



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact

Application paperwork 2 of 2.

Name of school/education setting	St Anselm's Catholic Primary School
DfE number	_ 310 _ _ / _ _ 3501 _ _

Support

We are here if you need us.

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

Our submission process has changed. You must submit your Statement of Impact **online** - we no longer accept email submissions. Please read our [Submission Guidance](#) for the steps to follow.

Download our guidance on how to complete your Statement of Impact: artsmark.org.uk/resources and get in touch with your [Bridge organisation](#), who offer support throughout your Artsmark journey.



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.

Our context was negatively impacted by COVID-19. Learning moved online in March 2020 with the exception of provision for key workers' children. This gave our school the opportunity to offer the children who continued to attend many creative opportunities and also gave them the chance to work collaboratively across year groups. Our core subjects English and Maths were still taught, it was less formal and there was a far larger focus on art, technology, exercise, sport and creative arts. The year 21-22 had a renewed focus on joining together safely however the Arts continued to be our main focus with the children taking part in creative activities safely.

Our school also appointed a new leadership team during 21-22 who fully supported the Artsmark journey,



Question 1 – up to 500 words (500)

Reflecting back on your Statement of Commitment and the Artsmark Award criteria, what was successful in your Artsmark journey and how did you achieve this?

Our Artsmark journey has closely resembled the one we imagined (apart from delays due to COVID-19). Our aims which are set out in the SDP were to develop pupil voice, dance and drama in our school. This has been the core of everything we do at St Anselm's. A leadership team and a Governor were appointed to support our journey. The leadership team ensured that staff embraced our journey and were committed to work towards our aims.

As a school we have redesigned our curriculum. We believe that a creative curriculum will inspire and motivate our pupils. Teachers plan as many creative and exciting activities into their lessons to engage and motivate. For example, in Year 2 the children were learning about the 60's. A range of activities were planned including learning the dance, 'The Twist', hot seating Neil Armstrong and re-enacting the world cup final. Our evaluation was the positive outcome it had on the children's work and enthusiasm in lessons. Visitors to school comment on the high standards of arts provision. Eg. local secondary pupils commented positively on the variety of creative inspiration on offer in both the dance and art showcases.

Pupil voice has been at the centre of our Arts mark journey. We set up a pupil Arts Council at the beginning of the journey. They meet regularly to discuss the Arts provision in our school and come up with a range of ideas that we can implement, for example the dance and art showcases. The arts council write a termly newsletter which is shared with our community and published on the school website. This has enabled us to strengthen the links we have between our school and the community.

We implemented an extensive programme of CPD which includes dance and drama specialist training. Following this, staff commented on how confident they are with teaching dance and drama, taking risks they previously would not have attempted. Inspired by this, the school took part in a dance showcase with all children participating. They performed a range of different dances all linked to curriculum areas which ranged from Tudor dance, historical dances and dances linked to explorers. We invited local schools and prominent visitors to come and watch the dance showcase, they commented "we really enjoyed all of the performances. It was great to see the progression from Reception through to Year 6". We maintain strong partnerships with these schools and staff have worked together at cluster meetings to share ideas and good practice. Links with our local secondary school has resulted in a lending service for creative arts equipment to enhance performance.

We also participate in the Primary Shakespeare Project. This is a bespoke project where professional actors work with children and teachers in schools where each school performs a scene from one of Shakespeare's plays culminating in a live performance. Our links with Harrow School means that our children have the opportunity to perform in the Ryan Theatre. This is an annual project which is embraced by all who take part.



Question 2 – up to 500 words (467)

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?

The biggest challenge was COVID-19 which forced us to close on two occasions for all children, except key worker's children and looked after children this resulted in a number of restrictions.

We had started to make strong links with other schools in our area. We liaised with the drama teacher at a local primary school to carry out drama CPD. This unfortunately had to be cancelled due to COVID-19. We plan to and have already started to make links with other local schools. As soon as restrictions were lifted, the Year 3 children went to a local secondary school where they learnt how to master the skill of creating 'Relief Art' which is a form of flat-based sculpture. The children build, decorated and then personalised their Egyptian Death Masks with hieroglyphics, choosing the correct colours associated with this period of history. One child said "it was amazing going to visit a secondary school to take part in an art lesson. We learnt so much and I can't wait to bring this learning back to the classroom with me".

Following a review of the teaching and learning at our school, we felt that the SOLO Taxonomy approach did not work in all areas of our curriculum. We decided as a whole school that we will no longer follow this approach. We feel that the newly redesigned curriculum ensures that the arts are a focus. We now focus on the progression of skills and knowledge throughout the school to ensure high quality teaching throughout all year groups.

Another difficulty we faced has been managing the budget within school for the Arts. Whilst we have still been able to have a range of different external organisations in to deliver programmes linked to the arts, we have not been able to carry out all the activities that we had planned for. In order to support us with our journey, our staff and parent association at school has helped raised funds towards the arts provision. Our school is also applying for an art grant from the John Lyons Charity which will again help towards the art provision for our school.

Our Artsmark journey presented a further challenge; space. We soon realised we needed a dedicated learning space for dance, drama and music learning to take place. Our current provision is limited due to having only one hall which serves as a dining room, assembly space and PE facility. Clever timetabling and use of our local church hall ensured we had the space we needed for teaching and learning. We now have an ambitious long-term plan to fundraise and build a dedicated creative arts space for St Anselm's.



Question 3 – up to 500 words (487)

What impact has the Artsmark journey had on your children and young people and how can you evidence this?

Our school is at an advanced stage of supporting the arts provision in school. We have been able to plan and deliver a strong skill-based curriculum featuring a variety of cultural and diverse opportunities. Teachers report that children are confident during lessons; in particular dance and drama lessons. Our target was to increase the number of boys who achieve greater depth in writing. The teachers have worked hard and have carefully planned lessons to ensure they build up the correct skills and confidence to excel in the arts which has had a positive impact on writing outcomes. Teachers have commented and said that the creative tasks and activities have really increased the boy's confidence when writing (boys ARE has increased by 5%). The outcomes of the children's learning in dance and drama are of a much higher level than previous years.

Children's overall wellbeing has improved. Feedback from a recent questionnaire has been very positive about the arts compared to a questionnaire that took place in 2020. The children commented, "drama is the activity I enjoy the most because it lets me be more confident and be myself" and 'teachers make learning fun, most lessons are very active and I really enjoy drama, art and design and technology'. Parents have also commented on the arts in our school and how they have taken more of a priority. One parent said 'it is fantastic to see the children's work showcased in such an excellent way. You can see the children have learnt a range of different skills and have really enjoyed the lessons they take part in'. Another parent commented and said "the children have good access to experiences e.g. music lessons, art club, film club and celebrating healthy living week".

Children have attended an after-school dance club provided by an outside agency. The children's confidence in dance has dramatically improved. An example of this is when 100% of children took part in the dance showcase in front of an audience. All children had the confidence to perform in front of family and friends. Parents commented 'dance club is the highlight of my child's week' and 'I can see how my child's confidence has grown'.

The art's council have been very active throughout our Artsmark journey. The children were carefully selected to be part of the council and it was been amazing to see their confidence grow and develop over the years. The children have delivered assemblies, visited each

classroom in the school and had the opportunity to talk to members of staff and children in the school to get feedback about the arts provision. They have also contributed to the new curriculum by suggesting a range of artists to study in art and dance genres to inspire dance for the showcase.

Most importantly, our Artsmark journey has improved our understanding of what makes high-quality arts provision and we are determined to continue the work we have begun.



Question 4 – up to 500 words (493)

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)

The Artsmark journey has had a positive impact on all staff who work at our school. It has had priority on our School Development Plan and has been on the agenda at SLT meetings, governor meetings and staff meetings. The leadership team along with the newly appointed arts governor has been fully engaged with any new initiatives. Having an arts governor has significantly raised its profile at school.

All members of staff have welcomed the Artsmark journey and implemented all the changes that we have made to our curriculum. The teachers have worked together to plan and create diverse, engaging and creative lessons to ensure all children have as many opportunities to access high quality arts and cultural provision.

CPD has been a priority on our journey and it has helped to build up teachers' confidence and upskill them in a number of different areas. The English lead has delivered a number of different insets linked to delivering drama more effectively throughout lessons. The feedback from these insets has been very positive and ensured teachers are confident and skilled to allow for effective learning to happen. In the future we plan to share the skills we have learnt with other local primary schools.

Our Artsmark journey has given us opportunities to make more links with our parents. The parents have been invited into school on a more regular basis to see all the different opportunities offered to our children, linked to the arts. Assemblies, prayers services and liturgies have all had a dance and drama focus sharing the message with visitors showing our commitment to the creative arts. Both staff and parents shared how wonderful it was to see the children shine during their assemblies. Parents also commented 'how unique! I've never seen anything like this in a primary school!' and 'it's interesting to the processes involved in creating my child's art work and the progression throughout the years' We are also using our online platform to keep parents more informed about the range of activities and performances we have at school.

Community links have also been a high priority at our school. We have made links with our local arts centre, cluster schools and other Catholic schools in our local area. We worked closely with Harrow Arts Centre to complete a number of different projects. One project was 'The Lighter Side of Lockdown' the children had to create a painting, poetry and dance videos to explore their experiences of life in lockdown. Many children took part in this project and had their work displayed as part of an exhibition. We also worked closely with Little Angels Theatre company the Year 4 and Year 1 children had the opportunity to work on two different projects. They carried out a range of creative tasks linked to a play and a story. At the end of the project they had the opportunity to see Emily Rising and The Flying Bath live at Harrow Arts Centre.



Question 5 – up to 500 words (446)

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

(Enter your answer here)

As part of our Artsmark journey we have updated and redesigned our curriculum to ensure it meets the needs of all our pupils, is diverse and makes appropriate links to other cultures. The arts have been at the centre of our newly designed curriculum making links with the seven quality principles. We have ensured that the teaching of the arts is a non-negotiable on our timetable. It has always been part of our curriculum, but due to Covid-19 and other time challenges it has been difficult to prioritise at times, however teachers have found it manageable and are now seeing the benefits of the inspiring arts focussed curriculum. As mentioned previously one of our objectives was to increase the number of boys who are achieving greater depth in writing. Teachers have commented that boys in particular are enjoying the curriculum and are much more engaged than previously. Our journey has had a positive impact on writing in our school and not as many boys are 'reluctant' writers. Our strategic improvement plan will continue to be underpinned by the arts values.

Many more opportunities have risen for the children on our Artsmark journey. A range of clubs take place for the children including: art, drama, dance and choir. We have identified a range of vulnerable children who would lack self-esteem and would benefit from these clubs and it has been wonderful to see them flourish and grow in confidence. From an inclusion perspective, this approach has ensured that all children make progress and are proud of their achievements despite their abilities. It has also helped these children develop and progress in other areas of the curriculum e.g. writing.

Our Artsmark journey has ensured that Cultural capital is at the forefront of our minds when we have been redesigning the curriculum. Our strategic values ensured we give all children from all different backgrounds a range of varied experiences. We have thought carefully about the authors of books we read, the artists and designers we learn about, the school trips we offer, the vocabulary we use and the music that we listen to. Cultural capital will continue to be a priority going forward to ensure all children have the essential knowledge they need to prepare for future success.

Since the majority of staff have grown in confidence over the last three years, the arts will continue to be an important of our strategic improvement plan. We will continue to evaluate the teaching of the arts by having regular arts meetings, talking to the teachers and children, book looks and learning walks. This approach will ensure that all children can access the arts curriculum and make excellent progress in these subjects.



Question 6 – up to 500 words (429)

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

(Enter your answer here)

Following our journey as a school, we now feel that the arts is an integral part of our teaching and learning. We have been inspired by our arts journey and can now see first-hand the impact that this had on all members of our community. We will continue to develop and improve our arts offering. We will continue to make links with other cultures ensuring that 'cultural capital' is always at the forefront of our minds when we are planning our curriculum. We will host our art and dance showcases annually and they will continue to be a trademark of the high-quality arts provision at St Anselm's.

The children's confidence, speaking and listening and self-esteem have thoroughly progressed over this period and we continue to want the best arts provision for our school. This is evident in all of the high-quality performances that take part at St Anselm's and from the feedback we have received from our visitors.

Our aims for the next academic year are to continue to add a range of artists from different backgrounds and culture into the teaching of art. Some of these include Sokari Douglas, Chila Kumari Singh and Kathe Kollwitz to name a few. The art work that is produced will be displayed prominently and celebrated at the arts showcase.

We will continue to work closely with other schools including Harrow Boys School and Harrow Arts Centre. We continue to build on these links within our community and strive to make new links with the wider community, including other local artists, musicians, actors and designers to help enrich our arts provision. A more recent link is with the local boy's high school where a whole year group had the opportunity to attend for a day of specialist art teaching using high tech equipment that would not normally be available in primary schools.

Our most ambitious plan for our school is to enhance our arts provision by extending our school and having a learning space dedicated to the arts. This will feature a dance studio, drama and music space. Fundraising has already begun, plans are being drawn up and this

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 no longer 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