



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact

Application paperwork 2 of 2

Name of school/education setting	Woore Primary and Nursery School
DfE number	893 /2113

Support

We are here if you need us

Use this template to draft and finalise your Statement of Impact.

You must submit your Statement of Impact **online** – we do not accept submissions by email. Please read our [Submission Guidance](#) for the steps to follow.

Download our [guidance](#) on how to complete your Statement of Impact and get in touch with our national delivery partner, Goldsmiths, University of London, who is on hand to support you on your Artsmark journey.

Top Tips

- We strongly recommend you use as much of the available word counts as possible when drafting your responses, to give us as much information as you can about the impact of your Artsmark journey.
- Equally, try to use as much of the time available to you as possible before submitting your Statement of Impact. The more time you have, the more opportunity you have to evidence the impact of your work.
- Try not to repeat examples throughout your Statement of Impact. It is better to decide which of the questions a specific example fits best with and use it just the once.
- Our national delivery partner, Goldsmiths, University of London, is on hand to support you on your Artsmark journey. Visit our [Support and Resources](#) web pages to find out more.



Context – up to 150 words

If there have been changes to the context of your school or education setting since the submission of your Statement of Commitment, please describe them here. (*Enter your answer here*)

Since submitting my statement of impact, the context of the school remains in a similar position, however the following significant changes have taken place in the last 18 months.

Pupils who are eligible for pupil premium equate to 22%, with 20% being eligible for free school meals. The proportion of children who are registered on the school census is 18%, however 12.5% are on the SEND register and receive additional educational support.

The school has managed a huge staffing turnaround with 10 staff overall being replaced across the school and nursery. This includes, 2 new teachers and 8 new Teaching or Nursery assistants. The governing body has also been through many changes, with 2 changes in Chairs of governors and 4 new governors since the statement of impact was submitted.

In November 2023 we were visited by Ofsted for a graded inspection. The outcome was GOOD in all areas.



Question 1 – up to 500 words

Reflecting on your Statement of Commitment and the Artsmark criteria, what was successful in your Artsmark journey and how did you achieve this? (*Enter your answer here*)

Our journey has far exceeded our expectations. The culture of arts within the school is ever-expanding and our offer to pupils is ever-growing.

We have made significant steps to strengthen drama within school culminating in theatre visits to see 'Alice in Wonderland' and 'The Nutcracker'. Staff have attended drama cpd, thus supporting drama across the curriculum.

Our new Access Arts scheme of work has ensured a range of representation within artists studied. This has been clearly mapped out.

The arts Leader has worked relentlessly to improve and promote the arts in school. A staff audit and two-year action plan has driven these changes promptly and successfully. A named governor oversees 'The Arts' in school and meets with the art leader regularly to review provision.

Extra-curricular provision include Arts, dance and choir clubs. These are well-attended. Older children have had the opportunity to achieve an 'Arts Explore' award with 100% being successful.

Local/national competitions and exhibitions have been abundant. In summer 2023, children participated in the 'Coronation Bench' competition and local, community coronation art competition/local produce show. A third of children submitted a piece of artwork to the RCA Summer exhibition, one of which was commended and displayed in the online exhibition. Children have engaged with two exhibitions at the New Vic theatre to produce a collaborative piece.

Pupils showcase their skills outside of school through 'School's Gotta Dance' and singing carols at the local garden centre and Christingle.

The Arts Leader has implemented a new curriculum package, 'AccessArt'. This has provided a more structured scheme of work and has supported staff well.

In 2022, a Jubilee themed arts week was held where children worked collaboratively and individually in a range of activities. Artwork from the week was exhibited at the local community show. In June 2023, we participated in 'Sky, Access All Arts Week' from which we chose to focus on photography, drama, singing and 2D visual arts.

Our range of offer has widened. Through our commitment to drama and theatre we have ensured an annual visit to the New Vic Theatre to see seasonal shows. In June 2023, pupils visited national art venues, 'The Tate Modern' and 'Walker Gallery' in Liverpool. Visiting artist William Ashley-Norman (Chickenwired) worked with children to create their own 3D chicken-wire sculptures. World Book Day included an inspirational storyteller.

The Arts Leader has led bespoke cpd for staff to exploring materials/mediums and develop skills. Specific support for use of sketchbooks, curriculum refreshers and team teaching has been provided. The arts leader has undertaken a range of cpd including Arts Award Training. Weekly staff cpd takes place with a specialist music teacher. Staff have also attended external music cpd.

Shropshire Music Service support us to provide weekly lessons with a specialist music teacher along with instrumental sessions with smaller groups. In November 2022 and 2023 we took part in 'Big Band Week' where musicians collaborate to showcase their bands in school.

A peripatetic piano teacher visits the school weekly to teach piano to individual pupils.



Question 2 – up to 500 words

What challenges did you face and how did you overcome them? Were there any differences from your original plans and how did you implement them? *(Enter your answer here)*

Despite extreme staffing and governance turn-over, the arts leader has continued to keep the arts at the forefront and followed the action plan diligently. Outcomes have been unaffected, and provision has been strengthened. Staff CPD has been delivered regularly so that new staff to the school have benefitted. This has included bespoke cpd sessions in addition to a team-teaching approach. Staff engagement has been high with all participating in collaborative events and curriculum enhancements.

There was a slight delay in the implementation of the Arts Award programmes due to training for the arts lead not taking place until November 2022. This meant that due to capacity, only the Arts Explore was rolled out in the spring and summer terms of 2023. However, plans are in place for the Arts Discover programme to begin in spring 2024.

Overall, we believe we have just expanded the original plan and taken it beyond expectations. We have engaged in new partnerships; accessed authors, artists and visits which ordinarily would have been too costly for a small school. Fortunately, parental donations and donations from the school PTA have supported this journey well.

Our offer to enhance pupils' personal development has been particularly high with opportunities such as dance shows, choir in the community, Arts Explore award, and the many local and national competitions and exhibitions.



Question 3 – up to 500 words

What impact has the Artsmark journey had on your children and young people and how can you evidence this? *(Enter your answer here)*

Pupils' progress in the arts has improved considerably. The implementation of the new curriculum package 'Access Art' has provided rich, inspiring and engaging activities through which a range of skills are learnt and practised. When asking about a recent unit of work in typography, the KS2 children told me how much they had enjoyed it. One child said she had started to practise different fonts at home, another talked about the links of his final piece to rivers and another child told me how a book they were reading had inspired their final piece.

Pupils enjoy art, one child said 'It makes me very happy, if I get stressed in the day, when I do art, it relieves me'. Another child quoted 'I like doing typography and the way you make letters look different' and 'I can draw what my mind thinks of'.

Many different areas of the arts have been embraced, not only through our curriculum but also through extra-curricular activities both in and out of school. Music teaching has improved dramatically through our weekly teaching, cpd and instrumental teaching led by a

music specialist. A concert is put on for parents in the spring term to share the wonderful work the children have done in class. A weekly choir is also in place, children work towards a Christmas choir concert in the community garden centre and Christingle service. The children have an opportunity to watch a live band on an annual basis through the Shropshire Music Service.

Dance is also a strength of the school. Well-attended weekly dance clubs run throughout the year where dance routines culminate in two shows, 'School's Gotta Dance' show and a local show at our community summer fete. We felt extremely proud when we received an email from a member of the public praising our work, 'I wanted to send a little message to say how brilliant it was to see your school children at the Lyceum show last night. I was there to watch my daughter who attends a local dance school but was really impressed by the children from Woore Primary. They were fantastic! We all know the demands on teachers/schools currently so it was really nice to see a primary school go above and beyond to be at an evening event for the children. I hope they all enjoyed it. Congrats on a fab performance!'

On an annual basis we hold an arts week where we immerse the children in a wide variety of different arts including dance, drama, singing and the visual arts. This also involves a visiting artist.

Ofsted commended our work in the arts at our recent inspection in November 2023, they stated 'The high priority given to the arts, for example, is particularly notable. In subjects such as art and music pupils benefit from rich experiences that build confidence and competence and result in some impressive work'.



Question 4 – up to 500 words

What impact has the Artsmark journey had on your staff, leadership team and wider community and how can you evidence this?

(Enter your answer here)

Staff confidence and curriculum knowledge has increased considerably in art and music due to the cpd provided by the art leader and music specialist. One member of staff stated that 'Ongoing music cpd has empowered me as a member of staff to deliver music with much more confidence'. Another said ' Having someone to reassure me the best way to deliver a session and just help me to better understand the materials is invaluable.'

The governing body have now appointed an Arts link governor who has since conducted a monitoring exercise within the school with the arts leader. The governing body now have a clear overview of the arts provision at school.

Working towards Artsmark has raised the profile of The Arts within our school. One member of staff stated that 'Working towards Artsmark has allowed us to focus on experiencing the arts in a variety of contexts, such as gallery visits, dance competitions and visiting artists.'

As a small school, the leadership team is the headteacher who is also the art and music leader. The opportunity for the art leader to undertake the arts award training has enabled further opportunities for children to achieve a personal award.

In the autumn 2023, we held a whole school Halloween crafts event in which parents were invited. Parental attendance was high and feed back was very positive. The headteacher received an email from one parent who said, 'I wanted to send you an email as I feel that positive feedback is extremely important! It was fantastic to come into school today and enjoy the Halloween craft session with XXXX. It was lovely to see XXXX within his school environment. Other parents at schools don't get experience moments like today so I am very grateful for this experience.'

In a recent parental survey requesting views on school vision and what parents feel is important to them about what the school offers, one parent said 'the focus on art and creativity (arts mark, arts award)'.

Sharing our work in the community through exhibitions, competitions, dance shows and carol concerts have made their mark amongst local stakeholders. Following last years' 'Choir in the community' where pupils sang at the local garden centre, the feedback was 'You can definitely come again' and subsequently a date was arranged for December 2023. Dance shows at the local village fete have become the focal point of the show, with the dance group sharing the many sequences learnt in their dance club.

The annual parental music concert was well attended in the spring term 2023 with children sharing their learning and skills covered in the curriculum.



Question 5 – up to 500 words

How has your Artsmark journey influenced change to your strategic values and the priorities in your strategic improvement plan?

(Enter your answer here)

Since April 2023, we have implemented a new art and design curriculum, this was different to our original plans. We have adopted the Accessart mixed age, split planning cycles which have been adapted to suit our small school. This has been a strategic change in direction following significant staffing changes. The Accessart curriculum provides an adaptable and creative curriculum which also has a huge focus on support and cpd for non-specialists. This we felt was essential to ensure a high-quality curriculum was in place, particularly for those new staff members who needed additional guidance.

The delivery of art and design cpd has taken a few different routes. CPD delivered in-house by the arts leader has taken the form of practical workshops and information sessions. This has been supported by a 'team teach' approach where teachers and TA's have worked

alongside the arts lead to deliver lessons. Planning support has also been provided for teachers.

Enhancing the music provision has been extremely successful and outcomes have been good. Engaging with Shropshire Music Service to deliver weekly curriculum lessons has strengthened the curriculum. Rather than working with our previous curriculum 'Charanga', we now have a bespoke curriculum designed by Shropshire Music Service linked to our long term plan. This has brought music to life. Weekly cpd has also been available for teachers with the music specialist to support the planning of future lessons. This has been invaluable.

Our work with Shropshire Music Service has also strengthened opportunities for children to play a musical instrument through weekly instrumental clubs. Other work with the music service includes a clear, strategic music plan, termly performances for pupils to share their work to parents and annual 'Big Band' visits.

In addition to the planned curriculums, we have also ensured that the arts have a high profile in school through additional events such as a family Halloween craft event. This has promoted creativity and provided family engagement within the arts.



Question 6 – up to 500 words

What are your future goals and ambitions for developing the role of arts and culture in your setting?

(Enter your answer here)

Our Artsmark journey has been ambitious, but extremely enjoyable. We have achieved everything we set out to achieve and more! A whole school approach has undoubtedly helped to support the positive progress we have made to achieve our goals.

Many experiences have been new to us, such as gallery and theatre visits, entering national competitions, sharing our work in prominent exhibitions and running an Arts Award programme. These experiences have strengthened our knowledge of the arts and have inspired us to continue to provide these experiences so that children have a wider view and experience of the arts and enable them to make personal development steps.

Going forward, we would like to sustain all of the actions on our current Artsmark journey as every single one has benefitted the children positively. However, now that that we have had the experience of providing these experiences, we can deliver them more effectively and confidently in a more organised way in future academic years. For example, the Arts Award trainer will be fully equipped to deliver the 'Discover' and 'Explore' awards with confidence and will be able to support pupils in their journey more effectively. The Arts Leader will actively seek out national competitions so that adequate time is given to pupils to prepare for these. Staff confidence in delivering music lessons and coaching the choir will improve pupil outcomes. The arts calendar will be shared with teachers and teaching assistants so that they have ample time to prepare for upcoming events.

For future arts week events we would like to work towards some whole school pieces of work that can be displayed in school for some time to come. Sculpture and mixed media is an area for development in school, and we would therefore like to focus on this during the next arts week.

In June 2024, we have signed up for a county wide 'Shropshire Sings' event, something which previously we would not have felt equipped to take part in. This will give the children the opportunity to sing to a large audience from parents/community from schools across Shropshire.

We would like to continue to develop and upskill teaching staff in the arts, even more so due to a large staffing turnover this last year. A fresh staff cpd audit will be required to determine the direction of this.

Our ultimate aim is for the arts to be highly visible in school, something in which we are known for amongst the school community. As mentioned previously, this was an area that Ofsted recently commended. As an inclusive school with a high proportion of children with SEND, we want the arts to be an accessible route for children to express themselves, especially when some find it a challenge to access other areas of the curriculum.

Approval

Click the box to agree to the statement and enter the name and date this was approved.

I confirm that I have read, approved and endorsed the Statement of Impact and agree that it represents an accurate evaluative account of the Artsmark journey

Headteacher Name: Michelle Ward

Date: 20.12.23

I confirm that I have read, approved, and endorsed the Statement of Impact and agree that it represents an accurate evaluative account of the Artsmark journey

Chair of Governors Name: Peter Goringe/Susanna Wright co-chairs

Date: 20.12.23

Checklist

Make sure you've checked the following before you submit online:

- ✓ My answer to the Context question has no more than 150 words
- ✓ My answers to Questions 1-6 have no more than 500 words each
- ✓ I have not included any additional information or evidence such as images, media, hyperlinks or weblinks
- ✓ The Headteacher and Chair of Governors (or where these positions don't exist, persons of equivalent levels of responsibility) have approved this document

Ready to submit?

You must submit your Statement of Impact within **two years** of submitting your Statement of Commitment. Once you've finalised your answers and have completed the checklist above, you are ready to [submit online](#). **We do not accept submissions by email**. Copy and paste your answers into your online Statement of Impact form using the unique web link we emailed to you. Can't find your link? Get in touch to request it by emailing artsmark@artscouncil.org.uk