



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# Statement of Impact

Application paperwork 2 of 2

Name of school/education setting	Albourne CEP
DfE number	938/3060

## 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.

We had initially started our Artsmark journey pre-covid, but when school closures started and covid impacted on all aspects of life, we decided to postpone. Our art co-ordinator decided to renew our application in July 2022, which was accepted; since then our co-ordinator has moved elsewhere, but all information has been passed on and the commitment followed through. From our initial Artsmark beginnings, we have also had the retirement of the head-teacher who was key in pushing forward our initial Artsmark journey; fortunately, the new head-teacher has shown an equally strong commitment to Artsmark and the promotion and development of the arts within the school. During this time, the school has also been adapting to now being part of a Trust, along with a growing number of local schools-this has involved a sharing of ideas, skills and resources.



**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?

One of our key aims was to provide opportunities for the arts in a variety of areas: visual arts, dramatic performances, musical performances, creative writing and opportunities for children to develop skills in these areas. The school has shown a commitment to the Artsmark aim of excellence and innovation for the children by introducing and developing existing planning to allow the arts to play a greater role. This has been enhanced by the SIP prioritising ‘Writing the Albourne Way’, focusing on presentation and pride in how children’s work appears in all their books. The children across the key stages have responded positively to having their written work and presentation rewarded with certificates, stickers and the chance to become a writing ambassador. The SIP also mentions the schools commitment ‘to integrate the principles of Artsmark across the curriculum...’ Staff meetings have enabled discussions and developments to take place: we have recently decided to integrate elements of ‘Kapow Art and DT’ planning into our own curriculum to help teachers and children progress with their skills.

The children engage in a range of arts, outside of their normal lessons. These include: two weekly art clubs; dance and drama; weekly music lessons for year 4; lunchtime choir; singing assemblies; poetry presentations; film-making club; visits from outside performers; specific focus days (International Women’s Day, Heroes Day, World Book Day, World Ocean Day); one-of events (Junk Orchestra, Performing with Opera Brava, Virtual Reality Experience); nativity for KS1, end of year performance for year 6, Voice in a Million at Wembley for the choir; art displays for pupils and parents.

Provision of expressive arts is a key development priority, shared with families, staff and governors and re-visited regularly over each academic year. Arts Ambassadors, from KS1 and KS2 promote children's views and have organised and run lunchtime art sessions for the other children. Art has also been used with the EYFS nurture group, who produced a wonderful display based on Andy Goldsworthy. Art therapy is also successfully used when working with children on a 1:1 mentoring basis.

Another of our aims was to ensure a love of the Arts was reflected through displays in the school (including an opportunity to have a gallery with invites to parents to attend). The new head teacher has placed a great emphasis on 'pride' in work and the displays around the school showcase completed art work by the children.

As a member of the Hurst Education Trust we have established links with neighbouring schools, establishing curriculum reps for the trust and sharing ideas and practice. We have been able to use the Trusts stage to present our end of year performances and to work with the likes of Opera Brava.

We believe every child is benefitting from a greater exposure to the Arts in the school. Following the recent art exhibition, one parent wrote in the guest book: *'The exhibition was outstanding, so much effort had gone into the exhibition. It was lovely to have my two girls show me around.'*

499 words



## **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?

Once we had decided to return to our Artsmark application (following our postponement due to Covid) the then Art curriculum lead fully involved the staff in the development and progress of the application. Unfortunately, she left the school just as the application went through and was accepted. It was then passed onto the previous Art lead, who was the pre-covid lead and had been involved in the current Statement of Commitment; this enabled for the changeover to be fairly smooth. Around the same time the school appointed a new head-teacher, who has worked with the Art lead to see the implementation of the plan.

The school has, like many schools, seen a drop in numbers, which consequently has impacted on the school budget. This has meant big events, like working with Opera Brava, have not been able to be repeated due to the cost. We have ensured the children are still able to access quality performance opportunities through our membership of the Trust. We have been able to utilise the facilities of Hurst College, having a creative art/computing day for year 6, and a music/singing performance workshop with their music specialists for years

5 and 6. This involved working with other Trust school children and performing for parents in Hurst College Theatre. We have also taken part in events like Voice in a Million: the school choir was able to sing with many other school children at Wembley-the cost of transport was covered by being Trust members and through the use of their coaches. The use of the coaches has enabled the children to engage in visits to Wakehurst, Tilgate Park (where the children did some outdoor sketching), Newhaven Fort and Dell Quay. All are experiences which culturally enhance the children and may not have been so readily available had we not had the coach access.

With the changes to the school, by becoming part of the Hurst Education Trust and the arrival of a new head-teacher, there was the creation of a new school website. Previously, staff had access to it and were responsible for updating and adding to it. However, with the changes, access to it is limited, this ensures all content is checked and validated before being published on the site, therefore reducing risks of content being published without permission. This has taken a little time to implement and get up and running, but is now in place. So, the plan to use the website to document our Artsmark journey has changed over the last year; however, there is now a link to Artsmark on the Arts page and we will add more detail and information as a means of showcasing our pupil's work and achievements, and as a way of sharing parent and pupil voice. In the meantime, we have kept parent voice active through our Guest Book, which was used at our exhibitions. Pupil voice is recorded through meetings with the Art Ambassadors and selected year group children who meet with the curriculum leads.

500 words



**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?

In our planning and through staff meetings we have identified and used the staff skillset to help develop the learning and skills of the children. For example, teachers with a musical background have been delivering singing assemblies and planning activities (choir, visits to sing at local nursing homes), teachers with a drama background have helped in the production of nativity and end of year performances, ensuring the children are exposed to good practice and new experiences. On a recent visit to a secondary school to watch the secondary children showcase their dancing, one year 6 pupil commented on being inspired and *'wanting to do the same in the year 6 performance.'*

We have a creative, authentic and exciting curriculum, which enables children to explore learning through drama, dance, music, visual arts, listening and communication. School values, such as perseverance, aspiration and respect are embedded through the curriculum.

We have also sought to use parent expertise to inform and share their skills with the children; a recent visit by a parent who works in the photography industry, allowed the pupils to share in his work, to create and photograph their own compositions and learn how to do quality photographs using a phone. Having parents share their skills acts as an inspiration to the older children and opens their minds to the possibilities within the Arts.

The emphasis on quality work throughout the school has acted as an inspiration to the children, who now take pride in seeing their work displayed across the school environment. The displays now promote the creative and positive energy of the children.

We have improved clubs provision with two weekly art clubs, dance, drama and film making. The children who continue personal music tuition within the school (coronet, piano and guitar) get to perform for the school in assemblies and have taken to the stage for the school fair. We regularly use drama in other curriculum areas - conscience alley, hot-seating, improvisation and role-play within lessons, which alongside our implementation of 'Writing the Albourne Way' has resulted in improvements in writing across the board. Dr. Justin Smith, a support consultant who works with the Trust as an advisor, noted on his most recent report that, 'Writing the Albourne Way' *'...has had a significant effect on the outcomes and progress of pupils' work already'*.

Through pupil voice and the Arts Ambassadors, the children get to share their ideas and opinions on what they see as successes and ways forward. Recently we have established our Diversity Ambassadors, this has enabled them to feel not only part of the community, but a group of people who will have influence within the community to which they belong. When asked about why the arts mattered, some PP children commented:

'I think I am good at it. I find other parts of the curriculum really hard but I can do art because there is no hard leaning.'

*'I love it because there are no numbers or letters involved! I can experience success.'*

498 words



**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?

All members of staff have taken on-board and welcomed the Artsmark journey. 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 in all areas of the curriculum, this is clear in teacher planning. Following initial discussions on Artsmark, a staff audit was carried out to identify areas staff felt they needed more help or support with. As a follow on to this we decided to look at existing schemes of work which could support and develop teacher skills, we settled on using the 'Kapow'

scheme which we are currently in the process of integrating with our existing plans. Already the feedback from teachers has shown an increase in confidence and upskilled them in a number of different areas. All curriculum leads spent time producing knowledge organisers for each year group topic, based on progression documents, and the staff have found these to be a valuable resource in planning.

Management have been fully behind Artsmark, including it in the SIP. The head teacher has met and discussed progress and developments with the relevant subject leads and fed back to the governors. They have also introduced a range of ambassadors to add pupil voice to what happens within the school for art, diversity, play leaders, pupil parliament and writing. These groups meet with members of staff regularly and share their ideas, many of which are acted upon: International Women's Day and Animal Welfare Day, being recent examples. The children now feel that if they have an idea, it will be listened to.

Parents have been supportive with providing labour and equipment in the development of the new reading garden, as has a local building development who are currently helping redevelop an outside area for the children. The PE department have been active as members of OPAL, providing equipment for the children to engage with creatively during their outdoor times- the dressing up boxes proving very popular with the older children! Parents have also been very supportive when asked to attend school art exhibitions, performances or share our learning events.

The opportunity to work and engage with performers and locations within our locality has grown as we have become part of the Hurst Education Trust, enabling us to use their facilities for sport, performance and art. It has also provided us with transport to Brighton Theatre, Downlands Secondary School (for performances), Ditchling Museum and other local areas which connect to topic work. All of this is helping our SEND and PP children to grow in confidence and share their skills: *'I can have success in art, but I don't feel I can in maths or English – I feel I am good at art'*.

The new school website will develop as a platform for showcasing the arts within the school, and the access to other forms of social media through the website will help keep parents informed of future events.

497 words



**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?

Our SIP is headed with a quote from the bible: *“I have come that you may have life in all its fullness.”* That is what we aim to allow the children attending Albourne Primary to do, by developing a culture of excellence for all.

During our Artsmark journey we have taken time to look again at our planning and ensure opportunities are present for all children to develop. The staff and management have shown that there is a desire to strive for excellence (*‘to ensure the highest quality of teaching and learning practices’* SIP). To do this we have aimed for a curriculum that is exciting, inspiring and engaging for all the children by offering a range of learning: music, drama, art and writing, within and outside of the school environment. The development of a range of student groups within the school over the past two years has shown the school’s desire for inclusivity by giving the children a much greater voice in what happens within their school. This links to our Artsmark aim, to enable the voice of the children through various groupings.

The SIP has highlighted the use of ‘The Albourne Way’ as a means of nurturing and enabling all of our children to flourish and be the person that they are capable of being. The values behind The Albourne Way are also underpinned by the values of Artsmark: Striving for excellence, inspiring, engaging, being inclusive and giving ownership. It states that we aim to develop and provide broader experiences and opportunities within and outside of the curriculum which will enable all children to grow and flourish as individuals and collectively. We have used Artsmark as a means of obtaining this goal through our revamped and developing curriculum, trips to galleries (Brighton, Ditchling), trips to theatres (local school performances, Brighton), extra-curricular clubs, event days and weeks, parent visitors and shared learning experiences.

We have carried out surveys with staff, children and parents to check how we are doing, adapting our plans accordingly to ensure that targets are fully met and informing our future strategic direction. Confidence gained by children through the arts has developed their self-esteem and helped their development in other areas of the curriculum, such as writing and with communication skills: this can be seen in assemblies delivered by the House Captains some of whom are SEND or PP children. They create assemblies to share with their peers and deliver them confidently to children from year 1 to year 6.

The majority of staff has remained the same throughout the Artsmark journey and their confidence in delivering the curriculum has grown. The arts will continue to be an important part of our SIP. We will continue to evaluate the teaching of the arts through staff meetings, talking to the teachers and children, book looks and learning walks. This approach will ensure that all children can make progress in an arts inspired curriculum and that if there is things we can do better, we will.



**Question 6** – up to 500 words

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

We believe our Artsmark journey has been a success. Looking back at what we hoped to achieve, there is clear evidence we have done so. Our planning includes opportunities for visual arts, dramatic performances, musical performances, creative writing and opportunities for all children to develop skills in all areas. The school displays are driven by the need to show excellence and showcase great skills and improvements. The voice of the children can be heard in the new ambassador groups which meet regularly. Our links with the other schools in the Hurst Education Trust has opened up the sharing of ideas, CPD opportunities and good practice; we have also benefitted from the use of resources from Hurst College, for performances, learning and coordinating trips. The number of art based extra-curricular clubs has opened up new opportunities for all the children. The links been formed within the community, with the PTA, and other parents has allowed the children to have new experiences or learn about roles within the arts.

We can build on support of the growing number of schools within the Trust. Curriculum groups have been established across the schools (with curriculum leads), initial meetings have been held and good practice shared. In challenging financial times the sharing of resources and use of individual skills from the schools in the Trust could be developed to further benefit the children. Future meetings will involve visits to different schools, including our own, which will share ideas and learning. Parents and staff have also contributed in by providing resources for free, donating paper and other art resources. We will continue to develop opportunities for all the children to work with visiting artists, as we have done with the creation of an outside mosaic and a wall hanging for the assembly hall in the past two years.

Now that the new website is up and running, we will use it to showcase the arts in the school and ensure that parents and children can see the creativity within their school, as well as showcasing it to potential new parents. The reduced number of pupils does mean we will have to amalgamate several classes for a short time, while numbers come back up. This will mean a further shuffling of the curriculum, but one which will still keep the arts to the fore. The amalgamation also means the release of a classroom space which will be used to develop the art therapy and nurture sessions.

We will continue to build, secure and develop the good practice we have implemented and look to new opportunities to introduce the children to those working within the arts and visit culturally significant local locations, galleries and theatres.



*'I am good at art so I like it, but I don't think it matters even if I'm not good, because I just enjoy doing it'. (pupil)*

*'The performance was so good I didn't even look at my phone once!' (Parent who attended the end of year performance by Year 6 at Hurst College).*

**500 words**

### 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)