it's okay to be a bit more creative. It doesn't just need to be coming to a classroom and just getting the work that needs to be done. If there's different ways to do it should definitely be encouraged. I think teachers should definitely be encouraged to be more like that. (Year 12 pupil)

In different lessons, like, the teacher helps us figure out answers, but also if we feel confident she lets us do it on ourselves. So like, in art if we're not sure on like, how to do it, a teacher will help us and like, on the board as a whole class, we would all do like a drawing or a picture. And like, all of the children do is help the teacher and the teacher like, improves it as we improve it. So you'll see your teacher sort of work with you to Yeah, and just and she's, and she does it in a really fun way as well. It's not like a boring way. (Year 4 pupil)

[Teacher], she's creative, she gives us lots of ideas, and she helps us a lot. But [other Teacher] has less ideas, and even like, sometimes we do posters, when we're with [Teacher], like she gives a head start and she like shows some idea of like titles or like good questions or like answers for it. But [other Teacher], she does the same kind of actually they're both creative to be honest. (Year 4 pupil)

Like when we are doing a lesson day our teachers create that lesson by using all their knowledge and they plan art lessons and trips to keep us happy and I like they're more creative. (Key Stage 2 pupil)

I like my teachers when they're good at playing because then they will play with us. (Key Stage 2 pupil specialist setting)

Some pupils shared examples of how their teachers joined in, modelled creativity and making mistakes:

In art we were drawing a picture and the teacher drew him first (Year 1 pupil)

Miss this morning, she was making connections between, like the differences and similarities and all of the Creative Habits. (Year 3 pupil)

Yeah, like once I was skipping, and Miss wanted to have a go, and even though she was like, failing, she was still smiling. (Key Stage 2 pupil)

I feel like they are creative cause they join in what we play outside and I feel like the bonds keeps getting stronger. (Key Stage 2 pupil)

This pupil shared the impact of an external creative practitioner:

Since [creative practitioner] came I've been really happy, I'm sad to see that she's gone. (Year 4 pupil)

Some pupils disagreed that their teachers were creative and shared examples of this:

We see our teacher in art, just telling us what to do and what we should draw on us and turn up pictures of what artists doing on boards? (Year 4 pupil)
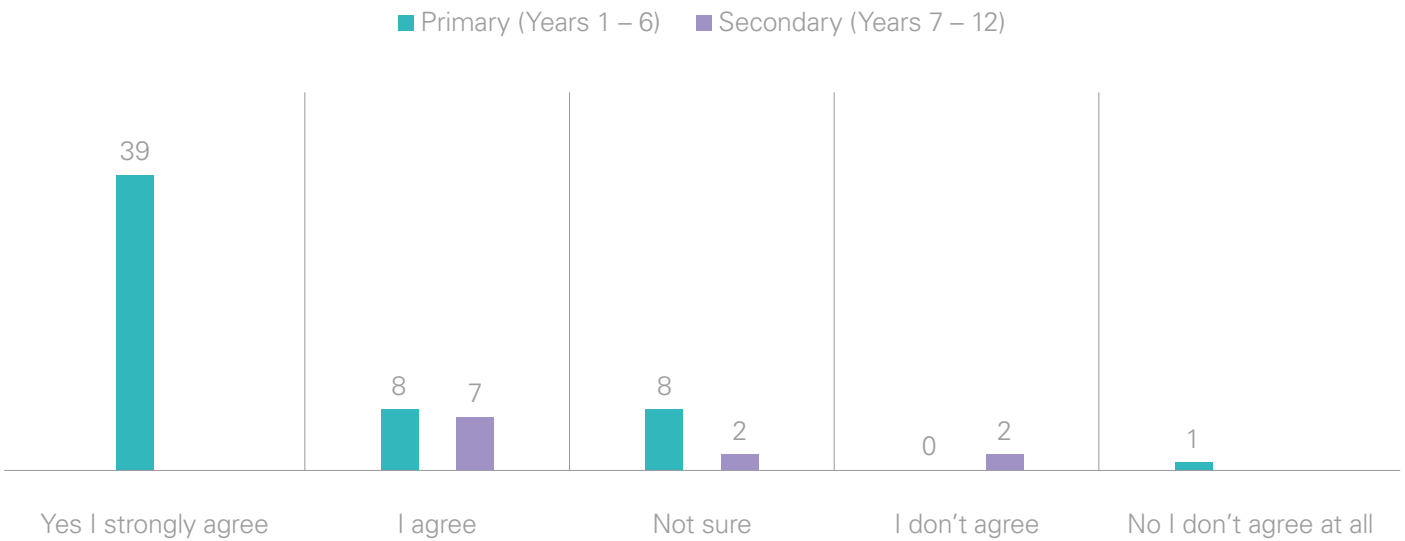
So in our class in a different lesson, we got to make a fish. And we had to do under/over and the teacher told us what to do at our tables. (Year 1 pupil)

I think it's like because they have like set way that they need to teach things like, we have exams, they have to teach us the content in the exams, there isn't very much like leniency on how to do it. Because like there's really only a certain number of points where you can like teach someone how to do a certain thing. (Secondary School pupil)

Statement 12: I have learnt skills that might help me in the future

61% of pupils strongly agreed and 21% agreed that they have learnt skills that might help them in the future, with 14% stating they were not sure. There was slightly more agreement among primary pupils about this, with 84% strongly agreeing or agreeing and 64% of secondary pupils agreeing. 18% of secondary pupils and 14% of primary pupils were unsure about this statement, and 18% of secondary pupils disagreed.

I have learnt skills that might help me in the future

■ Primary (Years 1 – 6) ■ Secondary (Years 7 – 12)

	Yes I strongly agree	I agree	Not sure	I don't agree	No I don't agree at all
Primary	39	8	8	0	1
Secondary		7	2	2	

Total responses n = 67

Pupils described specific knowledge that they had learnt, which they felt might be useful in the future:

> If you're building like a building, you could have to think of what materials to use and be creative. (Year 4 pupil)
>
> So it's that we're actually getting into the lesson and having fun, during it because the ways that our teacher presents it, and we also, like in English, we learn and like, we're learning, like, kind of the kind of stuff to do in natural disasters. And, like, we learn and like how to survive a volcano and earthquake. (Year 1 pupil)
>
> And so if we go into a shop when we're all there. And then like, we have a certain budget, we know like, what we can buy and what we can't because we can calculate, like how much money that is at that. And like, it's really useful just to know for when we're out. (Year 4 pupil)

It's a definite yes, because when we wasn't with [creative practitioner] we didn't know what the rainforest was, what country it was in and she's helped us learn all about that, and I had no idea where the rainforest was. And then I think that's because she taught us it, I feel like I've got more skills. (Year 4 pupil)

When we were doing the act with [creative practitioner], I had absolutely no clue what we were doing. And when [creative practitioner] was like, well, we can create our own scene. I was like, movie time. And I was really excited because I was doing the play but then we also did a television show inside. And it was quite cool. Because [child] was hilarious. And the other people were really fun. Because like, she taught us that in a show, you don't just have the performers and the directors and she told us, you've got to create the props, you go to do the research, got to plan out the play, and we act it over and over again. And it just taught me to learn there's a lot more in acting and just playing and directors. (Year 4 pupil)

Like in DT work when we're learning about like how to make products and stuff. Like if I was going to go into like making products, businesses, it would like help me.
(Secondary School pupil)

[Creative practitioner] has taught us some stories that when we are older we can tell our sons. (Year 1 pupil)

Well, some kind of maths, it might help you in different jobs you might do. (Year 3 pupil)

I really think I have learned a lot of new skills, such as teamwork, bonding, or new games, because when the creative play came out, I didn't know how to French skip but I taught myself and other people told me how to do it. And everything like it's a ton of life skills I need. (Key Stage 2 pupil)

Because when I learn, I feel more of my acting future, because so let's say I'm doing a subject, like RE, and three years later, I'm doing a movie, which kind of a religious movie

I've learned in school and primary and secondary and so I can go back to then and I can have lots of new thoughts for my movie. (Year 4 pupil)

When we're doing something with [creative practitioner] we actually were acting and learning, it's actually useful because then we got to perform that in front of our parents and we also learned, but with other things, you're like, 'When will I ever need to split 273 watermelons between my eight friends?!' (Year 4 pupil)

Some pupils identified they had developed more confidence and resilience through being creative:

For me it's self-confidence, because when I am creative, I'm more confident. (Year 6 pupil)

I'm more able to embrace things that are unusual and different to me. I used to have this kind of preconceived notion that when something's different, I should probably shy away from it, but I'm a bit more open to engaging with it and helping me develop my own personal skills. (Year 12 pupil)

Others described how the leadership skills they had developed through the Creativity Collaboratives programme might help them in the future:

Basically, everybody looks at us. And they know we are the role models. So we have to do everything good. So everybody will know and they'll know what the expectations are.
(Year 6 pupil)

Confidence and leadership skills. Gathering a group of people that maybe have known that well, or maybe that you like know really well, have a variety of them and then play a big game with them. (Year 6 pupil)

We had a workshop where we were put in groups with external people. And we didn't even know which group and we also had to make a towel with pasta. And I felt in that situation, I kind of had to take leadership because everyone was really awkward, I felt like I had to bring people together. It was nice, because when I was suggesting things people would join in, and then, they'd support me. And I feel like in that sense, it kind of helped me with the leadership as a skill. (Year 12 pupil)

Some pupils shared that the way creativity helped with memory was something that might help them in the future:

Like linking with the remembering thing, I feel like being creative, like helps you remember stuff in a different way. And it helps you like if you don't understand the way that's been taught, it means that, like, if you think about it creatively, it means that you get like, get the term or the thing more. And it's like, it works. (Secondary School pupil)

Like, for example, if you had like a job when your older, and then it's like something, so you haven't made it into your own words, like you can't remember stuff, and it was only your teachers' words, it might not be easier to like, make it come up of your mind after a few years. But like, if you make notes of your own ideas, and just change it from what the teacher says, and change, like the curriculum of what you've learned, it might be a bit easier to like listen to and make it easier to remember. (Secondary School pupil)

For others, learning about making mistakes, resilience and persistence were areas of learning they will carry forward:

I think because before creative playing, teamwork. If somebody did something wrong, we'd get mad at them. But I think now it teaches us to understand that there's no mistakes, and we shouldn't get angry at someone just because they did something wrong. Because there's no right or wrong. (Key Stage 2 pupil)

I think I've learned to be open to things and not just restrict with the things I'm doing. Because when things go, for example, they go wrong. I'm not very open to it sometimes. But sometimes I work by being open to what mistake I've just made. I can work on it sort of just chucking it in the bin and starting it again. (Year 12 pupil)

I think resilience, because not only just learning how to ride a bike, but just in general when you want to maybe like build the greatest things sometimes they can be hard to work or your building could be knocked down but because you really want this to work then you will try again. (Key Stage 2 pupil)

Yeah like, never giving up. Like if something's hard, then you can just keep on going. Maybe, keep on going. (Year 4 pupil)

Some felt that learning independence was important:

> Just to have self-independence. So, I can think for myself, I'm not just relying on other people. Because sometimes that's when I'm older, I won't have like everyone to help me and surround me. So, I have to think for myself and see which is right or wrong. But also, being creative. So, there's no more teachers saying, Okay, now we will do this starter first and then afterwards move on to this textbooks. But instead, I have to think like, hmmm, I need to do this first. And then this or just thinking. (Year 6 pupil)

> I think it can also help with like independence, because like instead of like learning what the teachers telling you, you're kind of like figuring out your own way to do it. (Secondary School pupil)

These pupils related their responses to having a future career in the creative industries:

> Creativity is good to know for when we are older for our future job. Like if we wanted to be an artist then the creativity we use in art we can use when we're older. And we like in art use the example of artists. And we link it to artists now. And like, we see really creative pieces. And then we tried to, like, would be creative by changing it up a little bit and grow. (Year 1 pupil)

> If you want to be a designer for clothes, for models, being creative can actually help you design the clothes and stuff. (Year 4 pupil)

> If we wanted being creative by like, actually, like, taking part of lessons and like, it's good to take part because like like in lessons, if you wanted to be a stage designer, you need a lot of creativity. So you need to listen to everything that's going on in the lessons to, like, actually know how to do it. (Year 4 pupil)

> Maybe if you're being creative, maybe if you're an actor when you're older, it could, like help you do your lines properly. (Year 4 pupil)

> If you're an archeologist, you have to be creative and we choose which spots to dig in. (Year 4 pupil)

> Like him music, you can make your own stuff. So like, if you'll ever be a musician when you're older, it can help you. (Secondary School pupil)

> It could help you with lots of things like being an artist. If you're stuck on something when you're working with anything like if you're a vet or anything like that, maybe let's use something from the past that you've remembered. And just creative doesn't mean just doing creative lessons. It also means to do like maths, cuz maths can also be creative you have to use your brain, and your brain is always creative. (Year 4 pupil)

This pupil was unsure about what future skills they had developed:

> I'm just not really sure because some skills you could take there but some skills you might not end up using. (Key Stage 2 pupil)

Activity 4:

Discussions on why creativity in schools is important

4

Activity 4: Discussions on why creativity in schools is important

The following is a summarised collection of responses from generic discussions at the end of some of the evaluation activities (where time permitted), including responses from pupil focus groups shared by other Creativity Collaboratives.

For some pupils the focus on creativity in schools helped with an increased understanding and awareness of what creativity means:

> I remember when we first, like, started doing this, I didn't really understand what we meant by creativity. I remember the question like, is creativity only in the arts, and I didn't really see how maths or science was linked to it. But now, I can see how it's used in everything now how it's not just drawing or acting or dancing. But it's also problem solving, and not giving up on working together. (Secondary School pupil)
>
> Well, creativity you need in your life, otherwise, you wouldn't be able to do anything. So, it's important to have that. (Year 6 pupil)
>
> That it's not like just art, it's about like thought process, being collaborative and inquisitive. (Year 2 pupil)
>
> We've learnt that creativity isn't just about making, it's about sharing ideas and thought process. (Year 2 pupil)
>
> Our first like, advantage that we had was actually learning what creativity meant. I think that was the best first step that we could have done. Because before my understanding was that it was just the arts but now I understand it's in every single subject so in, in biology, when you do a dissection, and you have to collaborate and you have to label and you have to find like jump over those hurdles, I do find it I have found it easier. Because I understand what task I have to do. (Secondary School pupil)

Pupils shared the wider benefits of creativity, for example helping with other aspects of school life and improving quality of work:

> It doesn't just help you like academically, obviously it helps me like find more creative ways to memorise stuff. But it also helps as a person that helps you be more social helps you be more like persistence, are you able to like challenge more things and just develop more as a person with the skills. (Secondary School pupil)
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> Before this I used to struggle creatively like when teachers like asked us in English do creative writing, I used to always struggle. like the further I progressed, the more I lose control, and the story goes bad. But now I think that once we actually learn what it means, like I could say to myself, like, I could sit down and be like, okay, creative writing, these are the aspects of it, I can start like, I can go into this way and go into this way. I think it's allowed me to, to, like help you like in other things, like coursework and stuff like that. Like I know, like, I can write for longer, I could be more, I can persevere more. And I can like stick with it for longer. And the more I think more intuitively. (Secondary School pupil)
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> In maths before I started doing all of this, if I got a difficult question, I'd just say, I'm not doing and close my book. But I've realised that actually, it's not just give up, don't do it's like Alright, stick to it, asked my friend, what method have you used to do this, then I'll go back

to try again. And then if I don't get it right that time, and then I'll go back. And I'll look at the example he's doing on the board. And I'll write that down my book. And I'll have that. So next time I do get a difficult question like that I can say, right, I now know what to do, and how to get to that answer instead of just immediately given up. (Secondary School pupil)

I think it's pretty essential. I was looking at the form board over there, that's evidence as to why we need creativity. I mean, look at the work students can do when they're given the opportunity to do something like that. And also, I've personally really enjoyed making my form boards throughout the years. I was kind of in charge of making my year 12 form board, and that was really fun, because as a form, everyone had ideas, everyone wanted to do something. And we ended up culminating on like a barbecue as well. But it's just that people want to do it, people want to put in the input, and they want to be part of something. I think creativity brings people together also, but also it's an outlet, it's expressing yourself. So I think it is necessary. I don't know if I would ever come to school if there wasn't anything creative. (Year 12 pupil)

This specific example I've got is in French, so we did this game where we had to, so there was a French paragraph stuck around the school, and we were working in teams, we get to go round, memorise them, come back, and then translate them to our partner who had written them down. And I just thought it was really good example, because it was showing us we were being collaborative, because we were working together. It wasn't just a one person job we had to all work together. That's what I really liked about it, because it was like a different way of learning. But it was still learning and having fun at the same time, which I really enjoyed. (Secondary School pupil)

These pupils felt it was important to have creativity in schools for better engagement and enjoyment:

It's more engaging for the students. It's not just sitting there, because it can be boring sometimes. So I think having a creative, productive lesson, doing something fun and creative, it makes you want to learn, makes you want to know more, because it's finding you're having fun, you're enjoying the moment of learning. (Year 12 pupil)

For me, it's important because otherwise the lessons, like the creative lessons are much more fun than other lessons, so it's really important that you keep those creative lessons. (Year 6 pupil)

I think it is important because I feel like when every lesson is the same format and the same style, all the information kind of blurs together and also gets quite boring. So, it's not very engaging thing. Whereas when you have creative lessons, they kind of stand out, especially if you put them into the scenario, because like, specifically was like, would you have noticed that when I'm learning, like a term or something, if I'm trying to remember it, I will most likely remember the scenario. And that's what helps me understand it more deeply. (Secondary School pupil)

Because sometimes we just have to copy stuff down. But this you can actually like design it yourself in most of it. (Year 2 pupil)

This pupil discussed how creativity had been a motivation to attend classes:

I think creativity, to me, has always been a bit like an outlet, like a reason to come to school, these past couple of years my main motivation to come to school is having some form of a creative outlet, whether it be music, or writing or reading. And with that, it just, it definitely motivates you a lot more to just go into class, even coming to speak to someone about it, just like it is. It's definitely something I've enjoyed over the years. (Year 12 pupil)

Pupils felt it was important to have creativity in schools to promote free thinking, imagination and thinking outside of the box:

Creativity is important because it allows you to think more freely, just, not limited to what is the common sense. But instead, you discover new things every day. And asking questions, curiosity and creativity go very well together. And also, creativity is knowledge having fun. So, you're still learning even if you're doing things your way. And that's actually better.
(Year 6 pupil)

So creativity is something everyone has. To me, it is imagination. When you are playing on the floor with your toys, or when you're pushing it to the limit, to when you're pushing it to the point it has no limit. It is a fundamental part of all our lives because everything needs it and from the most serious jobs to the most fun loving of them. (Year 6 pupil)

Creativity for me is to make you think outside the box. Because not everything will be told you, you have to discover them for yourself. And it makes you feel more excited and interested, because you get to design it your way. And so you can think more and instead of following rules. And as I said before, the creative creativity is knowledge having fun, and you can decide what was in your own way, or just sudden inspiration, which I also said. You don't need to follow instructions, you can just feel free. And not following other ideas, other original ideas, but if you follow them, it won't be so original anymore, but instead, use what you think. (Year 6 pupil)
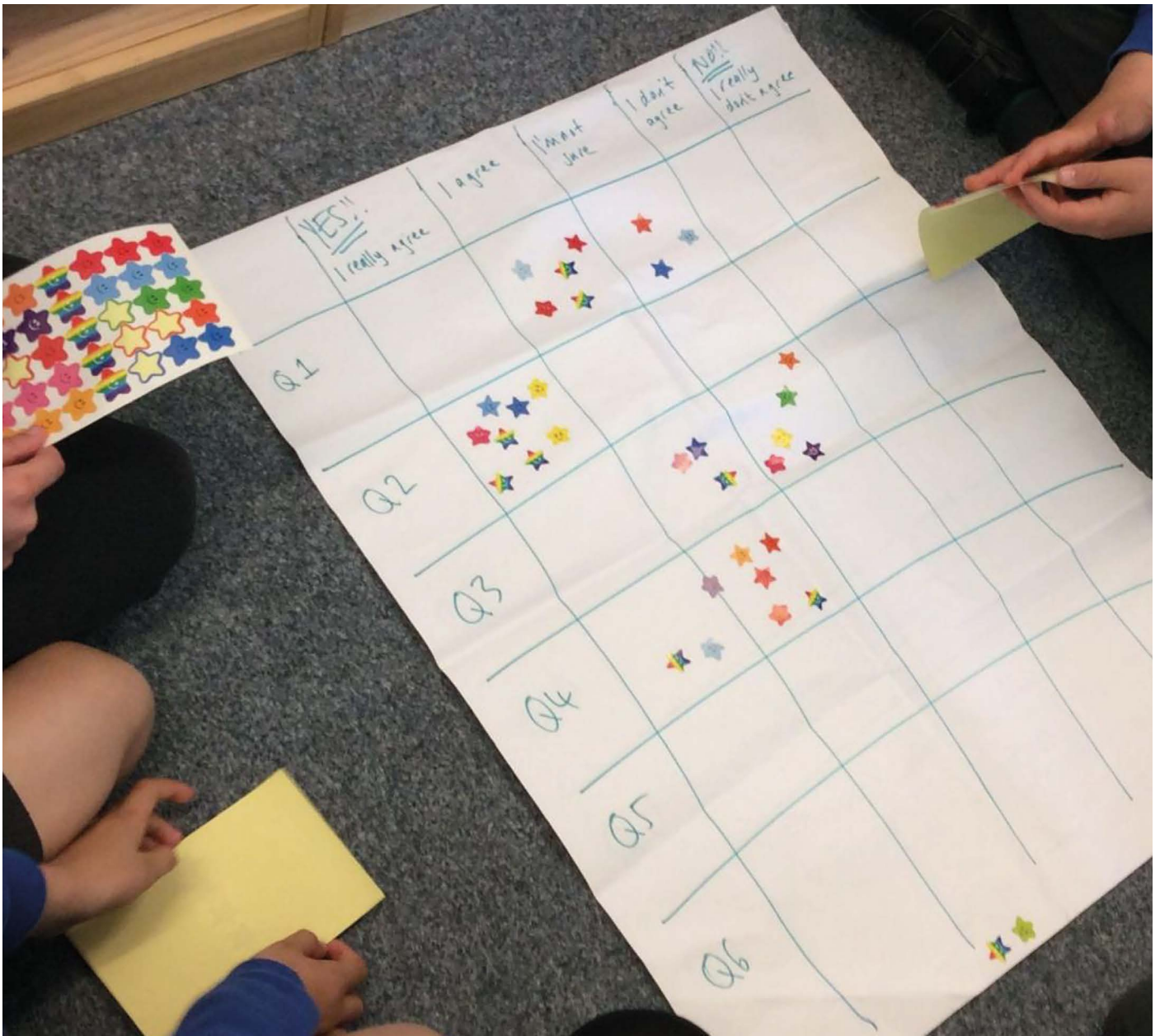
This pupil shared how it can help you be unique and individual within school:

Like doing like creative subjects can help you be like more individual rather than being like, another person doing the same subjects, doing the same exams. You can like celebrate your like, individuality which is quite important for like, the future and stuff.
(Secondary School pupil)

Finally this pupil shared the importance of creativity in schools for their futures:

So no matter what you do in the future, from us learning it now and teaching it to everyone else, it's going to affect you, and help you grow. And also, it'll just help you as a person with just having a bigger character, and being able to use all these skills to improve and just like, help yourself, like to live. (Secondary School pupil)