

SCHOOLS CLUB AT THE OLD VIC

A group of diverse school children in uniform, some wearing face masks, standing together against a teal background. The children are of various ethnicities and are looking in different directions. Some are wearing face masks. The background is a solid teal color.

**PROJECT EVALUATION
2020-2021**

Education at The Old Vic	03
Schools Club 2020/21	04
The Programme	06
Education Hub	12
Outcomes	14
Impact	24
Ideas for the Future	26

CONTENTS

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EVALUATION

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With generous thanks to Old Vic staff and associates

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For over a decade The Old Vic has developed and delivered dynamic, relevant and responsive education and community projects that provide stimulating and bespoke opportunities for people from a diverse range of backgrounds.

Our renowned projects support schools, teachers, young people and the over 60s, offering high quality theatre and enrichment experiences. We do this through free theatre tickets to Old Vic productions, bespoke learning experiences at the theatre, in the classroom and online, and innovative employability and training programmes.

Our social mission is woven into the fabric of The Old Vic and what we do. We champion creative approaches to social mobility, education and engagement, mental health and wellbeing, seeking to support people to be the best they can be.

EDUCATION AT THE OLD VIC

Schools Club is a free programme that provides bespoke workshops, theatre tickets, educational resources and exclusive opportunities with The Old Vic for teachers and students.

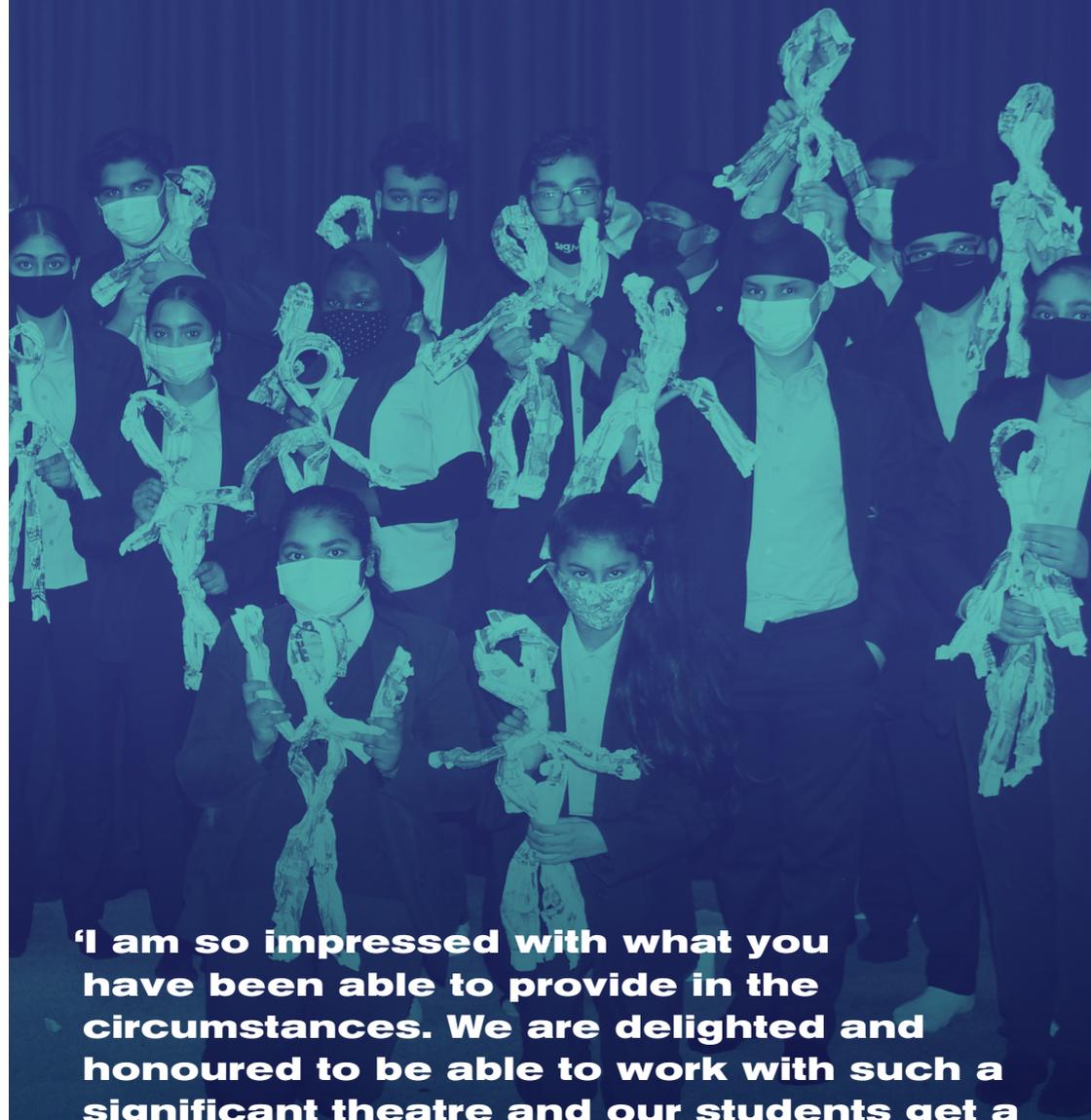
Every year The Old Vic partners with 40 London state secondary schools and engages with up to 30 students in each school. Schools watch four Old Vic productions and receive four related workshops in their school.

Schools Club supports the curriculum and works with schools and students from areas of London with poor arts provision. The programme is designed to develop an interest in theatre, encouraging the next generation of theatre-goers and theatre makers. Now in its twelfth year we pride ourselves on our commitment to supporting teachers and students as schools continue to be stretched, with drama continuing to lose students to STEM subjects and as schools deal with the impact of the COVID-19 pandemic. This programme is designed to work with a range of students: whether they are studying drama at GCSE or A Level, they are interested in drama, or they have never been to the theatre before, Schools Club allows theatre to be open to everyone.

Schools involved with Schools Club 2020/21 were:

Ark Bolingbroke Academy, Ark Greenwich Free School, Aylward Academy, Carshalton High School for Girls, Central Foundation Boys' School, City of London Academy Highbury Grove, City of London Academy Southwark, Compass School, Dunraven School, Eastbury Community School, Evelyn Grace Academy, Forest Gate Community School, Fortismere School, George Mitchell School, Gladesmore School, Guru Nanak Sikh Academy, Harris Academy Morden, Harris Invictus Academy Croydon, Heartlands High School, Highlands School, Isaac Newton Academy, Isleworth & Syon School, Kantor King Solomon High School, Kingsdale Foundation School, Lammam School, Oasis Academy Silvertown, Plashet, Rivers Academy, Sacred Heart School, Skinners' Academy, Southfields Academy, St Paul's Way Trust School, St Saviour's & St Olave's School, Stepney All Saints School, Stoke Newington School, The Norwood School, The Quest Academy, The UCL Academy, Villiers High School, Walthamstow School for Girls.

SCHOOLS CLUB 2020/21



'I am so impressed with what you have been able to provide in the circumstances. We are delighted and honoured to be able to work with such a significant theatre and our students get a huge amount from the programme'

Headteacher, Schools Club

THE PROGRAMME

As a result of the COVID-19 pandemic we made the decision to continue working with the same schools from the previous year in acknowledgment of the disruption that they had experienced as a result of the first national lockdown and to continue to support them during this challenging time. Five schools opted not to continue with the programme and their places were instead offered to schools on our waiting list.

In total 965 students took part in the programme, with students ranging from Years 9–13. As students were unable to mix with other year groups due to bubbling there was a greater emphasis on GCSE students with 25 out of 40 schools choosing their Year 10 group to participate in the project.

In response to the ever-changing situation for schools throughout the academic year the Schools Club programme offered more flexibility than ever before. Schools were given access to three archive recordings of past Old Vic productions and the opportunity to watch two of the theatre's OLD VIC: IN CAMERA series of performances, which were streamed from The Old Vic auditorium. Schools were given access to each archive recording for a period of one month allowing them to schedule their own viewings or watch the recording multiple times in order to analyse it.

In addition, schools had the choice of having facilitated workshops, initially via Zoom or Teams and later in person, or accessing a pre-recorded version of the workshop via The Old Vic's Education Hub. This ensured that schools were fully supported regardless of their technological infrastructure and allowed students who were self-isolating at home to continue to access the programme through the Education Hub.

‘We were the envy of the school as we managed to get a workshop. It made the students feel special. Big up The Old Vic for keeping Schools Club up and making it work’
Teacher, Schools Club

Each workshop was two-hours long and was created by The Old Vic's Education Manager in collaboration with an external artist. Workshops were delivered by pairs of Lead and Assistant Facilitators, with all pairings taking part in a two-day online training session. These training sessions ensured that all schools received the same high standard of delivery. They also allowed facilitators to contribute to the workshop plan and ensured they were confident in using the required technology to deliver the sessions. Workshops were designed to support the work students were doing in their GCSE and A-Level classes. Workshops aimed to:

- Give students a voice and the opportunity to express themselves
- Support the work students were doing in their GCSE or A-Levels
- Teach students practical drama techniques that they could then use in their lessons
- Introduce students to different creative roles
- Explore the themes of each play

As a result of restrictions placed on schools the workshops were often the only time students were able to engage in practical work during their drama lessons. For a lot of schools, the programme was the only time they engaged with any external organisation throughout the academic year, as other planned collaborations were cancelled.

WORKSHOPS



A MONSTER CALLS

Schools were given access to an archive recording of *A Monster Calls* throughout November 2020. Schools took part in a post-show workshop on Devising with students in their classroom and facilitators streaming in via Zoom or Teams. Those schools who were unable to do so were offered a pre-recorded workshop on Sound Design led by sound designer Nicola Chang. This was backed up by a video with composer Benji Bower who worked on *A Monsters Call* discussing his process and an opportunity for students to attend an online Q&A with Benji.

'It was very creative and allowed us to explore the play in further depth. It also brought up my confidence because usually, I wouldn't be the one to demonstrate or put my hand up etc., but I wasn't afraid to during the workshop'
Student, Schools Club

ONE VOICE

This workshop took place during the third national lockdown in January 2021. Schools were given access to three monologues from the theatre's *One Voice* programme. The monologues were part of *The Greatest Wealth* and were originally commissioned to celebrate the 70th birthday of the NHS. These monologues were available publicly via YouTube so students could access them as they were studying at home. Students took part in a post-show workshop on creating and performing their own monologue. These workshops were either delivered live over Zoom or Teams with facilitators and students joining the sessions from home, or students had access to a pre-recorded version via the Education Hub.

'Best workshop — possibly the best one I've ever experienced on Schools Club, especially in terms of the product that students created at the end. The outcome itself was really quite stunning'
Teacher, Schools Club



THREE KINGS

Schools were given access to an archive recording of *Three Kings* which was originally performed as part of the theatre's OLD VIC: IN CAMERA series of work throughout March 2021. Students took part in a post-show workshop which focused on the role of the Designer. Students were challenged with creating a set and costume design for the lead character in the play. Schools had the option of a facilitated workshop with students in their classrooms and facilitators joining via Zoom or Teams, or they could access a pre-recorded version of the workshop via the Education Hub.

'The production was the most fun they've had throughout the whole year the students loved it, it was amazing'
Teacher, Schools Club

DR. SEUSS'S THE LORAX

Schools were offered the chance to watch a playback of The Old Vic's production of Dr Seuss's *The Lorax*. This version of the production was staged as part of the theatre's OLD VIC: IN CAMERA series with a playback happening on World Earth Day on 22 April 2021. Because there were a limited number of performances that schools could access the accompanying workshop was designed so that it would work if students had seen the production or not. In the post-show workshop students created a prototype rehearsal puppet and learnt how to operate it. Schools had the choice of having an in-person facilitated workshop or accessing a pre-recorded version via the Education Hub.

'It was a very creative workshop that gave us a new and different insight to theatre; something we have never done before'
Student, Schools Club

BONUS PRODUCTION: A CHRISTMAS CAROL

All schools were offered the chance to watch The Old Vic's IN CAMERA production of *A Christmas Carol* in December 2020. Seventeen schools opted to watch a live streamed version of the production with their students during school hours.

JOIN IN NETWORK

At the end of the project all students were invited to sign up to the Join In mailing list. This free mailing list is available to everyone who completes a project with the Education and Community team and offers free or discounted tickets to Old Vic productions, details on other projects run by The Old Vic and access to exclusive workshops and Q&A sessions with industry professionals.

OV FUTURE FEST

As a result of government restrictions, we were unable to deliver *Behind the Scenes* days at the end of the project as we normally would. In its place we ran *OV Future Fest*, joining forces with our other school's programme *Take the Lead*. *OV Future Fest* took place on Saturday 10 July 2021 and offered students on both programmes the opportunity to take part in a series of theatre and employability workshops led by industry professionals.

An open invitation was extended to Schools Club students to attend a programming workshop to come up with ideas for *OV Future Fest*. Nine students attended and worked together to come up with the theatre workshop programme for the day, ensuring that the workshops on offer were relevant and of interest to participating students. Those students were Aji, Deeyahni, Gonul, Gozde, Hilary, Inaaya, Maryam, Olivia and Sanah.

The workshops offered were:

Theatre Workshops

- One-to-one Audition Prep
- How to Create a Character
- Intro to Playwriting
- How to Get into the Industry: Panel Discussion

Employability Workshops

- One-to-one Mock Interviews
- Defining your Values and Personal Branding
- The Career Talk: Panel Discussion
- Communicating with Conviction
- Powerful Mindset

In total 66 young people attended across the workshops and 100% of participants rated the day as Excellent, Very Good or Good.

'Thank you so much, the work you put into today was incredible, and I would love the opportunity to work with you again!!!'
Student, Schools Club



EDUCATION HUB

By continuing to develop the Education Hub we were able to support schools throughout the year by offering them access to pre-recorded workshops that they could use in the classroom or to support remote learning.

In total 87% of Schools Club teachers made use of the Education Hub at some point during the year and 43% shared the pre-recorded workshop content with students outside of their Schools Club group.

In addition, the Education Hub allowed The Old Vic to support schools who weren't on the programme but who were also struggling to engage their students, particularly during the third national lockdown. The pre-recorded workshops were the most popular content on the Hub, reaching a high number of teachers and young people in the UK and around the world.

Total number of:

- Users to date: **54,147**
- Page views to date: **345,202**
- Countries reached: **111**

Total number of users of the:

- Intro to Sound Design workshop: **1,840**
- Creating and Performing a Monologue: **7,491**
- Intro to Design workshop: **1,858**
- Intro to Puppetry (GCSE and A Level) workshop: **1,167**

In addition:

- **100%** of teachers rated The Hub as Excellent, Very Good or Good
- **82%** of students rated The Hub as Excellent, Very Good or Good

‘The Education Hub has been a lifeline with setting online learning — the quality of the students’ work has been of a much better quality. I have used it for all year groups’
Teacher, Schools Club

CPD

Teachers were offered the opportunity to take part in CPD (Continued Professional Development) sessions throughout the academic year. These sessions were programmed following consultations with teachers ensuing that the sessions were genuinely helpful to teachers’ development. All sessions took place on Zoom, allowing teachers from different schools to take part safely. In total 94 teachers attended a CPD session.

MAKING SOCIALLY DISTANCED THEATRE

Theatre Director Katy Rudd led this Q&A session, sharing advice on how to create socially distanced theatre. Katy had worked on all of the theatre’s OLD VIC: IN CAMERA series of productions and shared practical advice on staging and directing scenes with social distancing in place.

SALLY COOKSON

Theatre Director Sally Cookson took part in a Q&A session with teachers discussing her production of *A Monster Calls* and answering questions on her approach to devising.

REPRESENTATION IN DRAMA

Romana Ffello and mezze eade of the London Theatre Consortium’s Representation in Drama project led this interactive session on decolonising the curriculum and anti-racism in schools.

ARTIST CONSULTATIONS

In a new addition to the programme schools were offered the opportunity to have a one-to-one CPD session on a discipline of their choice. This bespoke offer supported teachers in greater detail as each session was tailored to the specific issues teachers most needed support with. In total 20 teachers benefited from this offer with sessions run on Clowning, Design, Devising, Directing, Physical Theatre, Sound Design and Storytelling. 100% of teachers rated these sessions as Excellent, Very Good or Good.

‘My one-to-one was invaluable! Our Drama teacher left last year, so I am the only Performing Arts teacher (Music trained) and the Schools Club CPD has been my training in Drama. I keep my notes on my desk and refer to them every week in my teaching’
Teacher, Schools Club

STUDENT OUTCOMES

A TOTAL OF

965

students participated in Schools Club 2020/21

93%

of students rated the Schools Club programme overall as 'Excellent', 'Very Good' or 'Good'

95%

of students rated the workshops as 'Excellent', 'Very Good' or 'Good' overall

83%

of students said that being part of Schools Club made it more likely that they would visit The Old Vic in the future

KEY PRACTICAL SKILLS

91%

of students said the Schools Club programme had a positive impact on their academic achievement

93%

of students reported that they developed their movement skills

67%

of students reported that they developed their acting skills

64%

of students reported that they developed their design skills

62%

of students reported that they developed their writing skills

48%

of students reported that they developed their devising skills

KEY PERSONAL SKILLS

77%

of students said the Schools Club programme had a positive impact on their wellbeing

59%

of students reported that they developed their confidence

55%

of students reported that they developed their communication skills

45%

of students reported that they developed their listening skills

STUDENT INFORMATION

AGE



GENDER

33%
identified as male

61%
identified as female

1%
identified as Non Binary

1%
prefer to use own term

4%
preferred not to say

Examples given under 'I prefer my own term' were **Two Spirit, she/they** and **he/they**.

GENDER IDENTITY

Is your gender identity the same as the gender you were assigned at birth?

YES 92%

NO 2%

PREFERRED NOT TO SAY 6%

SEXUAL ORIENTATION

64%
of students identified as Heterosexual

4%
of students identified as Gay/Lesbian

4%
of students identified as Bisexual

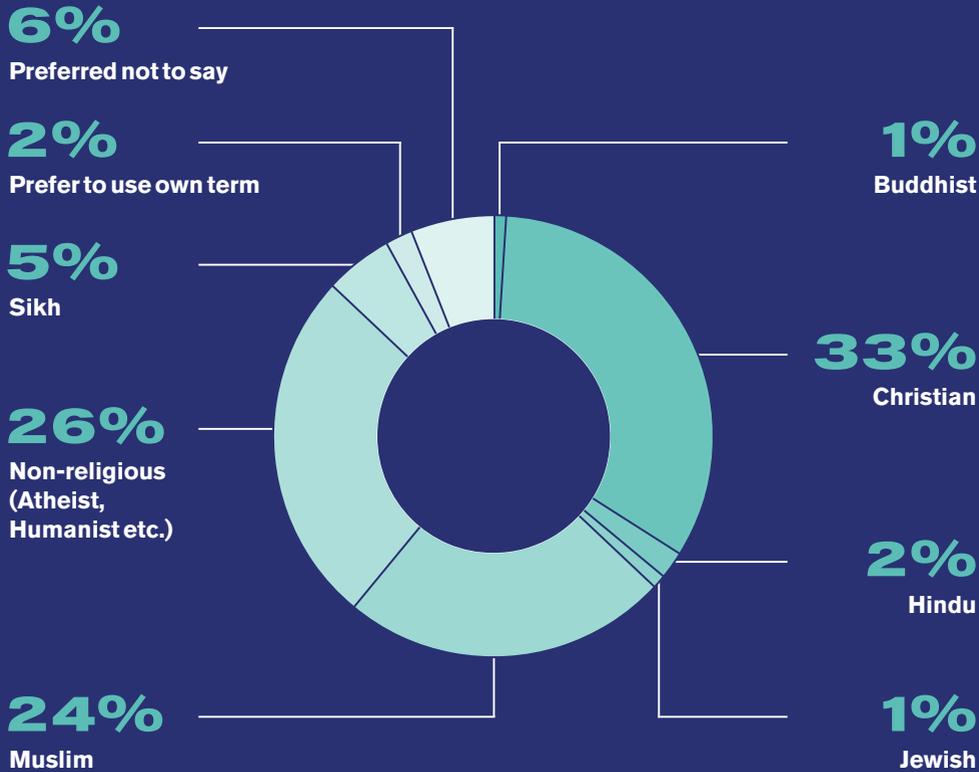
1%
of students identified as Asexual

3%
of students preferred to use their own term

24%
of students preferred not to say

Examples given under 'I prefer my own term' were **Pansexual, Queer, Bi-Curious** or **'I don't use a label'**.

RELIGION AND BELIEF



Examples given under 'I prefer my own term' were Catholic, Greek Orthodox, Pagan/Paganism and Roman Catholic.

IMMIGRATION STATUS



ETHNICITY

ASIAN OR ASIAN BRITISH

- Bangladeshi 4%
- Chinese 1%
- Indian 6%
- Pakistani 6%
- Other Asian background 4%

BLACK OR BLACK BRITISH

- African 19%
- Caribbean 6%
- Other Black background 1%

LATIN AMERICAN 1%

MIDDLE EASTERN OR NORTH AFRICAN

- Arab – Middle East 1%
- Arab – North African 1%
- Other Middle Eastern or North African background 1%

MIXED ETHNICITY

- Asian and White 3%
- Black African and White 3%
- Black Caribbean and White 2%
- Other mixed/multiple backgrounds 1%

WHITE

- British 23%
- Irish 1%
- Irish Traveller 1%
- Other White background 1%

NONE OF THE ABOVE BACKGROUNDS 4%

PREFERRED NOT TO SAY 10%

DISABILITY



80%

of students identified as not having a disability



13%

of students identified as having a disability



7%

of students preferred not to say

DISABILITY BREAKDOWN*

Of those 13% of students who identified as having a disability:



5%

identified as having a physical impairment



23%

identified as having learning difficulties



55%

identified as having a mental health disability



7%

identified as having being blind or partially sighted



10%

identified as having a long term health condition



8%

identified as having hearing loss



12%

preferred to use their own term

Examples given under 'I prefer my own term' were **anxiety**, **autism**, **knee knock**, **knee issue**, **speech disorder** and **stutter**.

*Total is more than 100% as participants could tick more than one box



TEACHER OUTCOMES

A TOTAL OF

100%

of teachers rated the Schools Club programme overall as 'Excellent', 'Very Good' or 'Good' overall

100%

of teachers rated the facilitators as 'Excellent', 'Very Good' or 'Good'

100%

of teachers agreed that Schools Club had a positive impact on their student's academic achievement

100%

of teachers agreed that Schools Club had a positive impact on their student's wellbeing

90%

of teachers rated the CPD's as 'Excellent', 'Very Good' or 'Good'

IMPACT

ACCESS TO THE ARTS

Schools Club ensured that all young people on the programme had consistent access to performance and arts education throughout the pandemic through the use of archive productions, access to OLD VIC: IN CAMERA live streamed performances and live and pre-recorded workshop activity. Despite theatres being closed across the country Schools Club kept theatre alive in schools.

'All our other partnerships stopped existing, so to have something ongoing has felt lovely. For the students it was something familiar which was really nice at a time when there was nothing else'

Teacher, Schools Club

66% of students taking part in the project had never been to The Old Vic before and 10% had never been to any theatre before. Despite never having set foot in the building 83% of students said that being part of Schools Club made it more likely that they would visit The Old Vic in the future.

'Even with COVID-19, the Schools Club still carried on providing us with many learning opportunities and experiences which we all loved and enjoyed'

Student, Schools Club

SUPPORTING THE ARTS IN SCHOOLS

Schools Club continued to support and raise the profile of the arts within schools. As a result of the pandemic many schools lost access to their drama studio and struggled to run practical sessions due to COVID-19 restrictions. During the third lockdown teachers struggled to engage students with remote working, unsure how to offer practical lessons online. Schools Club offered a solution through regular workshop activity. Thanks to forward planning the programme was able to pivot and respond to the multiple changes schools had to endure and offered teachers a flexible approach to engagement. 100% of teachers and 91% of students agreed that Schools Club had a positive impact on academic achievement.

'The programme has given me the confidence to not give up on something that is out of my comfort zone'

Student, Schools Club

In addition, teachers were supported through one-to-one and group CPD sessions and through a whole range of free resources available through the Education Hub, ensuring that they could continue to invest in their own practice.

'To have that connection to a theatre is really, really important. It's been a real lifeline'

Teacher, Schools Club

SUPPORTING MENTAL HEALTH AND WELLBEING

Schools Club supported student mental health and wellbeing through access to a wide range of theatre productions and workshops that promoted creativity, connection and fun. Workshops gave students the opportunity to be themselves and have their voices heard. 100% of teachers and 77% of students said the Schools Club programme had a positive impact on their wellbeing.

'I think my favourite part was watching A Monster Calls. One student was so emotional and said afterwards, 'I didn't think theatre could make me feel this'. The class was silent after watching it. They were still talking about the production three weeks after'

Teacher, Schools Club

'Schools Club have continuously adapted their output in the ever-changing educational landscape with regards to COVID-19, and have offered nothing less than high quality, engaging material throughout'

Teacher, Schools Club

IDEAS FOR THE FUTURE

ARCHIVE RECORDINGS

Whilst Schools Club ordinarily supports students to access live performance, an unexpected outcome of using archive recordings has been the benefit to student learning. Teachers reported that having prolonged access to archive recordings was extremely beneficial in their lesson planning as it allowed them to watch scenes multiple times and analyse them. In the past this has been challenging when students have only been able to see a live show once and may not be able to remember everything in detail. Teachers requested that in future Schools Club should investigate the possibility of using archive productions or filmed extracts of productions to support student learning in the classroom.

'We were looking at design and because the production was available for so long, we could go back and look at scenes, talk about them, dissect them and talk about the directors vision. It was incredible because we could go into so much detail'
Teacher, Schools Club

REPRESENTATION

Students and teachers reported that they enjoyed watching productions this year that had greater diversity within their casts and praised the diversity of The Old Vic's pool of freelance facilitators. Students and teachers responded strongly to watching the *One Voice* monologues as it allowed them to see work that had been written, directed and performed by Global Majority artists. Teachers reported that it was important that students see themselves represented in the industry so that they can see that a career in the arts is possible for them as well. Going forward Schools Club should continue to prioritise productions with global majority artists and create opportunities for students to meet and talk to them.

'It was brilliant to see a lot of diversity in the cast of Schools Club productions. Our kids could see someone who looked like them'
Teacher, Schools Club

BRINGING SCHOOLS TOGETHER

As a result of pandemic restrictions schools were unable to engage with each other in the ways they normally would. For example, sitting next to each other at performances, teachers networking at CPDs, students working together during Behind-the-Scenes days. There was a real hunger from teachers for that sort of engagement to return as soon as it becomes safe to do so. Hopefully as restrictions ease Schools Club can find ways to bring teachers and students together to build networks and new friendships.



'I am very grateful for the opportunity that has been given to us. Thank you!'
Student, Schools Club



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