

# Statement of Impact

Application paperwork 2 of 2

Name of school/education setting	Alvanley and Manley Village School
DfE number	896 / 2119

## 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](https://artsmark.org.uk/resources) and get in touch with your [Bridge organisation](#), who offer support throughout your Artsmark journey.

## 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
- We recommend you use as much of the **time available** to you as possible before submitting your Statement of Impact. If you are unsure of your deadline, please contact us at [artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk)
- Artsmark cannot provide feedback on **draft submissions**. If you need feedback on your Statement of Impact before submitting it, please contact your Bridge organisation, their details are on our website [here](#)

### **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.

Since we started on our Artsmark journey, our two federated schools have amalgamated to become one school split across two sites. The staff leading the Artsmark journey have changed. There have been no other changes to the context of the school.

### **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?

Throughout our Artsmark journey there have been many successes to achieve our aim of a holistic and inclusive approach towards art and culture. This has been fully supported by our leadership team and governors.

Introducing a new creative curriculum has inspired our pupils to engage in creative lessons and opportunities. In 2022, our new art curriculum was launched, this has broadened the children's awareness of the arts, and supported teachers in delivering the skills. It has helped to develop and embed knowledge and understanding across the school. Teachers have accessed CPD training on the delivery of the curriculum and adapted it to their teaching styles and topics.

During our two day Arts Festival, children came together from both sites and enjoyed the text 'The Dot' by exploring this through the arts. Children participated in drumming and drama workshops, Bollywood dancing, brass instruments and singing. The enthusiasm and work from the children has been a positive outcome. During the week, the visitors to school commented on the arts approach and the impact of the two day festival. One visitor commented, 'I had a ball. It was a privilege to work with such lovely children and I was impressed with the love for music.' Children produced work which has been split across the two sites and displayed in a similar manner. This is to provide the children, staff and visitors at each school a sense of connection and feeling of one school. One child stated that the displays 'look amazing and it makes the school look happier so I feel like I want to do it again.' In 2022 and 2023, children participated in AmaSing, they engaged in online weekly music sessions in preparation for the performances at the Story House and Chester FC. The children commented on their excitement and happiness at being a part of this community event.

Our Arts Ambassadors have led pupil voice surveys, where their peers have communicated their love of the arts and commented on the improvement since starting the Artsmark journey. Many children have expressed their 'happiness' and that 'it has been fun learning lots of new things'. The children have been keen to share their learning and work with their parents and grandparents, this has led to the children planning and delivering an art exhibition. Children often perform with their musical instrument to their peers and all KS2 children have been given the opportunity to play a brass instrument.

On reflection, the statement of commitment was ambitious due to the changes in staffing and school structure. Although there have been many barriers, we believe we have provided a wealth of arts and culture opportunities which have enhanced the provision for all children and cemented a sense of belonging as one school. We feel we have achieved the overarching aim of a life-long love for learning and enjoyment of arts and culture.

**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?

The past two years have been turbulent with a new Artsmark lead. Our school amalgamated and year groups changed location due to this. This has taken time for staff and children to settle in their new environments. This has given the children the opportunity to gain resilience and the need for whole school days at one of the schools. These days have an arts focus and have been fruitful although logistically challenging.

One of our major difficulties has been securing funding for our Arts focus and requesting money from an already limited budget. We were aware that following the amalgamation our budget would be a concern. There have been many cuts and the rising cost of the provision has meant that a solution orientated approach to the budget has been required. Due to the pandemic, accessing free workshops has been limited and we found that workshops like our drumming and dance workshop were heavily subsidised by the Westminster Foundation. We also worked closely with AmaSing to perform at their stadium concert. Each week we joined an online dance and music session, due to technology issues on both sides. Some weeks it was not possible to take part in the session. We had purchased a music scheme and although it offered good opportunities to learn different genres of music, we felt the scheme did not support the staff subject knowledge and have since changed to a more accessible scheme to suit our team.

In our original statement, we intended to visit many arts based trips. We found that the coach cost alone was too expensive and due to the cost of living crisis, parents were asking the school for more and more financial support which meant trips could not go ahead. We decided that our annual whole school residential visit will be an arts based focus which will be the start of the next academic year.

We have created some strong links with our local high school and collaboration activities have been discussed however due to timetabling issues these have not been possible to happen. We are hopeful that this will come to fruition in the next academic year and our positive relationship with the high school continues.

Within our statement of commitment, we had planned to ensure curriculum time was available to the Arts leader and CPD for the staff throughout our journey. The intentions were clear however it was difficult to find the right balance for Arts and the other areas of the curriculum to ensure all subjects were covered in full and Arts Marks was sustainable. Through our solution orientated approach and careful management of our whole school days and cross curricular approaches we found the right balance. The Arts is prevalent within our school and there is a commitment to future implementation from the lessons learned and the links we have made.

Overall our journey has been different to what we envisaged but we have been able to navigate our way through by overcoming any obstacles.

**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?

Throughout our Artsmark journey, the arts have had a much greater presence across the school and children are excited and enthusiastic to approach the wide variety of opportunities which are provided. Teachers report that children feel confident and are always keen to get stuck into arts based activities.

Children's successes are celebrated in a timely fashion. Their creations are often displayed throughout the school and success may be shared through social media. Our year 5 and 6 children completed a unit of work on self-portraits based on the work of artist Mike Barratt. The children were amazed when we shared their work on social media and the artist himself replied saying, 'These are fabulous. Brilliant work indeed!' Children have commented that they will never forget his reply.

Success is also shared in person with the wider community at exhibitions and 'whole school days'. They are a wonderful opportunity to engage in a variety of cultural and art experiences enhancing the sense of community and belonging. Children comment that they look forward to these days and one child explained that they could express themselves using new skills they had learnt. Children feel pride in sharing their successes and we are honoured to celebrate talents in pupils which are not rooted to the core subjects. One member of staff highlighted that it is 'a chance for different children to shine.'

The whole school days are a regular feature in our school calendar. Children are exposed to a wealth of experiences, often through the media of arts. Children have recently been introduced to floristry where they created decorations for our reenactment of the King's coronation. This was fully inclusive as every child was able to create a floral display regardless of ability. Children were so proud they put them in their hair! Many children told members of staff how much they enjoyed the day. These experiences have a positive impact on every single child in the school.

A pupil survey demonstrated that art makes our children happy. We incorporate the arts into more than the art curriculum. As a result, this increases children's wellbeing. Our children were extremely successful in developing and performing productions such as The Greatest Showman, A Christmas Recipe and Mary Poppins. Children thrive on being able to tailor it to include their own ideas and are very proud to make it unique to our school.

In addition to the performances in school, our children have also been very successful when representing our school at local community events. Children's enthusiasm for this is high; local people have commented on social media how lovely it is to see children from our school being 'passionate' and 'completely focused'. In December 2022, a group of children took part in the Bound in Sound concert in Chester Cathedral. One parent commented 'that was such a special night and experience for them all.' Our children were extremely excited to then perform the songs at our Christmas concert with confidence.

#### **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?

Our Artsmark journey has had a positive impact on our staff, school and other people who are involved in our school.

Artsmark has given the leadership team the opportunity to reflect on current practice and implement a process of plan, do and reflect. This has allowed us to provide children the opportunity to experience the arts in a range of contexts and plan our desired outcomes for next academic year. We have been carrying out honest evaluations of arts on offer to our children and how the opportunities are delivered. Artsmark has provided the drive to positive changes and future plans. It has supported the SLT in ensuring closing the gap within the arts subjects and placing them at the heart of the whole school plan.

We are proud that the arts have a greater significance and all staff have fully embraced our improved approach to the arts. The changes made to our curriculum have been implemented by all teachers and everyone has supported new initiatives to raise the profile of the arts. Our staff have worked collaboratively to design and establish the new art curriculum and already can see a positive impact, both for the children and staff.

Artsmark has provided us with opportunities to work in collaboration with the wider community and strengthen our partnerships with our families, through inviting them into school. Parents have volunteered and supported our Artsmark journey and are enthused for the future and development of the cultural capital of our children. A stand out moment was seeing all of the children playing a brass musical instrument together with a local concert band. Helsby concert band said 'We had a great time and were really impressed with your playing.' and they have also acquired some new musicians from our school. With the promotion of music, more children have signed up to music lessons and have joined our new music club for September.

CPD has been an essential tool during our Artsmark journey. The art coordinator has delivered staff meetings to build staff's knowledge and experience in order to provide consistent and engaging lessons which build up skills and understanding progressively. External visitors to school have been a wonderful, unexpected addition to the CPD of staff. Teachers have commented that these visits are 'an opportunity for us to learn too.' We have put in a lot of effort to upskill our staff and as a result, teachers have reported that they feel more confident and 'willing to give things a go.' We have started to embed the arts into all aspects of the curriculum and we are excited to see this develop further as our Artsmark journey continues.

#### **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**?

With an inclusive approach to the arts, there has been ample opportunity to identify the children who find core areas of the curriculum challenging and give them a platform to succeed in the wider curriculum. Following the pandemic, we have felt the responsibility to support children's mental health and wellbeing. We have found promoting the arts and giving them the time to experience the variety of subjects has benefited the children significantly. The time constraints within the weekly time table has been a barrier however staff have ensured they are teaching the arts consistently. This has developed a love for teaching and the staff are fully aware of why the arts are important to the children. It has also been pivotal in solidifying the amalgamation and establishing our schools as one and echoes our mission statement 'Together we nurture, inspire and achieve'.

As a predominantly white British school, with a range of backgrounds, we have discussed 'Cultural Capital' and how we can offer wide and varied experiences that offer insight into other cultures and backgrounds. Through careful consideration, trips and visits are offered across the school, they include theatre, art galleries, museums; working with artists and

musicians; reading a wide variety of genres; listening and appreciating a range of music and study artists; playing a musical instrument and performing for audiences within school.

We have introduced sketchbooks into KS1; the children have enjoyed using them and teachers are able to identify the progress the children are making. The progressive vocabulary choices have been shared with all the staff to ensure the children use the technical vocabulary. The Seven Quality Principles have been introduced into the curriculum and will be integrated across all aspects of the curriculum.

The appointment of an Arts governor has been supportive as they are there to offer support and be a critical friend. Creating strong links with governors and wider community has meant there has been fewer barriers when organising events and promoting the arts.

In reflection, art has been the subject with the most prevalence within the arts and has been recognised by the SLT, it has been a holistic approach to support children with communication difficulties and supporting children's well being across the school.

### **Question 6 – up to 500 words**

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

Due to being a small school, there is one coordinator for the Arts who started the role in January 2022. They have gained a great sense of leadership by helping to guide and organise the whole school days and events. Developing the curriculum of music and working closely with the English leader to encourage and promote drama through wider curriculum subjects would be beneficial and support the future performances that have always been a celebration at the end of the academic year.

Staff have recognised that 'art and music is always a positive mental health boost'. Following the successful approach to art, music will be the focus for next year, ensuring our relationship with Music For Life and Edsential is continuing to flourish will be key. We plan to provide younger children the opportunity to have brass instrument opportunities and extend the range of instruments available to learn, including ukulele. As a school we subscribe to Kapow; training will be beneficial on how to ensure this is used effectively. This will enable staff to develop their teaching of whole class music and raise standards across the school. Music will be embedded in the day to day running of the school, ensuring children are introduced to a range of musicians and genres. Visiting other schools and sharing practice will also be a key opportunity to support the development of the arts. Ensuring our Arts lead networks with other leaders to share pedagogical understanding would be beneficial.

Prior to the pandemic, we had close relationships with the local high school to participate in art, music and literature opportunities, following changes at the high school and networking opportunities have arisen, further work with the high school will provide support in the development of the arts.

Our work with Mike Barrett has been successful and the children enjoyed working virtually alongside the artist. We are keen to invite artists into school and create whole school pieces of work, and support our arts week. We have a strong relationship with AmaSing and this has made a positive impact on the teaching of the Arts and creating valuable opportunities for the children and staff. In the coming academic year, collaborating and partnering with other arts associations will support our progress in the Arts.

There has been an increase in the amount of KS2 children who are learning instruments. We will be promoting brass instruments to start in the next academic year. Our new music band led by Music for Life will start in September, with the ambition to introduce all children to a range of instruments and begin to perform.

As we develop our curriculum and implement the new cycle, we can begin to focus on enrichment areas which will ensure that pupils learn about a wider range of forms of creativity and expression in exciting ways.

### 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:**

**Date:**

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:**

**Date:**

## Checklist

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

- 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
- 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 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](mailto:artsmark@artscouncil.org.uk)