



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact (formerly Case Study)

Application paperwork 2 of 2.

Name of school/education setting	Woodlane High School
DfE number	205/7153

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)

As our Artsmark journey has evolved, naturally we have come across some opportunities where we could explore and create further impact with the Arts within the School. We believe it is integral to outline and highlight the context of our Nurture provision, as many of the key implementations in our Artsmark journey have been inspired by this aspect of the school. Whilst pupils in Nurture are on an adapted pathway for their curriculum, they are an integral part of Whole School initiatives such as theme days, assemblies etc.

The nurture provision in our school has grown from 4 pupils to 16 pupils during the Artsmark journey.

These pupils have a complex level of need and are given a high level of support with their speech and language, independence and academic needs. Creativity is central to engaging and stimulating these pupils, therefore it is essential to utilise the arts to teach key concepts and topics in the curriculum. We have more recently recruited a Key Stage 4 Nurture teacher as the provision has grown; who is dedicated to the arts and has fully integrated this into her practice. The development of the curriculum for these pupils, and other pupils with a higher level of need has inspired and played an integral part in our journey.



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?

We believe that we have succeeded in expanding the Arts offer within our school community. This can be seen first-hand in our curriculum and enrichment programme that we have carefully designed to inspire and stimulate the creative minds of our pupils. We began our journey by selecting an Arts Council through pupil and staff voice and encouraged pupils with a creative interest to put themselves forward for selection. We elected 22 pupils from a variety of year groups across the school. We scheduled meetings every half term to discuss and review current and future ideas, workshops, trips and theme days. This is fully integrated as part of our whole school pupil voice and something we will continue to ensure we stay commercial and innovative with our current and future Art practices.

Secondly, our qualification offer has been redesigned to celebrate a broader Arts spectrum, we now run 2 Art GCSE qualifications, these being Art Craft & Design and Textile Design, this has enabled us to reach more pupils with varying skills and interests and further develop their skills and passion for Art using a variety of mediums and methods. This has enabled pupils to gain an additional GCSE qualification that demonstrates a completely different skill set, many of which are life skills for the future e.g., manufacturing wearable items which are essential for many of our pupils in preparing for adulthood. Both courses worked in unison to celebrate and explore new skills, using external workshops and industry practitioners, such as Textile Designer Nikki Parmentier, to come in and work with pupils to learn new techniques and produce higher quality and more professional ‘final pieces.’ This has been the first year of data on the completion of running the two qualifications; we are pleased to say both of these qualifications achieved outstanding GCSE results with all pupils achieving at least one grade higher than their predicted grades. 100% of pupils in both subjects exceeded expectations. The majority of the pupils who undertook both Textile Design and Art, craft and design are now transitioning into post 16 Art studies. In addition, all pupils in Nurture will achieve unit award schemes

in art and this year, one Nurture pupil will even be entered for the GCSE qualification.

In order to further promote the Arts within Woodlane for pupils and staff alike, we planned and delivered a whole school initiative inspired by personalisation and identity. The project ran for 8 weeks in which pupils and staff created a bespoke Jim Henson inspired puppet of themselves. We created 3 variations to the puppet design to ensure we could be inclusive to all skill levels. Art staff held a team building/training session for all staff where all staff were given the opportunity to upskill and create a puppet of themselves which could then be shared with pupils as a model/exemplar prototype. The project was embedded in curriculum time and enabled staff and pupils to work on the development of new skills such as embroidery, product design, modelling and quality control. The finished puppets are on display in a prominent place where they can be celebrated and enjoyed by staff, pupils, parents and visitors.

A hugely successful part of our journey is how we have brought music into the life of the school, including employing a music teacher to run sessions with KS3 and nurture pupils and recruiting a singing teacher to deliver lessons to our pupils with a keen interest in singing.

We increased the amount of drama covered by pupils, including through the numerous workshops led by local community theatre companies such as Shepherd's Bush Theatre imaginative role play sessions. These workshops often played a part in our whole school theme days. Every subject's theme day incorporates at least one aspect of Arts, planned in collaboration with the art staff. These days require non-specialist staff to deliver Art based sessions to groups of pupils. Art staff provided non-specialists with training and resources to enable them to successfully deliver the cross-curricula sessions. Following the success of the Art theme days, subject teachers have been inspired to liaise with art staff to incorporate subject specific creative activities within their planning as part of day to day teaching and learning and embedded into subject schemes of work. Art staff are now regularly working in collaboration with non-specialists to design subject themed activities e.g. chromatography origami flowers for science and Audio portraits for Computing and media.



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 Artsmark journey has been integral in creating an 'Arts culture' across the school, our initial plans to increase our curriculum offer focusing on performing Arts was ultimately only a very small part of a much more widespread and bigger opportunity. Our journey could most definitely be described as 'organic' as all of our implementations have naturally led us to different avenues of exploration and given us further objectives of other potential opportunities we could bring to the school.

We started the process by 'self-evaluating' our Arts curriculum. Art was already one of the top performing subjects within the school in terms of progress, outcomes and popularity. However, through the evaluation process we identified that there was a gap in our Arts offer in terms of 'performing arts' and hoped to work towards a stand-alone performance with workshops along the way to support this. However, from discussions with staff members and pupil voice it became apparent pupil interests were varied, and in order to cater for all interests, it was necessary to think more long term about the range of opportunities we could offer as a school. This helped us realise that a stand-alone performance could potentially exclude some pupils from being a part of the journey and final performance. We discussed the ideas with our Arts council and decided that we could interpret 'performance' differently and look at less traditional alternatives that could be inclusive of all pupils. When collating feedback and generating ideas, it was apparent that some pupils who expressed interest in the arts had ambitions to develop their musical knowledge and abilities; many wanted to learn how they could develop skills in this area. Following these discussions, we decided to focus on multiple disciplines of performance art which could cater for everyone and potentially inspire a wider range of pupils.

Please see below some examples of different disciplines we focused on throughout the journey- Many of these are still ongoing and, in some cases, now embedded in our school curriculum offer:

- Puppet making and storytelling (using the puppet outcomes)
- Singing lessons
- Visual storytelling in English, PSICHE,
- Imaginative roleplay in PSICHE, English,
- Music lessons (as a group as part of the Key Stage 3 and nurture timetable)
- Individual music lessons e.g. piano, keyboard, drums, percussion for select pupils
- South African Beats workshop (Culture theme day)
- Lyric Theatre workshops
- Dance and drama club

- Hip Hop workshop (Reading for pleasure Theme Day)
- Debate teams (Pupils using 'healthy' debate strategies to discuss key topics as part of Humanities lessons and 'The Key Stage 3 Big debate')

It is prudent to mention that a key success of our journey is how the above implementations increased opportunities for staff collaboration. The introduction of these initiatives encouraged many staff to come together to skill share and develop creative ways of adapting their lessons and schemes of work. The pandemic naturally reduced staff interactions, however with the introduction of new creative approaches and activities, staff have been extremely proactive in seeking ideas from each other and using these to inform their practice.



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)

The additional offer that we have implemented has had a huge impact across the school with both staff and pupils. We have worked hard with all stakeholders to ensure that the arts can be celebrated across the school in many forms, across all subjects, within the whole school community. These are just some examples of where we have increased the expectation of creativity and successfully integrated the Arts into the core values of the school:

- Learning Walks-Kinaesthetic focus on Starters'
- Theme Days-Culture theme Day, Science Theme Day, Art Theme Day, Reading Theme Day, Maths Theme Day
- Book look-book scrutiny looking at creative approaches in teaching the CORE subjects
- Educational visits-such as Barcelona, KidZania, Kite studios
- Staff training based on 'kinaesthetic approaches'
- Teaching and Learning-Kinaesthetic (VAK) incorporated in schemes of work
- Cross curricular learning
- The 'Switch up' lesson observations (Staff collaborating with another teacher to creatively teach a different subject)
- Wall displays showcasing pupil work
- Celebration events e.g. The King's Coronation- pupils designing posters and creating themed food and decorations
- After school clubs such as craft club, dance and drama club, imaginative play club
- Assemblies- 'Keeping up with the Class' showcasing pupil talent

- Teambuilding activities for both staff and pupils

Pupil's visual Artwork has always had a presence in key areas such as corridors, reception and classrooms. In addition to this, we have now started to introduce pupil's artwork and creative hobbies as part of our 'Keeping up with the Class' assemblies which take place once per half term. These assemblies have enabled us to share pupil's art creations and personal hobbies/interests with the wider school community.

In addition to class teachers, pupils and parents are invited to share videos, photos etc of the pupils undertaking their hobbies/interests outside of school which often has played a huge part of bringing together our school as a community. Many of the pupils who consistently request to share their work and talents in this assembly are often those who are more reserved in their character and this is a great way in which these pupils feel comfortable to share their talents. This assembly is very popular amongst both staff and pupils and continues to give pupils the platform to showcase their creative talents of all disciplines with their peers and teachers.

"I like the Keeping up with the Class assembly because we get to show what we have been doing in lessons to our friends" (Pupil voice)

"I look forward to the Keeping up with the class assemblies because it gives us an opportunity to see other children's work and their interests outside of school. It is great to see pupils being enthusiastic about sharing their work. (Staff member)

The range of playground activities has hugely increased, with a number of these being arts based, e.g., speakers and stage area for music and dance, a mud kitchen, sandpit and large- and small- scale drawing with a range of media. This has led to playground behaviour improving with office referrals during break and lunch times reducing by over 50%.

Many of our pupils have become extremely dedicated both in and outside of school to playing instruments and singing following the enjoyment of their school sessions. This includes pupils with additional needs that may affect their ability to take part in more traditional art activities, such as visual impairment. More recently, a selection of these pupils has performed in celebration assemblies and whole school events such as the Year 11 leavers celebration, which was very moving for both staff and pupils.

Through the Performing Arts sessions delivered by local community groups we have seen several pupils find their voice and realise an inner confidence they had not experienced before. Some of these pupils have now progressed to sessions outside of school with the intention of exploring performing Arts as a pathway at KS5.

This year over 50% of our pupils in Year 11 have pursued either performing arts or multimedia post-16 courses which is much higher than previous years.

In the last academic year, we have also introduced 'enrichment' sessions in our curriculum. Pupils are given the opportunity to choose their sessions in which the uptake was highest for the more creative themed projects and activities such as 'Identity Art', 'Origami,' 'Making and designing bird houses and bug hotels' as part of a wildlife themed project.



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)

School staff have been regularly updated on the progress of our Artsmark journey and have shown enthusiasm in their support, offering ideas for areas in which we can grow. This has enhanced the whole school approach that we try to cultivate at Woodlane, the variety of ideas contributed to embracing our Artsmark aims has provided a greater sense of unity amongst the team.

Our whole school puppet making initiative delivered by non-specialist staff has developed new skills and built confidence in leading sessions relating to the Arts. Moving forward we believe this will be beneficial in ensuring all theme days are planned and delivered through a more creative approach. Comments from staff were overwhelmingly positive, for example:

“This was a great way for all staff to feel success in the arts and work collaboratively. I now know how the pupils will feel carrying out the same activity.” (Staff member)

This activity alone has influenced training and development plans across the school not only from an Art perspective. This has encouraged staff to request further opportunities for staff to skill share and collaborate. These have already been added to our school plans where moderations and team building activities have been built into our year plans for both Teachers and Teaching Assistants. In the next term we have a Teacher/Teaching Assistant Teambuilding session for the National competition 'Tunnock's Teacake Design Challenge' and a new Teaching Assistant initiative where a group of TA volunteers are working in collaboration with pupils to reinvent our Sensory Room.

Almost 60% of our pupils have ASD and related difficulties in focus and attention. Many of these pupils can find enjoyment and success in the arts. Training related to kinaesthetic learning has been a huge part of staff development for the duration of this cycle. The training rationale has been to encourage staff to think more creatively about the activities and resources they use within their lessons to introduce topics and concepts. These sessions required staff to explore unconventional objects and view these in a new light which could provide a stimulus for their lessons. Training was highly valued by staff and all attendees gave positive feedback.

“The training was phenomenal this gave me an extra push of excitement and enthusiasm.” (Staff member)

The training was followed up by learning walks from senior leaders with a focus on observing ‘kinaesthetic teaching and learning’ The quality of what was observed in learning walks over the academic year was much improved following the training. Many staff in more literacy-based subjects were able to adapt their lessons to incorporate sensory and less conventional approaches to teaching key concepts. The evidence of this could be seen in recent book scrutiny where the more literacy-based subjects had enhanced their approaches to differentiation by using bespoke visual literacy.

“The level of visual stimulus and kinaesthetic activities in English is exceptional. A subject which is traditionally centred around written work, you continue to take every opportunity to use creativity to apply and contextualise pupil learning. It is great to see the imagination put into the planning and the incredibly successful outcomes it produces” (English Book Scrutiny 2022)

- In the last academic year, we have also introduced ‘enrichment’ sessions in our curriculum. These sessions have given teaching staff and teaching assistants the opportunity to plan a mini project that is both creative and educational for pupils to choose from. Staff who ordinarily teach less artistically creative subjects have chosen to include arts aspects in their enrichment lessons such as the Humanities teacher making model volcanos with dry ice inspired eruptions. We have seen a huge increase in staff planning activities out of their comfort zone and incorporating more kinaesthetic and hands on approaches to learning.



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)

Although the Arts have always had a prominent place at Woodlane, our focus on self-evaluation and improvement led us to consider how to further improve our Arts curriculum and how to broaden our aims to meet the needs of a wider range of pupils and upskill our staff.

Following the success of our collaborative CPD, we intend to continue with this moving forward inclusive of all subjects. We believe that our staff coming together for skill share opportunities will continue to benefit the breadth of our curriculum and improve our teaching and learning across the school. Through our intended outreach with local schools, we hope to extend potential creative workshops with pupils to skill sharing with staff from other schools. We believe there is opportunity to explore further qualification opportunities for pupils in the wider arts and networking with other schools could be helpful in the exploration of this.

The 2-year cycle provided us a realistic time frame to upskill and network where necessary to enable us to create some realistic but aspirational goals. However, the process has highlighted that we can continue to improve and support others in improving by extending our offer-more widely outside of our school community. Developing practical skills, self-confidence and self-esteem of our pupils will always be a key priority, but in order to do this we recognised we must continue to review external practices as well as our own. We believe our next step is to make 'outreach' one of our key priorities. The next step for us to continue to develop and promote our 'Woodlane Arts culture' is to continue expanding our knowledge and practices in the wider community through building successful relationships with other schools. We intend to continue disseminating good practice in the arts via the subject leader, senior management and staff through recent networks we have established but also look to forge new links with other 'Outstanding' schools. We endeavour to make pupils a key part in this process giving them the opportunity to collaborate and skill share with pupils from different schools thus leading to many personal benefits to their confidence and development.

Over the last 12 years, we have invested a lot of time developing an assessment system model that can effectively monitor the academic progress of our pupils. However, as the Arts has a much more holistic approach to learning and development, we have recognised that we need to find a much more encompassing method to also monitor the personal development of our pupils, ensuring that we can support and challenge as many pupils as possible. As many of the initiatives from our Artsmark journey rely on pupil voice and focus on raising pupil confidence it seems essential to find a tool/tools that will allow us to do this. This is something that we will be looking to develop for our school this academic year. We will be using evidence informed research and visiting other schools to support us in the development of this model.



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)

Our Artsmark journey has most definitely highlighted the many creative assets we hold as a school community. The variety of initiatives we have developed in the two-year cycle have unearthed many fantastic opportunities for both our staff and pupils, successfully identifying key strengths we already held that we could develop further. We believe that this process has taught us that the Artsmark journey is 'limitless.' During this process all our initial aims and objectives have consistently evolved into a new idea or opportunity for further enhancing our Arts offer, we have embraced this throughout. We believe a key priority from this process is to share our successes and support other schools with their Arts practice and offer. We believe that in supporting the wider community and sharing our skills and resources, we can continue to self-evaluate our practice which will assist us in developing and improving our current practices in both teaching and learning and assessment.

Promotion of the Arts will remain an additional priority moving forward, we are constantly looking at ways to do this that will enable us to further celebrate the talents of both our staff and pupils. Pupil's visual Artwork has always had a presence in the school however we will soon be transitioning to LED screens for key areas where we can update pupil's work including more regularly and share the journey of pupils learning with the wider school. We believe that this platform will further enable us to share practical and performance-based learning in addition to extra-curricular successes from clubs and enrichment which will also be shared. These updates will also be available on our website for parents, carers and future pupils to view.

On a smaller scale these are just some of the additional enrichment opportunities we have scheduled into our plans for the next academic year. These are not limited to but inclusive of all staff and pupils where appropriate.

- Local immersive gallery trips (Frameless, London)
- Theatre company workshop visiting school.
- Sealife Textile workshop for KS4 pupils
- Spoken Word workshop (Reading for pleasure)
- Rap Artist Poetry workshop (Reading for pleasure)
- Comicon reward trip (Endorsing Puppet Project)
- Theatre trip
- Shepherds Bush Theatre Workshops - Imaginative roleplay
- Body percussion sessions
- Yayoi Kusuma: Infinity Mirror Rooms - Sensory educational visit

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: Alex Greaves

Date: 26/09/2023

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

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

We will confirm receipt within five working days.