

**Statement of Impact** (formerly Case Study)

Application paperwork 2 of 2.

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| **Name of school/education setting** | **Eastern Green Junior School** |
| **DfE number** | **331/2095** |

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| **Support**  We are here if you need us. |
| Download our guidance on how to complete your Statement of Impact:  <https://www.artsmark.org.uk/about/artsmark-award-document-downloads>  Get in touch with your Bridge organisation, who offer support throughout your Artsmark journey. Their details can be found online: <https://www.artsmark.org.uk/Bridge> |



**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 embarking on our journey, we have only experienced minor changes. Staffing has stayed the same except the employment of one additional part-time teacher to support the additional needs of learners following lockdown. We had 1 TA who was signed off for 4 months due to Covid related illness. In the last two years, our EAL % has increased from 9 to 10. Pupil premium numbers have increased from 25 to 30. Children on our SEN register has increased from 37 to 42. During lockdown, 25% of children attended school as keyworker/vulnerable. Due to digital poverty, we loaned 17 devices to ensure children could access remote learning. We have had 4 positive covid cases in our school amongst children, but fortunately 0 cases amongst staff. We have only had 2 bubbles having to self-isolate, both in year 3, impacting on 6 members of staff also having to isolate.



**Question 1** – up to 500 words

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?

*(Enter your answer here)*

Despite recent events having a detrimental effect on education and wellbeing, we are extremely proud of our children’s achievements. We used our Artsmark journey to transform negativity from the pandemic into positive experiences, using arts to improve wellbeing and develop interests. This life-changing journey has had a lasting impact on the lives of young people, opening their minds to an array of experiences. We embedded a love of arts in our school ethos/curriculum, effectively implementing our action plan.

Improved dance provision has led to measurable successes; Y4 participated in a project and Y3/4 fortnightly lessons (continuing for keyworkers QP4). We noticed increased confidence and 100% participation-SEN children, previously lacking engagement, now enjoy dance. Due to higher uptake, clubs are fully attended therefore offering additional cheerleading/drama clubs. We provided CPD, improving confidence/knowledge, enabling a clearer understanding of how to link dance/drama (evident through assemblies, productions, play-in-a-day, and workshops-‘Drama Hut’ and ‘One Day Creative’)(QPs3,4,5&7).

Striving for excellence, we redeveloped our art curriculum enabling skills progression between years. Each term, all years focused on a particular skill entwined within a theme, making progression of skills measurable through learning walks (all artwork displayed in corridors) and differentiation from Y3-Y6 evident. To achieve this, we improved the quality of art teaching by providing CPD in different skills, auditing and ensuring sufficient high-quality resources(QPs1&6).

Through raising awareness and encouraging ownership, art competition engagement has increased and we are proud to have winners in a range of in-school and external competitions including: Victoria Williamson’s ‘Butterfly competition’(3 winners), Creation Station’s Christmas Lantern Parade(1 winner), TDPAL’s ‘playground design competition’, and the Lower Precinct’s ‘Christmas Lights competition’(overall winner)(QPs3,4,5&7).

We ensure a positive/inclusive music curriculum successfully achieving the ‘Music Mark’ award by providing various opportunities; curriculum/ group/ individual instrument lessons, guitar/Kodaly assemblies, tea-time/choir/band concerts and performances at the hospital, Cathedral and Young Voices(QPs1,2,3,4&5). To widen children’s experience, we welcomed different organisations: Rock Band, RAGE productions, steel pans and Zulu Nation(QPs1,2,3,4,5&7). The curriculum is delivered by Bravo music and, together we developed a curriculum and progression overview, shared with staff(QP6).

To broaden understanding of arts and culture, we participated in City of Culture events. Children took part in the launch (creating abstract banners) and the ‘Giant Egg Extravaganza’(Lower Precinct). We encouraged participation in ‘Window Wanderland’ and together decorated the school windows. Children now have a greater sense of belonging and involvement in their community(QPs2,4,5&7).

Children developed a love of theatre through workshops provided by Artsmark partners; Motion House and Belgrade (spoken word and transition workshop Y5/6). We have also streamed performances from Belgrade of the pantomime and ‘Jamala and the Jinn’(QPs1&3). Children now understand career opportunities within the arts. ***“My daughter has always been a performer, but taking part in these events has spurred her on to perform at a higher level”(Y6 parent).***

Continuing to inspire children about potential careers, we invited visitors; Lynne Gougeon worked with children to create a school mural(Y6 design); comic artist Kev Sutherland created a class comic/individual caricatures(Y4); author Mel Starkey performed her work and wrote poetry(QPs2&3).



**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)*

The impact of coronavirus and two national lockdowns has created obstacles for our journey; however, we feel confident that we have adapted our action plan accordingly. Our SDP was to improve provision of ICT using technology for Art and Media including photography, filmography, and videography. We have appointed a new ICT leader and met together to design a new curriculum which links to the arts and incorporates a breadth of skills. She provided CPD to staff about creating podcasts and some year groups began to create these within lessons. However, due to restrictions in place for use of equipment, and children being absent from school, we have been unable to pursue the ICT curriculum as we had planned. Instead, we did ensure that digital images were covered with our key worker groups, and digital imagery competitions were run through remote learning.

We had committed to engaging parents in a variety of ways which, after lockdown, proved more challenging. Previously parents were invited to class assemblies, individual musical, and whole school performances. However, due to restrictions in place last Christmas, we were unable to allow parents into school, so instead recorded our performance to share virtually. We hoped that they could be invited into school to view an art gallery display which showcased children’s work, but instead, we created a virtual art gallery using our school Facebook page to share children’s work with the wider community.

We also hoped to build partnerships with other schools and had made some links with our feeder schools prior to lockdown. We aimed to visit them to watch live performances and invite them to us, however this was disallowed. We are currently in conversations with Headteachers to discuss how we might be able to do performances outside or virtually moving forward.

As part of our Artsmark journey, we appointed a Junior Arts Council representative from each class, and met with them regularly to discuss ongoing provision and future projects they would like to undertake. We also took the Y6 representatives to termly meetings with Junior Arts councillors from other schools, where they were asked to discuss current Arts provision and future plans. However, due to restrictions and the need to stay in our group bubbles, we have been unable to run these meetings in the same way. Instead, we took part in virtual meetings and have met with children, in their individual bubbles, to discuss their ideas for the future.

We have appointed a new PE curriculum leader who worked hard to re-design the PE curriculum. We have provided staff with CPD for dance, however had planned to involve our PE governor Mel to team teach with year 3/4 teachers. We have been unable to do this due to curriculum demands and restrictions within PE, therefore we employed a dance teacher to teach weekly lessons to those year groups instead. We are planning to meet with Mel in the Autumn of 2021 to create a dance scheme of work for teachers to use.



**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)*

Prior to our Artsmark journey, art was not being taught as a stand-alone subject and children were not provided opportunities to develop their artistic skills. Through the redesign of our art curriculum, children are now accessing three art units per academic year, each with a specific focus; paint, drawing and 3d art. As part of this, children also have a focus artist to learn about which broadens their knowledge of the history of art. Staff have now integrated art into the planning overview for all other foundation subjects; eg. Habitats in science, volcano art in topic, rangoli patterns for RE and design brochures for English etc.(QPs1,3&6).

As well as this, we have created a design and technology curriculum, which was not previously in place, to ensure that each year group covers three DT units per year; textiles, cookery and construction(QPs1,3&6).

We have also had a larger uptake on arts clubs, with some clubs having waiting lists to join. (80chn). Having run a range of competitions over the years, children are now much more engaged and likely to participate in these events. In three of our external competitions which have been run throughout schools in Coventry, we have had five winners from our school(QPs4,5&7).

On completion of the Discover award, all children in our school were thrilled to receive a certificate from Trinity College London. Throughout the project, they developed their skills in researching, creating and evaluating which has inspired them to continue the award in future years to achieve their Explore, bronze and silver. *“****I would be excited to do another art project in Y5 as I loved it! I’m appreciative and very proud of the special award I got”(*Y4 pupil)**(QPs1,6&7).

Based on the new curriculum and provision of art throughout the school, children have developed a new found love of the arts and are able to talk enthusiastically about their experiences. ***“Art club was really calming. I enjoyed learning new techniques and using them to draw whatever you want!”(Y5pupil) “I love Ricky’s dance as I get to be free with dance and make up funky routines”(Y3pupil*)**(QPs3&5)..

Evidence of children’s progress and creativity is on display throughout the school, both in corridors and classrooms, and available to view on our school Facebook page(QP6&7). Parents have been very complimentary about their involvement and the arts provision for their children. They have been very supportive in taking their children to external events and contributing towards funding for visitors in school. ***“We feel very blessed that our children have benefited from an excellent range of opportunities, embedded in the learning journey at EGJS. The outstanding provision and breath in the arts has far exceeded our expectations”(Y4 parent).***



**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:**

At the start of our journey, we asked staff to complete a questionnaire to express confidence/skills when teaching art. 100% of teachers rated confidence levels below 7 and 100% said they would benefit from CPD focusing on specific skills. In our most recent survey 100% rated their confidence levels above 7. We achieved this through implementing CPD for staff from local artists focusing on paint, colour mixing and sketching. Some staff had additional training about using a variety of mediums. After redesigning the art curriculum, we provided staff with detailed unit overviews and sample lesson plans and gave staff a skills progression map, so they understood the previous year groups objectives. We provided staff with dance CPD allowing them to understand how to successfully link dance to other topics(QP1).

**Leadership:**

Our Artsmark journey has positively impacted our leadership team raising the profile of arts amongst senior leaders/governors. Arts is now on our SDP for 2021 to ensure staff continue driving the arts forward, establishing and maintaining good practise with SLT support. We now have a link governor for the arts and meet regularly to discuss our next steps. There are designated staff meetings for arts ensuring collective responsibility for the provision. We now have two trained ArtsAward advisors in school who ran a Discover project- 230 children gained their certificate. Throughout lockdown, we ensured our Artsmark vision was clear, continuing to engage children through remote learning(QPs1,4,5&7)

**Wider community:**

Sharing our children’s work through social media has had a positive impact on parental engagement with the arts where they can make comments and share in our children’s celebrations, ***‘Fantastic EGJS. You have made my heart melt and burst with pride!’(Y6 parent).*** Children’s artwork has had over 115 likes, and dance videos have had over 257 views. Parents commented about wanting to be kept up to date with our journey, so we implemented a monthly newsletter outlining all activities and achievements ***‘I love reading the arts updates on the newsletter. It is so wonderful to share in their experiences’(Y3 parent).***

Our Artsmark commitment has positively impacted our local community and we received a ‘community award’ from Avalon care home where children were invited to a ‘black tie’ awards event with famous actress Sherrie Hewson(QPs2,3,4,5&7*).* ***“EGJS is an incredible community link to Avalon. They have gone the extra mile joining the Drama Group and performing with residents. Their commitment has been outstanding, forming a strong bond with the home.”(Kay- events coordinator)***To achieve this relationship, we participated in a variety of joint events: band/choir performed at Christmas; children performed ‘The Wizard of Oz’ alongside residents and families watched; children wrote messages to residents which were displayed throughout the home as part of ‘Hearts for Homes’; and children created Easter artwork displayed inside the transport van for residents to enjoy. To give thanks, the events coordinator visited school as the Easter bunny and delivered eggs to the children *‘****Daisy has come home absolutely buzzing about this and is still talking about it’(Y4 parent)*.**



**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)*

Our Artsmark journey has had a positive impact on a wide variety of areas of our school and most definitely raised the profile of the arts, with children, staff and parents alike. Prior to embarking on this journey, the attitudes and values towards some aspects of the arts (art, ICT, drama, poetry) were non-existent in school. As a result of our commitment to Artsmark, we now offer a variety of art provision in curriculum lessons, after school activities and individual competitions. Children are now more enthusiastic, parental engagement and support has increased and staff understand the importance of delivering high-quality arts provision. Governors are now more knowledgeable about the provision of arts in school and Artsmark is regularly on the agenda for governors’ meetings. Likewise, regular staff meetings take place to discuss provision of the arts and next steps.

Although we have implemented many areas of our whole-school strategic improvement plan, we acknowledge that there are areas for further development.

**English:**

We are following a new scheme of work based on ‘The Write Stuff’ approach to writing. We have plans in place to work alongside the English lead to incorporate elements of drama, playscripts and poetry within the scheme. We are also developing our library/reading materials to encourage a deeper love of reading and literature in our children, and we are aware this needs continued development.

**PE:**

Although Artsmark has contributed to improving the provision of dance within our PE curriculum, we acknowledge that we have not fully embedded cross-curricular creative dance and this needs further focus.

**ICT:**

For us to provide high-quality provision for our children in this area, we need to invest in purchasing technology and applications to support the teaching and creation of filmography, videography, and digital imagery. We also acknowledge that staff require further CPD in this subject to ensure it is taught to a high standard.

**Cultural diversity:**

#### Through our involvement with City of Culture events, we have begun to expose children to other cultures and the importance of diversity. They have taken part in a variety of City of Culture events and will be carrying the ‘Flame of Friendship torch’ around Coventry in the Summer term to mark the event launch. However, due to the nature of our cohort and area (high proportion of White British), we feel that exposure to other cultures is particularly important and should be developed further. Next academic year, we plan to participate in the Faith and Belief Forum’s school linking Programme, which matches students and classes from different cultural or faith backgrounds allowing them to explore issues of identity, community and belief.



**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)*

We are proud of our commitment to and provision of the arts in our school and would like to continue this further by applying for our platinum Artsmark award next year. We endeavour to work more closely with our network and feeder schools when covid restrictions allow us to. We are going to embrace our Artsaward advisor trainers and offer Discover and Explore projects to our network schools in the Autumn term. We will also offer Explore projects to our own children, once bubbles are allowed to mix again next year.

We will further develop our link with partnership schools and ensure we work together on arts projects next academic year once restrictions are lifted and we can restart our school band and choir. We have already planned to create an ‘Eastern Green’s Got Talent’ show and invite local schools to watch.

We have successfully created partnerships with Artsmark partners and will continue to do this next year. We have planned to attend the ‘Asian Film Festival’ and ‘Faith Production’ with the Belgrade Theatre and plan to give children the opportunity to visit the theatre to understand the different elements of theatre production including ‘behind the scenes’. We also plan to participate in the ‘Small Bells Ring’ canal boat story telling event at the Canal Basin and the lyric writing event for the Rugby League World Cup in the Summer term.

Once restrictions have lifted, we will meet with our Junior Arts councillors and discuss projects for the Autumn Term. As we have been unable to fully embrace the Junior Arts council, due to lockdown, we want to give children the opportunity to take more of a leading role in the running of the council moving forward.

Again, once restrictions around use of equipment has been lifted, we fully plan to continue developing our ICT curriculum linked with the arts, and all year groups will be given a unit of work to undertake in the Autumn term.

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| **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: Nicky Aston**  **Date: 19.4.21** |
| 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: Ian Hawkswood**  **Date: 19.4.21** |

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| **Checklist** Make sure your Statement of Impact is complete before you submit to us. |
| My school/setting name is written at the top of this document  My DfE number is at the top of this document and matches the one I registered with  If applicable, 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  The Headteacher and Chair of Governors have approved this document |

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| **Ready to submit?** |
| You must submit your Statement of Impact within **two years** of your Statement of Commitment.  Email your Statement of Impact as an attachment to [artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk?subject=Our%20Statement%20of%20Impact)  We will confirm receipt within five working days. |