



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# Statement of Impact

Application paperwork 2 of 2.

Name of school/education setting	The Sherwood School
DfE number	3 1 5 / 2 0 7 4

## 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.



## 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)*

We currently have 374 pupils on roll (a drop from 423). In the past two years, we have experienced a rapid fall in pupil numbers, which has impacted detrimentally on finances and led to the re-structuring of our Senior Leadership and support staff teams.

30.2% of children are eligible for the pupil premium grant and 28.5% free school meals.

Numbers of children entering our Early Years with significant special educational needs has risen, following the COVID-19 pandemic, which has also proved challenging to manage.

Our development priority 'every teacher a teacher of SEND and every leader, a leader of SEND' has had a profound impact on the way that we approach inclusivity within our setting.

Expressive arts remain key to ensuring that all children have access to a broad, balanced and exciting curriculum, with opportunities to discover individual talents, celebrate diversity and achieve the best academic outcomes.

147 words



**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)*

A significant goal of our Statement of Commitment was to inspire children through a wide range of inclusive arts-related experiences that are authentically woven into our curriculum.

Provision has included:

- Weekly expressive arts in Early Years and Year 1 led by Artis professionals
- Weekly general musicianship skills in Year 1 and 2
- Weekly instrumental lessons in KS2 (violin, guitar, ukulele, recorder)
- 3 drama workshops and performances with Polka / Wimbledon Theatre
- 12 performances led by children for the community
- 4 workshops with local artists and photographers
- 7 x after-school clubs running over 10 weeks including: KS1 and KS2 choir, textiles, drama, dance, art and music
- 3 competitions including: Wimbledon Book-fest – creative writing and poetry  
Local Dance festival  
Art competition with work exhibited in local venues
- 2 x termly teacher led CPD sessions which have included drama - talk for writing; art - sketching and skills progression; DT – design and function

Provision of expressive arts is a key development priority, shared with families, staff and governors and re-visited regularly over each academic year. A named governor was appointed to support arts and PSHE provision, to promote and monitor key milestones at governor level. Arts Ambassadors promote children's view within strategic planning.

Key priorities included:

1. *Ensure that our curriculum offers a wide range of writing opportunities for children to practice the skills that they have learned.*

Our focus on strengthening the quality of creative writing across the curriculum has been achieved through coaching/CPD, careful action planning and targeted monitoring activities. Creative writing opportunities are planned for across all subjects, for example: scripts in PSHE; poetry within RE and drama activities to support language acquisition. Whole school themes promote creative approaches to writing and promote diversity, e.g. biographical writing about Wangari Maathai.

3. *Continue our work to improve standards in the teaching of reading.*

Reading was a key priority for improvement. Provision of speaking and listening activities within guided reading through drama (conscience alley) and P4C, have supported improvements in reading through the development of vocabulary and comprehension skills. Our music programme has strengthened children's metacognition through the development of listening, working memory and attention skills. There has been an increase of 8% in Year 6 greater depth readers in the 2022 statutory tests.

6. *Ensure all children receive a wide range of learning opportunities in expressive arts...*

We have continued to provide a wide range of arts experiences:

- Sonoro workshops
- Educational visits Wimbledon Theatre, Globe Theatre linked to Shakespeare
- Photography & Heyday Film projects
- School Council-led anti-bullying film
- Young Song Leaders
- Art-related competition which was displayed at Cannon House

7. *Improve the emotional wellbeing of children and address the issue of work-life balance for staff.*

Children attended music nurture group and the Polka 'Freefalling' project.

We supported staff wellbeing through inset, adjusting communication expectations and referrals to the EAP.

*'I enjoyed giving my opinion on music and I feel like I have improved in my playing of other instruments'* TO – music nurture group

498 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?

*(Enter your answer here)*

We began our Arts Mark journey in the autumn term of 2019 and planned to submit within eighteen months, by summer 2021. The COVID-19 pandemic brought many challenges, however we found ways to overcome them to ensure continued access to high quality arts provision whilst at home. Some strategies we used included:

- Bespoke expressive arts lessons for our children in the Early Years, delivered through Artis specialist teacher through our remote learning platform
- Regular singing assembly delivered on Google Classroom for all children to access and participate in.

- Music activities planned and delivered for children in Key Stage 1 and 2 through MMF.
- Arts and cultural events to enable all children to have access through implementing creative and innovative approaches. For example, during periods of school closure due to lockdowns, our music tutors submitted online videos and activities for children to complete at home. This supported families at a difficult time, to engage with their familiar teachers and to participate in much-welcomed expressive activities. Supporting children in this way helped us to promote wellbeing and good mental health at a very difficult time. Parents were very appreciative of the range of learning experiences school provided for children whilst they were unable to come into school.

In recent times, we have experienced a significant fall in pupil numbers, which has had a negative impact on our budget. Despite these challenges, we have sought creative ways to ensure that our music and arts provision is maintained and prioritised. Our children receive bespoke music tuition during teachers' weekly non-contact time (PPA). In EYFS this is delivered through bespoke professional music, movement and dance lessons, in Key Stage 1, our music teacher provides core musicianship lessons, including un-tuned instrumental lessons, and voice and in Key Stage 2, children learn tuned instruments, such as recorder, violin, guitar and ukulele. Parents say:

*'I love the fact that there is appreciation of the creative arts and student success is well celebrated.'*

*'Music Nurture Group has really boosted my son's confidence and he feels good about himself.'*

*'I am so happy my daughter has won a music scholarship as this will open up future opportunities for her.'*

We have achieved this is through strengthening our links with Merton Music Foundation, who have opened a small music centre, 'Soundwave' on our school site in a recently vacated premises. This has been mutually beneficial as we have received a discount in our fees in place of charging a rental charge. We are hopeful that this arrangement will secure music tuition for children who attend our school in the future. Soundwave is due to be formally opened in autumn 2022. This will enable young people in the local area to access a range of music experiences, including music programming and deejay skills.

We have also applied for and achieved grant funding for specialist arts provision (through Artis), which promotes language acquisition in the EYFS to continue this vital support, despite the financial constraints we are currently experiencing.

496 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?

*(Enter your answer here)*

When we set out our goals at the beginning of our Arts Mark journey, our intention was to provide all children with a rich variety of arts and cultural learning activities to inspire the discovery of individual talents and promote pupil voice. We wanted philosophy, poetry, music, dance, art, drama and other creative arts to be embedded within daily life and not just tacked on at the end of a unit of study, or completed once a term. Our music programme is well-established and we are now keen music advocates, promoting and sharing our facilities with other schools in the community. Pupil Arts Ambassadors routinely plan, promote and lead on projects, e.g. our Creative Week, Share a Story Day etc.

We have also embedded a creative, authentic and exciting curriculum, based around a key text regularly chosen by children, to support the acquisition of new knowledge and skills and encourage strong engagement. Drama, dance and music activities strengthen working memory, physical skills such as fine motor and co-ordination, listening and communication. Values-based skills such as *perseverance*, through practise, and *confidence* through performance are also strengthened.

From the earliest stages of children's development, right to the upper phases of Key Stage 2, children engage in weekly music-related activities through specialist-led lessons, singing assemblies and a variety of extra-curricular clubs and groups.

This has impacted positively on wellbeing and mental health, evidenced as follows:

- **74.3%** of children in Key Stage 1 have made good progress in music.
- In Key Stage 2 **89.9%** enjoy music lessons and have made good progress.
- In KS1 **98.2%** enjoy art lessons and have learnt a variety of skills.
- A further **92.6%** have enjoyed DT lessons.
- A Year 1 child quoted, '*I like my lessons because it's fun and calming*'.
- In KS2 **82.6%** of pupils have made good progress in DT.
- **85.3%** of pupils believe they have made progress in art.
- A Year 5 child quoted, '*my art lessons have given me the confidence to celebrate my skills*'.

We have improved clubs provision with recorder and violin proving very popular, the Polka 'Freefalling' club and music nurture group. Children have also benefitted from schemes like 'Write Here, Write Now' which supports writing development. Children have achieved personal successes, with two individuals this year awarded scholarships to continue instrumental tuition for the next four years and others achieving grade examinations in dance and flute. We have begun the Arts Award for instrumental groups.

Arts provision is embedded within all subjects of our curriculum to support communication and language skills. We routinely use drama - conscience alley, hot-seating, improvisation and role-play within lessons, which has resulted in improvements in KS2 writing outcomes, particularly at greater depth:

- 2019 – 16% GDS compared to 2022 – 22% GDS.

This approach, along with the reading fluency intervention has also impacted on KS2 reading scores:

- 2019 25% GDS - 2022 33% GDS.

Our school council and arts ambassadors routinely promote children's views and ensure that these are shared with school leaders to support strategic planning.

499 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?

*(Enter your answer here)*

Our Artsmark journey has impacted positively on staff by providing opportunities for teachers at all stages of their careers to develop leadership skills and strengthen creative pedagogy. Senior leaders are tasked with the management of key priorities, e.g. leading the Expressive Arts Team. This ensures that opportunities for staff to work alongside professional musicians, artists, film-makers and writers are shared. This approach provides high-quality training led by inspirational professionals, for example our Sonoro opera workshops, Young Song Leaders or Artis specialists working regularly alongside staff.

Dedicated staff meetings support teachers to plan high-quality arts events, for example our termly whole-school text-based weeks (e.g. Wangari Maathai's 'Trees of Peace'), which are very popular with children. We have shared arts activities within our community, for example, we created positive postcards to send home using children's art-work from our 'Flight' themed week, which also supports positive learning behaviour. Subject leaders provide regular CPD to support the development of teachers' skills and confidence teaching arts-related subjects, for example 'Talk for Writing', use of printing techniques in art and a refresher on the planning of DT. One of our Early Careers Teachers commented: *'I now feel confident to model sketching techniques when teaching art.'*

Our strategic priority, *'every teacher a teacher of SEND, every leader a leader of SEND'*, recognises that an inclusive and holistic approach is key to achieving success for our community. Our focus on the expressive arts has enabled all children to access learning using creative and imaginative approaches, which are interwoven across the curriculum; e.g. role playing key historical figures to support children with SEND or EAL.

Evidence can be found in our planning documents, through lesson visits and leaning walks and can also be seen in improved pupil outcomes in English. Examples of projects undertaken include 'Make the Right Choice', a film written and directed by Year 6 children – (HeyDay Films), performance at Merton's dance festival and winning entries in a cross-curricular creative writing / DT competition awarded by the Spirit of Normandy Trust.

We work with members of the local community to promote the arts, inviting guests in to deliver exciting and imaginative workshops, e.g. our Viking Workshop in Year 4, jewellery making at Butser farm (Bronze Age), Year 6 visit to the Globe theatre to participate in a Shakespeare workshop linked to 'Macbeth'. To promote reading, our English Leads approached the Book Project, who provided a nearly-new reading book for every child to take home, promoting a love of literature. Boogie Mites workshops organised by our EYFS Lead have supported staff, children and parents and carers to teach phonics through song and dance.

Our staff have commented that children have gained confidence in speaking and listening, which was noticeably weaker following prolonged periods of lockdown, and are keen to perform for the wider school and community. This was borne out in our recent Jubilee Fun Day, when nearly every year group and our choir performed in front of parents, carers and visitors to school.

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?

*(Enter your answer here)*

As a UNICEF Rights Respecting Gold school, Article 29 forms the basis of our ethos: '*You have the right to education which tries to develop your personality and abilities as much as possible...*'

There are several initiatives, alongside the Artsmark, that we are involved with to support children's learning, which have enabled our staff to develop teaching strategies and strengthen our curriculum offer. Some of the projects that complement our expressive arts work and support key priorities include:

- Speech & Language Project (funded by the Speech, Language & Hearing Foundation)
- Philosophy for Children 'Going for Gold' programmes (Sapere)
- Global Boyhood Initiative (Lifting Limits)

Our Artsmark journey has strengthened our aim to provide children with a wide range of themed days and weeks, interesting educational visits and experiences. We have carried out regular surveys with children and parents and carers to check how we are doing, adapting our plans accordingly to ensure that targets are fully met and informing our future strategic direction.

Our Speech and Language project in the Early Years directly supports children's early language development and enables staff to work with therapists, students from UCL and a wide range of professionals to pilot innovative schemes that will benefit children. This project works in tandem with our Artsmark journey because teachers and support staff have benefited from bespoke professional training, through bespoke inset as well as through working with a range of professional arts specialists on a regular basis.

We have undertaken a review of our curriculum so that it includes a diverse range of key figures and reflects our diverse community, ensuring that children's cultural awareness is broadened. This work has been shared with the wider staff so that changes can be made to the curriculum here necessary. As a result of our CPD, 80% of staff say that this has supported their professional development and that they have gained confidence. Arts-related staff meetings have taken place in DT, art, English and music. We also ensure that subject leaders attend the Local Authority termly updates, which is then shared with the wider staff.

When children join us in the Early Years, we provide a wide range of learning experiences that promote the development of speaking, listening and communication skills. Our Speech and Language project has supported our aim to provide the right support at the right time in the right way. Along with initiatives like Boogie Mites, our curriculum is enriched with the provision of specialist arts activities so that children develop confidence when communicating from the earliest stage of their education. Our work to achieve this has included outreach activities, from providing workshops with parents and carers, to leaders working with key teams within the local authority and education research, including University College London, to promote and embed our initiatives. Our Artsmark journey has strengthened our resolve to pioneer innovative and interesting research projects to strengthen our offer, enable staff to develop their pedagogical understanding and help achieve improved outcomes for learners.

498 words



**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)*

In order to ensure that our Arts provision remains authentic, meets the needs of our community and inspires children's achievement, we will continue to ensure that provision is central to our curriculum offer. Arts provision has been a key priority for the past three years and has impacted positively on a number of aspects of children's development, from the Early Years, right up to preparations for transition to high school. Our aim to promote self-expression in a wide range of art-forms, is central to our ethos and will continue to do so in the future.

Although individual children have achieved external scholarships and grade exams, as a next step we intend to complete Arts Awards applications for our music clubs, so that this becomes routine practice.

We are keen to continue our comprehensive programme of Arts provision in order to:

- Support wellbeing and mental health
- Promote Inclusivity
- Support transition to next stages of education
- Improve metacognition: memory skills, focus and concentration
- Strengthen confidence and articulacy
- Promote thinking skills (P4C)

Although we have an established CPD offer, we would like to further develop our own out-reach work in the future. We have promoted arts provision through open mornings and invited colleagues from other schools to participate in our training offer.

Senior leaders have visited other schools to research successful practice. This learning formed the basis of our initial planning and has helped shape our strategy to the present day. We have prioritised subject leader action planning in order to review provision and amend plans to reflect initiatives such as the Global Boyhood Initiative, de-colonising the curriculum, P4C and our innovative Speech & Language project.

These aspects will key to our strategy over the next two to three years and will ensure that Arts provision is maintained. Our next steps will be to further strengthen our out-reach work by offering training days to other schools. Although our leaders already provide training for organisations such as London Southbank University, Merton Local Authority and our cluster, we would like to strengthen this aspect of our out-reach work in the coming years.

Our work to 'de-colonise' the curriculum will remain core to our strategic priorities for the next year, as we continue to source culturally diverse materials that are relatable and aspirational for our children. We have already made a good start on achieving this, having reviewed and adapted our curriculum maps, long and medium term plans and through our popular arts-themed days and weeks, which are regularly celebrated in our assemblies and more widely through competitions and our work with the Local Authority.

Through our inclusive and exciting work with partners, families and the local and wider community, we intend to build on the successes achieved over the past three years to ensure that children continue to discover their talents, enjoy their experiences and are inspired to continue their education in arts subjects as they move on to the next stage of their education.

496 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: Andriana Loizou-Samouel**

**Date: 22.07.22**

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: Jane Savill**

**Date: 22.07.22**

### 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 images, media, hyperlinks or weblinks in my answers
- 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)

PSHE is a recognised strength of our school and along with our UNICEF Gold Rights Respecting status, is central to our ethos and values.

We achieved the P4C Bronze Award and expect to submit our silver application in the near future. Children are included in the planning and delivery of our curriculum through a range of mechanisms across the school.