

BURBERRY INSPIRE

**CELEBRATION
REPORT
2018 – 2022**



CONTENTS

4 5	ABOUT BURBERRY INSPIRE
6 7	STRUCTURE AND FOCUS
8 9	SUCCESS SNAPSHOT
10 11	INSPIRED STUDENTS
12 13	INSPIRED TEACHERS
14 15	INSPIRED SCHOOLS
16 17	INSPIRED CULTURAL PARTNERS
18 19	POLICY INSTITUTE LONGITUDINAL STUDY
20	RESOURCES, PUBLICATIONS AND KNOWLEDGE SHARING
21	PROGRAMME PARTICIPANTS
22 23	CULTURAL PARTNERS
24	NEXT STEPS
25	SCHOOLS
26	ACKNOWLEDGEMENTS

ABOUT BURBERRY INSPIRE

“Burberry Inspire was designed to empower young people and offer a template for improving the social capital of places and key institutions through creative education and experience. It is both timely and relevant, as it speaks to the UK Government’s ‘levelling up’ agenda which aims to end ‘geographical inequality’ by giving ‘everyone the opportunity to flourish.’ I am immensely proud of this unique programme which has enabled young people across Yorkshire to explore the wide variety of ways they can be involved in the creative industries; one of Britain’s most important and diverse sectors.”

— Lord Holmes of Richmond MBE, Chair of The Burberry Foundation

Burberry Inspire was launched in 2018 as a ground-breaking four-year programme of arts and culture experiences, designed to change the way a cohort of young people in Yorkshire see the world and understand their potential. It also coincided with concerns around the devaluation of creative education and identified social mobility factors (via the UK’s Social Mobility Commission): educational attainment, social capital, cultural capital and financial capital. Established partnerships with Teach First and The Careers and Enterprise Company addressed the first two factors and The Burberry Foundation agreed to fund Burberry Inspire to improve access to cultural capital.



Four Cultural Partners, under the coordination of the Ideas Foundation, worked with students aged 11-14 (Key Stage 3) in eight schools – chosen based on geography and need – across Keighley, Castleford and Leeds. Six ranked in the top 50% in the UK’s Indices of Multiple Deprivation, which assess a range of forms of deprivation, including income, education, crime, and health. Research from the Sutton Trust suggests that over a third of all English students do not engage in activities that can nurture creative capabilities. For children from disadvantaged backgrounds, this figure is above 50%.



THE PROGRAMME INCLUDED:

- Artists-in-residence working with two schools per year, supporting teachers and students through activities such as cultural experiences, a cultural ‘runway’ and role models from the creative sector
- Training to upskill teachers in the effective utilisation of arts and culture within their classroom and embed best practice
- In-curriculum learning, using content and inspiration from the Cultural Partners to bring the curriculum to life through themed lesson plans and academic modules

In 2020, Burberry Inspire expanded to New York City, working with Cultural Partners and schools to support students from underrepresented communities. Partners who ordinarily wouldn’t collaborate came together across countries to champion creativity and share best practice.

10,000 YOUNG PEOPLE
4 ARTS ORGANISATIONS
A GENERATION INSPIRED



STRUCTURE AND FOCUS

The programme was designed by the Ideas Foundation and four Cultural Partners in consultation with Burberry's Corporate Social Responsibility team. They also developed the brand and assets with Burberry, which elevated the status of the programme and fostered a greater understanding of its purpose.

As leaders in the field of arts education, Northern Ballet, Leeds Playhouse, Leeds Young Film and The Hepworth Wakefield were chosen to nurture the creative ambitions and skills of the students in Yorkshire through dance, theatre, film, and art. They and their artists-in-residence worked closely with the schools as they responded to a new creative brief each year. The annual themes of the programme collectively create a journey of inspiration.

Although we could not have anticipated a pandemic, our initial methodology and considerable collaboration gave



Burberry Inspire flexibility, allowing us to redesign activities and use hybrid approaches that could be shaped around lockdowns and COVID-19 policies. Each activity was adjusted to boost resilience, adaptability and creativity.

PROGRAMME STRUCTURE

FOUR YEARS, FOUR DIFFERENT THEMES

1

INSPIRED HERITAGE

Exploring how Yorkshire heritage and our own personal heritage have shaped our unique stories; inspiring the future heritage we are creating right now.

2

INSPIRED PLACES

Exploring how the places and spaces of Yorkshire provides inspiration to create.

3

INSPIRED JOURNEYS

Yorkshire is at the heart of many journeys; from the famous aviators that made history and the canals that transported goods around the county, to the personal journeys like the school run that we make today. We will explore how a journey can inspire creativity.

4

INSPIRED INDIVIDUALS

How people of Yorkshire have shaped and continue to shape the way people live and the work that they create.

PROGRAMME GOALS:

GIVE YOUNG PEOPLE THE CONFIDENCE TO DREAM

Inspire and transform a generation through a deep experience of the arts; help to widen student horizons, explore their sense of identity, develop their voice and raise their aspirations.

CREATE PARTNERSHIPS

Forge strong bonds between the schools in Castleford, Keighley and Leeds and their four Cultural Partners: Northern Ballet, Leeds Playhouse, Leeds Young Film and The Hepworth Wakefield.

DELIVER PRACTICAL EXPERIENCES

Have an artist-in-residence from each Cultural Partner in school providing students with wide ranging, hands-on practical experience of the creative arts. These artists can also support teachers in developing their curriculum and practice.

BE A CATALYST FOR POSITIVE CHANGE

By partnering with the Policy Institute, King's College London, we could measure the value of cultural and creative education for young people's development and provide an evidence-informed model for creative learning.

In 2019, the programme's New York City launch connected the Yorkshire Burberry Inspire programme with City University of New York's Creative Arts Team, Reel Works, American Ballet Theatre and Studio in a School. This was of particular value during the pandemic, when all parties worked together to address shared challenges. The NYC arm reached 5,985 students from low-income backgrounds across six schools.



"It was a lifeline to have our international partners to connect with during the pandemic, to share our challenges and concerns. We could all share how we approached working with schools and students, online professional developments and resources, and launched some exciting international collaborations."

— Chris Tokar, Director of Resource Development, Creative Arts Team, CUNY



SUCCESS SNAPSHOT

Cultural Partners and artists-in-residence delivered four years of bespoke activities for students, such as visits to galleries, theatres and studios, in-curriculum sessions, extra-curricular clubs, careers events and live performances.

Despite the enormous challenges of COVID-19, which heavily impacted two years of the programme, Burberry Inspire was still able to achieve its target and – critically – continue to support and engage students through a shift to digital and hybrid learning. Live workshops were streamed into schools and some face-to-face sessions took place, where possible and COVID-19 restrictions allowed.

Creativity kits of essential materials were designed and distributed to ensure all students had access to the resources they needed to take part in creative activities. Digital resources, such as YouTube tutorials, were also made available via the Ideas Foundation and Cultural Partner’s websites, where they could also be accessed by any school or teacher, including those not participating in the Burberry Inspire programme.

KEY SUCCESSES:

- The programme reached more than **10,000 students**
- It reached an average of **95% of KS3 students**
- **60%** of students have been ‘actively engaged’. That is, are participating in a classroom or project activity, afterschool club or performance
- In four years, there have been an estimated **73,007** individual interactions between the Burberry Inspire programme and students



“Some will ask and say, “Can I go and help another group?” I’m like, “Yes, of course you can.” Some will just go and take the initiative themselves and take a bit of a leadership role. There are a few students I can think of, and you just think, “Wow, you wouldn’t have said hello to me in September and now you’ve going round telling people what to do.”

— School staff member

“One student also mentioned: ‘You know maybe I won’t do dance as career, but it has an influence on my mindset, you know. They kind of said, I just realised, or began to understand, that jobs in general, they require hard work, you know, and commitment and determination. And I thought that was a really interesting response.”

— Cultural Partner



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73,007
individual interactions between the Burberry Inspire programme and students over four years.



100%

of teachers involved believe the Burberry Inspire programme increased students' ability to take risks and try something new.

82%

of teachers say student confidence has improved.

40%

of teachers believe the programme has increased pupils' creativity across their curriculum, not just the arts.



“

“Everyone was really, like, encouraging and they didn't really care if it went wrong because you always make mistakes, and no one is ever perfect. It just gave me the courage, even though sometimes it might be hard, I can always push myself to the limits.”

— Student, Year 8

INSPIRED STUDENTS

Through Burberry Inspire, young people learned new creative approaches to subject disciplines and acquired the necessary skills for cultural industries. They developed their abilities in creative writing, storyboarding, dance and choreography, mark-making, printmaking, ceramics and sculpture, as well as acting, screenwriting and editing.

In interviews with highly engaged students, the Policy Institute found they had a wide range of responses to the activities: choosing creative subjects for GCSEs, taking part in drama productions and music performances or joining clubs outside of school, to auditioning for a casting agency and aspiring to work in the sector. Many young people linked these choices to their experiences of Burberry Inspire. The programme also helped students to develop a range of crucial transferable soft skills, such as teamwork, confidence, self-esteem and aspiration.

RESEARCH CONDUCTED BY BEAN RESEARCH:

- 100% of teachers involved believe the Burberry Inspire programme increased student's ability to take risks and try something new
- 82% of teachers say student confidence has improved
- 40% of teachers believe it has increased pupil creativity across their curriculum, not just in the arts

The Policy Institute, King's College London also found that students taking part in Burberry Inspire have experienced and improved their sense of controlling their own destiny (or 'locus of control') in two out of three years of the programme where activities were delivered in person. This is associated with improved academic performance, healthy behaviours, and employment-related training (Cobb-Clark, 2015). See pages 18-19 for further results from this study.

Burberry Inspire also offers opportunities to open students' eyes to potential careers in the creative industries. In interviews with The Policy Institute, students explained how Burberry Inspire had broadened their view of the arts to include a range of different careers in the creative industry, and to 'imagine themselves behind the scenes'.



“

“(Burberry Inspire) showed them jobs, careers that they hadn't considered before. I'm not sure if they would like to do them but the old saying is true, you can't be what you can't see. And they saw more jobs, they saw more careers and they saw more adults doing things that they'd never heard of before. And that, for me, is money in the bank because it's more choices for children.”

— School staff member

“By the end of the projects, they were just going for it. They were really being confident to be creative, I guess, and have that creative freedom. And that was with both schools, for the virtual artists in residence (...) and it was something that the teachers really loved to see. They were like, I can't believe even in just five weeks, how the students have, like, developed their confidence in using these kind of different approaches and different ways of working. And so that was really positive.”

— Cultural Partner

INSPIRED TEACHERS

Many teachers have said they have been inspired and upskilled by the cultural visits and experiences that have been delivered by the artists-in-residence.

- 622 continuous professional development (CPD) sessions were delivered over four years through a mix of face to face and virtual sessions
- 82% of teachers report that Burberry Inspire has positively influenced their teaching

The impact of blended and virtual sessions throughout the past two years has also required a level of involvement on the part of the teachers which was not anticipated at the start of the programme. The integral part they played, together with the numerous CPD opportunities offered by the Cultural Partners, has enhanced their long-term teaching abilities.

Over half of the teachers questioned also feel the Burberry Inspire programme has increased their knowledge of cultural opportunities for schools and pupils, and the career pathways open to pupils.



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12
13



TEACHERS SPEAK:

“(The aspect of the programme that has been most useful is...) Professional Development, new ideas to feed into teaching practice.”

“All the questions that I get asked (by students) that I don’t know the answers to, I know now. I’ve used everything that you’d taught me... It’s almost released my creativity which the kids have caught onto. It’s been used loads...you’ve been a gift to me this year – you really have.”

“They (The Hepworth Wakefield) were amazing in terms of the provision that they put together and we did virtual lessons, fully resourced... In a lot of respects, there were really good benefits towards us actually taking that approach.”



INSPIRED SCHOOLS

Arts opportunities within the schools have been significantly elevated during the four years of the programme.

- 84% of teachers involved say Burberry Inspire reinforced creativity throughout the school
- 66% report that Burberry Inspire has increased the quality of the arts provision in school
- 73% of teachers surveyed feel Burberry Inspire has driven new partnerships and collaborations for the school
- 6 of 8 schools have improved or gained the ArtsMark as a result

Additionally, Burberry Inspire connected schools and Cultural Partners with arts organisations in New York, offering opportunities for collaboration and more exposure to high-quality arts and culture.



TEACHERS SPEAK:

“It is on the back of Burberry Inspire that we started doing (...) our drama club and that drama department. It is also the journey that the school has been on in terms of our improvement and that need to have creativity as a bigger presence within our school.”

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schools have improved or gained the ArtsMark as a result.

“Next year, we’re actually going to teach (dance) to years 7 and 8... which is an area that Ofsted like to see. We can absolutely say that it is as a consequence of Burberry Inspire, we now include dance on our curriculum.”

“The programme has given a new dimension to the school and one we feel very proud and privileged to be part of. The success of the programme has allowed the school to develop the arts on both the main core curriculum and extra-curricular activities. It’s had a massive impact on our offer which had to be reduced due to the school’s problems. The school has turned it around and the arts now play a big part in school life.”

“Burberry Inspire has really been a great impetus in terms of developing our Art and Cultural curriculum, in terms of both taught lesson provision and wider curriculum.”



INSPIRED CULTURAL PARTNERS

Burberry Inspire provided enrichment to partners as well as the school and students. Cultural Partners have reported collaborations with schools and other arts partners as being incredibly valuable to their organisations. These collaborations have also increased their profile across their region, with social media activity amplifying the reach of the programme. In fact, all Cultural Partners report positive impacts from Burberry Inspire on their organisations.

In particular, the programme is seen to provide:

- An energising influence, encouraging different departments and organisations to work together
- Opportunities to develop meaningful relationships with schools and better understand their needs
- Time to really understand young people as an audience and as collaborators
- The opportunity to develop new resources and materials
- Staff development opportunities
- Raised profiles on a regional, national and international level
- Invaluable and visionary funding to deliver a programme that otherwise would not have been able to take place



CULTURAL PARTNERS SPEAK:

“We had comments from the teachers saying: ‘This student has been running, kind of, up and down the corridor all morning, we’ve not been able to kind of get him into a classroom and he’s come to the project, and he’s engaged for the full hour, and that’s not something that has been possible today until now’. So, those are the kind of students that we’re working with and the impact that it had on them was really, it was really great. And the teachers particularly really noticed that.”

“The impact has been a really positive one. Working on such a large project has raised the profile of the Creative Education team within the organisation and has created a buzz around the work. Working with other arts organisations has also been a great opportunity, as it offers an insight into how others work and has helped us think about what we can offer and what we can do differently.”

“Due to COVID-19, we have created a number of digital resources that the schools will be able to keep and use them again in lessons in future years, ensuring more students will be able to have a small part of the Burberry inspire experience.”

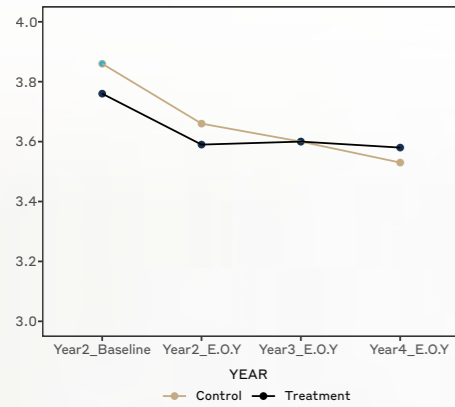


POLICY INSTITUTE LONGITUDINAL STUDY

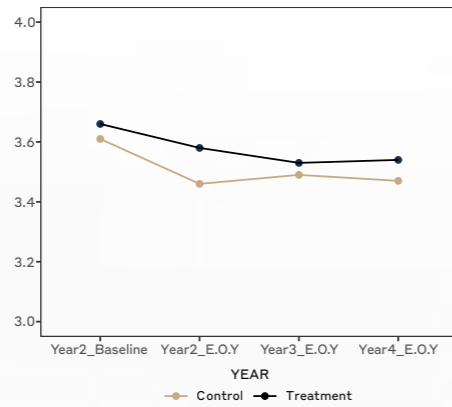
Over four years, we collected more than 21,000 surveys from students in schools participating in Burberry Inspire, as well as over 5,500 surveys from students in two control schools. Surveys were collected at the beginning and end of each school year to compare the effect of the programme in schools that took part ('treatment schools'), with other local schools that did not ('control schools'). This is known as a quasi-experimental 'difference in differences' evaluation approach, which we used to estimate the effect of the programme on students' self-esteem, aspiration and internal locus of control (the extent to which students believe they control their own destiny).



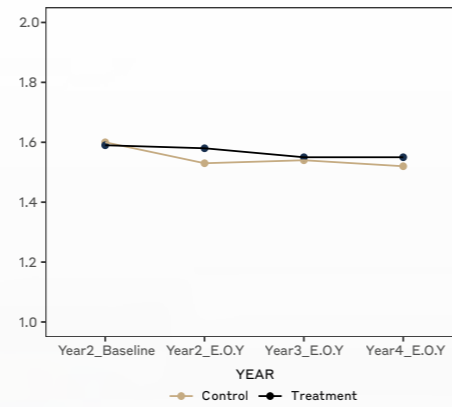
ASPIRATION



SELF-ESTEEM



LOCUS OF CONTROL



	SELF-ESTEEM	LOCUS OF CONTROL	ASPIRATION
YEAR 2 (2019–20)	Statistically significant effect	Statistically significant effect	No effect
YEAR 3 (2020–21)	No effect	No effect	Statistically significant effect
YEAR 4 (2021–22)	No effect	Statistically significant effect	No effect

CAVEATS:
 — Data for 2018/19 are excluded from the analysis as we are unable to determine what year group the students belong to in that wave of the survey.
 — Baseline data for 2020 and 2021 are excluded from the analysis in order to accurately report the effect of the treatment for each year of the Burberry Inspire programme.
 — We are not able to match students between each year of the programme.

As the charts show, we generally see these outcomes trending downwards over the course of the programme. However, this isn't surprising. There is strong evidence that aspirations and self-esteem generally decline over the middle years of secondary education – and it seems likely that the pandemic and associated lockdowns would have confounded this. But when comparing the treatment schools to the control line, we find that students in the treatment schools have generally shown a positive effect at particular stages of the programme.

Anecdotally, the effect of the programme appeared much stronger among students who engaged most with the activities offered. In interviews with 151 students who had been 'highly engaged' in Burberry Inspire that year, a richer picture of the impact of the programme emerged, grounded in the voices of the students. Many high-engaging students observed improvements in their own skills and competencies such as confidence, leadership, focus in school, and their professional and educational aspirations as a result of taking part.

What students emphasised about the activities they took part in also gave a suggestion of what it was about Burberry Inspire that appealed to them, such as:

- Taking part in novel or different activities that are “out of the ordinary”
- Achieving a sense of agency over creating something original
- Meeting and working with new people in school
- Working with professional and skilled artists-in-residence

More detailed findings from the evaluation have been reported in annual reports, briefing notes and longitudinal qualitative case studies. A final longitudinal report summarising the findings will be available on the Ideas Foundation website and the Burberry PLC website later in 2022.



RESOURCES, PUBLICATIONS AND KNOWLEDGE SHARING

The Ideas Foundation, Bean Research and the Policy Institute, King's College London have created a series of papers that illustrate the impact, replicability and potential for scalability of this type of four-year creative education programme.

DURING THE PROGRAMME THE FOLLOWING WERE PRODUCED:

Thought leadership papers on:

- Levelling up
- Creative education and skills
- Social and educational interventions in schools, measures, and outcomes
- Artists-in-residence

- Case studies have been researched, produced and designed for individual Cultural Partners, International Partnerships, schools and the Ideas Foundation, outlining the learning and impact of the programme.
- The Policy Institute, King's College London have delivered a quasi-experimental 'difference in differences' approach to programme evaluation – to measure the impact of the programme on students' aspirations, self-esteem and locus of control. Findings from the four-year longitudinal study will be available to download from www.ideasfoundation.org.uk/burberry-inspire/impact and www.burberryplc.com later in 2022. Annual reports of evaluation findings are available on request.
- A seminar sharing interim results with schools and stakeholders took place in July 2022 with presentations by Charlotte Turner from Bean Research, Dr Niall Sreenan from The Policy Institute, King's College London and Professor Guy Claxton, Visiting Professor, King's College London.
- A national seminar showcasing the impact of the project was hosted by King's College London and The Burberry Foundation as part of the ESRC's Festival of Social Science in November 2022.



The papers can be downloaded from www.ideasfoundation.org.uk/burberry-inspire/impact and burberryplc.com

PROGRAMME PARTICIPANTS



PROGRAMME FUNDER

THE BURBERRY FOUNDATION
(Charity Number 1154468)

The Foundation funded and commissioned two parallel programmes – the Burberry Inspire delivery programme and an independent evaluation from Kings College London. The programme was part of a series of other major interventions in Yorkshire, including the development of a careers leader programme with Teach First and supporting enterprise advisers in conjunction with The Careers and Enterprise Company. The Burberry Foundation supported the extension of the programme to New York City.

BURBERRY
FOUNDATION

IF IDEAS
FOUNDATION

THE
POLICY
INSTITUTE

KING'S
College
LONDON

PROGRAMME PARTNERS

IDEAS FOUNDATION

Burberry Inspire was the brainchild of the Ideas Foundation and The Burberry Foundation. Ideas Foundation delivered the overall programme management and success, including (but not limited to) marcomms, asset delivery, professional development, financial administration, ongoing evaluation design and reporting with Bean Research. They also coordinated Cultural Partner meetings and managed the first 'cultural runway' event, which was directed by Leeds Playhouse and hosted at Leeds City Museum. During the COVID-19 crisis, Ideas Foundation helped adapt the delivery of Burberry Inspire to digital and hybrid. With the extension of the programme to New York-based schools and Cultural Partners, the Ideas Foundation worked to share knowledge and expertise to help support and scale up the US version of Burberry Inspire.

POLICY INSTITUTE, KING'S COLLEGE LONDON

The Policy Institute, King's College London addresses complex policy and practice challenges with rigorous research, academic expertise and analysis focused on improving outcomes. Their vision is to contribute to building an ecosystem that enables the translation of research to inform policy and practice, and the translation of policy and practice needs into a demand-focused research culture. This is achieved by bringing diverse groups together, facilitating engagement between academic, business, philanthropic, clinical and policy communities around current and future societal issues.

CULTURAL PARTNERS

LEEDS PLAYHOUSE

With an international reputation for producing theatre and a cultural hub for the north for 50 years, Leeds Playhouse aims to demonstrate that theatre is vital in a young person's life, no matter what path they might find themselves on. Their in-house creatives, educators and artists-in-residence work with over 12,000 people every year, holding bespoke workshops and award-winning projects. Watching live performances and taking part in extracurricular activity, bespoke workshops and student performances, the students could express themselves and have their voices heard under the skilled guidance of a Creative Engagement team.

THE HEPWORTH WAKEFIELD

Named after Barbara Hepworth, one of the most important artists of the 20th century who was born and brought up in Wakefield, this award-winning gallery presents major exhibitions of the best international modern and contemporary art. It is also home to Wakefield's growing art collection – an inspiring resource comprising outstanding works of modern British and contemporary art. Their learning programmes engage over 30,000 participants a year, supporting young people into employment in the creative industries. Students engaged in artist-led workshops at the gallery and in the classroom, after-school art clubs, careers events, projects during home learning and lockdowns, and collaborations with artists to produce large-scale sculpture and performances for the annual cultural runway celebrations.

LEEDS YOUNG FILM

With an ethos that exploration of moving image brings cultural, educational, economic and social benefits for all, Leeds Young Film was founded in 1999 as part of Leeds City Council's City Development Department. Students worked with industry guests, who shared skills, knowledge and career stories, opening new ways of thinking about the future. Filmmaking workshops, including VR, documentary, music video, social media and vlogging, advanced students' technical, problem-solving and communication skills. Students also contributed to a screening during Leeds International Film Festival and held a showcase celebrating their achievements. This relationship continues through the Leeds Young Film Festival and Independent Directions Film Festival.

NORTHERN BALLET

Breaking down barriers to world-class ballet is at the heart of Northern Ballet's mission. As the UK's leading narrative ballet company, they tell unexpected stories to reach as many people and places as possible, through touring, digital work, children's ballets and their Academy, which trains over 1000 people annually. Each year the Company's Learning Team engages over 18,000 people, challenging preconceptions about who can access ballet. Students took part in dance workshops, watched full-length ballets at the theatre, and created their own dance films, leading on choreography, performance, and the design and creation of sets and costumes.



THE HEPWORTH WAKEFIELD



Northern Ballet

NEXT STEPS



The Burberry Inspire programme was designed to provide a replicable model, delivering ground-breaking evidence that investment in cultural capital among young people from underrepresented communities can lead to improved outcomes for them in the future.

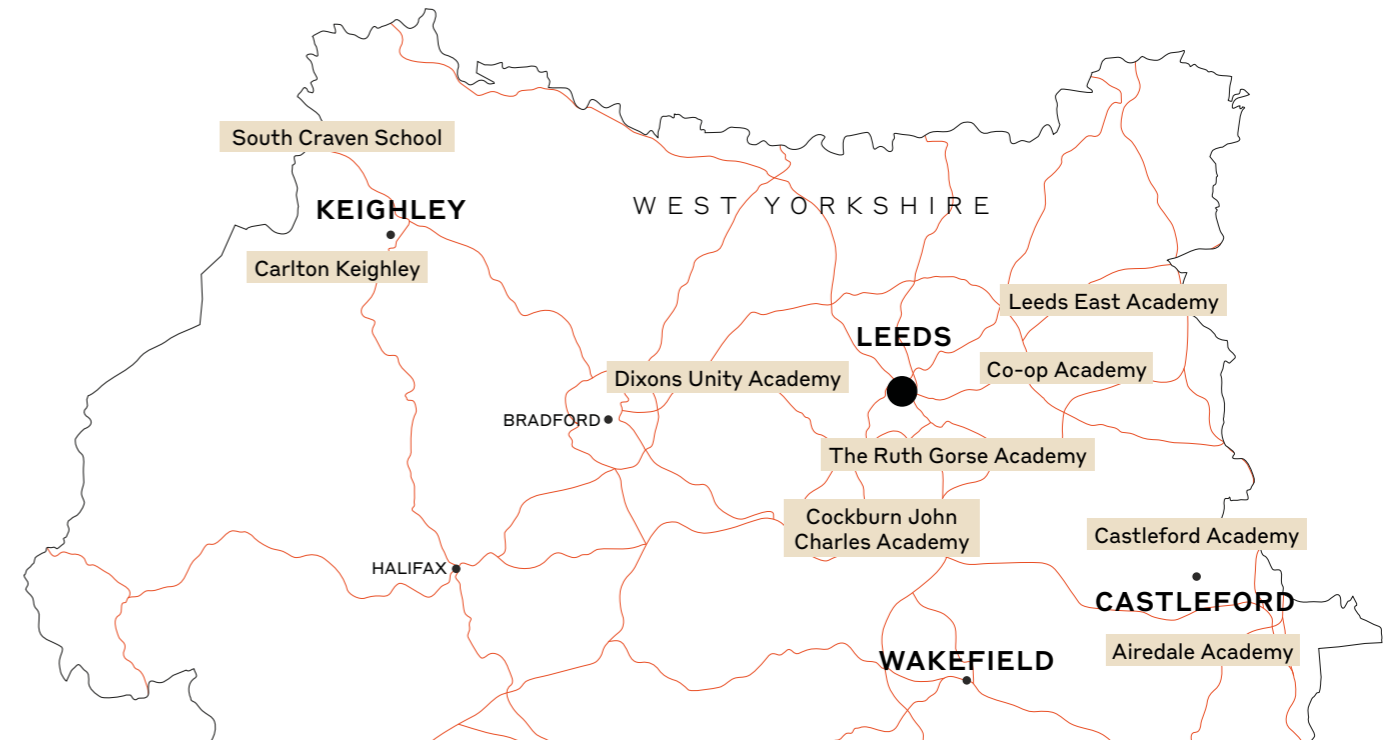
AS A RESULT OF BURBERRY INSPIRE:

- The cohort of schools is adapting and changing their curriculum to increase the number of creative activities they can showcase to Ofsted and other key stakeholders, linking careers with the curriculum and using evidence demonstrating the value of employer engagement
- Participating teachers are looking at new ways to develop and advance their own careers and teaching, using their experiences as programme managers and from the continuous professional development opportunities
- Participating students have started to embark on careers they may not have considered before – in film, theatre, ballet and visual arts
- Key resources developed during the programme (such as thought leadership documents) will be made available to other educators via the Cultural Partners, Ideas Foundation and Burberry PLC websites
- Curriculum resources, such as the creative prompts will be available on the Ideas Foundation website
- A model for creative and cultural engagement has been created, that has been externally evaluated and proven transferrable to other settings through our New York partnerships
- All Cultural Partners are keen to continue working together, to find sponsors of creative education programmes that can build on this model

Although this iteration of the Burberry Inspire programme has now been completed, The Burberry Foundation will continue to build on its success and accomplishments by concentrating all its resources on the core issue of empowering young people – enabling the next generation to explore new possibilities, unlock their creativity, and drive positive change to help them build a better future.

SCHOOLS

THE PROGRAMME WOULDN'T HAVE BEEN POSSIBLE WITHOUT THE STUDENTS AND TEACHERS AT OUR PARTNER SCHOOLS:



- Airedale Academy, Castleford
- Castleford Academy
- Co-op Academy, Leeds
- Dixons Unity Academy, Leeds
- Leeds East Academy (Y1 & Y2)
- South Craven School, Keighley
- The Ruth Gorse Academy, Leeds
- Carlton Keighley (formerly known as University Academy Keighley)
- Cockburn John Charles Academy, Leeds (Y3 and Y4)



ACKNOWLEDGEMENTS

THE BURBERRY FOUNDATION BOARD OF TRUSTEES:

Lord Holmes of Richmond MBE (Chair)
Dr Gerry Murphy
Edward Rash

BURBERRY GROUP PLC

Richard Mason, Cheryl Robinson,
Giulia Njonga, Nicole Lovett and the
many Burberry volunteers who have
supported this initiative

CULTURAL PARTNERS:

Leeds Playhouse: Kate Jeeves, Jenny
Jones, Amy Lancelot & Alex Ferris

Leeds Young Film: Debbie Maturi,
Martin Grund, Luke Shoesmith,
Rad Miller & Sally Molineaux

Northern Ballet: Leanne Kirkham,
Sam Moore, Philippa Ranger, Alexandra
Doe, Emma Williams & Wayne Sables

The Hepworth Wakefield: Bea Wright,
Victoria Boome, Nicola Freeman,
Jess Witkowska & Rachel Hogg

THE HEPWORTH WAKEFIELD ARTIST EDUCATORS:

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Bryony Pritchard
Gillian Brent
Harriet Fletcher
Helen Peyton
Jennyanne Smith
Jo Blaker
John Mayson
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Creative Arts Team
Reel Works
Stephanie Eiss, Literacy Through Drama
Program Manager, CUNY Creative Arts Team
Studio in a School

KINGS COLLEGE LONDON POLICY INSTITUTE:

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Chiamaka Nwosu, Research Fellow
Michael Sanders, Professor of Public Policy

BEAN RESEARCH:

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Charlotte Turner, Director

FRIENDS, COLLEAGUES AND SUPPORTERS:

Bryony Benge-Abbott, Artist
Canon UK, Equipment
Greg Hodgson, Learning Consultant, Edge Gain
IVE
Leeds City Museum
Lydia Thornley, Designer
Marie-Anne Leonard, Copywriter
Nick Singleton, Photographer and film Maker
Peter Thomas, Consultant, National
Association for Teaching of English
Phil Badham, Learning Consultant Edge Gain
Rachael Lightowler, Designer
Ruth Hooper, Marketing Consultant
Simeon Quarrie, Photographer and Film Maker
Tom Martin, Photographer



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