



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact

Application paperwork 2 of 2

Name of school/education setting	St John's Cathedral Catholic Primary
DfE number	851 / 3422

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 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
- 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.

St John's is a one form entry school and nursery in a deprived area of Portsmouth. We are over PAN due to our inclusive nature and vision to make a difference to all pupils. We continue to have high percentages of pupils who are in, or have previously been in care. Pupils come from diverse backgrounds - over 50% speak English as an additional language. We have a higher percentage of pupils with EHCPs compared to the national figure. Ofsted (July 2022) rated St John's, Good with outstanding areas in Personal Development, Behaviour and Attitudes and Early Years. Ofsted recognised attainment in Art subjects was strong because of our school's broad and ambitious curriculum offer and extensive extra-curricular programme with diverse opportunities for all. Creativity, one of our seven values is central to the education we offer and that pupils are very proud of their joyful school and diverse achievements.



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?

This journey has made an authentic difference to our school — we have become a true advocate for the power of Arts Education. This was validated in our recent Ofsted inspection where pupils' passion and knowledge was commended by the lead HMI. Our biggest challenge was to overcome any barriers caused by the pandemic so that our pupils continue to access a high quality Arts Education and for them to use their creativity in our Parish community. We have worked tirelessly to achieve this by prioritising a renewed Arts Pledge as part of our recovery curriculum, driven by the Quality Principles. These are central to the curriculum. The full strategic support of the senior leadership team and governing body has ensured that this has been achieved.

How we achieved this:

We have routinely monitored and reviewed curriculum in cycles (thorough overviews, curriculum maps, learning walks with subject leaders and senior leaders) ensuring that curriculum opportunities are diverse and linked to the strong sense of social justice that drives our curriculum.

An example of this was the development of digital art — *Feeling Animated* project. Through external funding from the Portsmouth Cultural Education Partnership, Year 5 worked in collaboration with artist Ian Nicholson (21/22). We saw a huge increase in pupil ownership during this journey. Pupils designed a project with Ian that resulted in a celebrated film of complex *stop animations* about the range of human emotions. Through a sequence of sessions across a term, pupils were taught how to use the application. Ian commented that '(pupil

premium) boys engaging, using transferrable skills during the project, accompanied by their sensitivities around the theme was impressive'. He praised their 'diverse approach and calm team work'. Teachers also learned how to use the application and have since gone on to use it in a variety of contexts in other curriculum area. An example of this was in Year 6, where pupils brought their English poems to to life with animation. The resources are now available for all schools across the city to use thorough the PCEP website and the project film is due to be shown on the big screen in Guildhall Square.

Nurturing our pupils work within the wider community has ensured that our partnership with the Parish has continued thriving. Pupil voice is now shaping much more of the work we continue to do beyond the setting. For example, our children are confident when talking to leaders from other settings about creativity within the curriculum. Our pupils have influenced the design of creative pupil led worship in other schools. They continue to play a strong role with all people from the Parish; leading music at Mass regularly and leading Music and Art activities with vulnerable people in the Parish. Senior Leaders have actively worked to advocate the Arts with a greater impact on this journey. We have supported two local schools with collective worship design and St Mary's Primary Oswaldtwistle, in reviewing curriculum. St Mary's has now submitted their Statement of Commitment.



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?

We were encouraged and supported by our bridge organisation to write a proposal to lead an Arts Advocacy programme for other local schools. The intended outcome was to support these school with the preparation and planning stages of submitting their Statement of Commitment. However, the timing of the launch of this project was extremely difficult due to the impact of Covid. The feedback given from the many schools we approached were that staff shortages were preventing them from committing to the project. We felt that it wasn't supportive to keep pursuing schools that were struggling with a staffing crisis. With the support of the Bridge Organisation, Head Teacher and Chair of Governors, we changed the direction of the project and adapted the proposal so that we could work as advocates on a more informal basis. We did this by reaching out to settings beyond the city, via social media art subject leader groups, offering informal support to any schools that were embarking on their Artsmark journey. This was a success. Over the course of the last year, we worked with St Mary's Catholic School Oswaldtwistle, Lancashire. Through online coaching sessions, their Artsmark leader was able to confidently audit and reflect on the design of arts subject curriculum at the school so that goals and ambitions could be set for their journey. That school have now submitted their Statement of Commitment and our pleased with curriculum developments.

In terms of Arts Award, funding is still a big concern for the sustainability of this long term project. The school budget is too stretched and poverty amongst our families is a real issue. We cannot ask them to fund Arts Award. However, through our involvement in the Portsmouth

Sculpture Trail vocal project last year, 25% of our KS2 (Year 4) pupils achieved an *Arts Award Discover*. There was also a supply chain issue with the introduction of the new outdoor equipment for imaginative play and some concerns over the safety of the equipment. This is still an ongoing issue for us. However, this has not limited our development of the EYFS areas for creative and imaginative learning, through the vision of the EYFS Leader. Carefully chosen, alternative resources are currently being used to engage pupils effectively and for their personal development. An example of this are the interchangeable plastic structures that staff have developed for pupils to use outdoors for our younger children to perform and develop role-play without limits. EYFS leaders were commended for this in the recent OFSTED, where we received an outstanding judgment. Inspectors said that 'leaders organise and design the curriculum thoughtfully to make sure it is ambitious for all pupils. This is strongest in the early years, where no limits are placed on children's learning'.



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?

The greatest impact is that it has supported the pupils personally and academically in the recovery from the pandemic. Our pupils are extremely proud and filled with joy when they talk about Arts. They are confident and can articulate well when conferencing about their learning. They can take the lead in the classroom and beyond school. Our journey has supported and refined how we include pupil voice authentically at our school: we now conference robustly with our pupils in a cycle on art subjects. Our pupils can lead activities independently in the classroom and in the Parish. In our recent Ofsted report, the HMI writes: 'Pupils are confident communicators. Leaders make sure that pupils' personal development is just as important as their academic studies. Leaders invest great effort in successfully addressing pupils' pastoral needs, supporting their physical and mental health effectively. Consequently, all pupils are able to benefit from the considerable range of opportunities the school provides. These include many extra-curricular activities that the majority of pupils participate in, plus a host of enrichment activities. A particular focus on the Arts means pupils learn to play instruments, perform in concerts in school and at other venues, sing regularly and skilfully, and participate in high-quality drama productions. Pupils' talents are also cultivated. A strong sense of team spirit characterises these activities, alongside recognising and celebrating individuals' achievements. This aspect of the school's work is something parents particularly value'.

We knew at the start of this journey that boys participation in extracurricular Arts had decreased. We launched a music wellbeing club (younger pupils decide what music they will explore for a half-term) at the same time as our Arts pledge. 100% of disadvantaged pupils in Year 2 and 3 have attended this club for at least one term. This has directly impacted the uptake of boys in our main choir, where boys participation is now greater at 40%. Boys engagement in the digital art project *Feeling Animated*, funded by the PCEP *Better lives through Culture* project saw 93% Year 5 boys (data from the impact survey given to the pupils at the

end of the project) sharing that they were proud of their work, that hoped to be able to continue working with the Stop Animation Application. One boy commented that 'working with Ian was the best thing he had ever done at school'. Pupils are fantastic ambassadors of the project and proud that their resources are on the PCEP website and available to all schools. Year 5/6 pupils have been taking the lead with lunchtime art activities for younger pupils with SEND. Pupil voice and their ability to independently lead projects has developed further because of this. This has resulted in an increase of Greater Depth across Art and Music in particular. December 20, there was an average 6.6% Greater Depth per class across both Key Stages due to the lost learning in the pandemic. When we analysed the July 22 data, this has now grown to an average of 18%.



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?

The feedback from our previous Artsmark has led to higher ambitions and success in better supporting other settings during this journey. We have informally supported St Mary' RC School Oswaldtwistle with their Artsmark. In the feedback questionnaire, they shared that our support had helped them gain a better understanding of how to self-assess their strengths and identify areas to develop. Regular check-ins made them feel confident about making progress on their journey. After feeling initially overwhelmed by the planning process, they felt that the impact of our school's personalised support had helped them to realise how they could broaden their strengths through further cross-curricular project planning. Final feedback comments were reassuring; our leadership team's advocacy for art subjects and enthusiasm to share our good practice with them has helped to submit their Statement of Commitment. Our school has developed an informal support system that benefits others on their journeys and is a system we can manage within the context of our small staff, of only 9 full time teachers including the leadership team.

Our work with the local RE triad has impacted two other Catholic schools within the local area by giving leaders ideas of how to include Music and design pupil-led collective worship following a series of visits to our school. Pupils at St Peter's Waterloo are now singing at school regularly and they are developing their spiritual vocal strategy after being inspired by their visits to our school. Sue Beckett, CEO of Portsmouth Music Hub, recently commented (following our participation in many Hub events last year): 'the school is an excellent ambassador for the arts and is active in sharing its philosophy, vision and expertise with schools across the city and inspiring school leaders to get involved in arts and culture for the well-being of their pupils.'

Through staff feedback, we know that projects through the PCEP and our partnership with Portsmouth Music Hub (such as 'Feeling Animated', the Sculpture Trail, the Mary Rose 40th Anniversary event and 'What the Dickens') impacts the teaching staff positively by offering

them authentic CPD that builds confidence, reduces planning workload and deepens subject knowledge. This has improved the quality of teaching in our school and we can see this through their ability to plan cross-curricular lesson well.

Leaders have continued to ensure that all pupils, work with the wider Parish. This reaffirms for all staff, the value of putting our faith and school values into action through thriving creativity and friendship in the community. Having high ambitions for supporting our local Parish was a strength highlighted in our recent Ofsted report and most recently commended by Bishop Philip Egan, who said the children's involvement at his 10th Anniversary Mass, was (musically) impressive and brought so much joy to the Clergy and Parishioners'.

As a small school, we consider these achievements to be the most significant. Our support for other settings and the Parish has reached far; due to the belief and commitment of our leaders, staff and parents.



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?

Artsmark has continued to shape the School Improvement Plan by ensuring that improvement objectives have continued to focus our curriculum offer at St John's so that it is broad and arts rich. An example of where Artsmark has truly influenced change are the pupils now achieving Greater Depth in arts subjects. We know that pupil attainment will be higher when pupils are given a broad and arts rich curriculum. Based on internal data from 2020, we could have focused all of our strategic efforts on raising attainment in core subjects, as it was significantly weaker than previous years due to the pandemic, however we know that strong attainment and outcomes is rooted in the quality and breadth of education we are able to offer all pupils so that they have skills and experiences to draw upon. The curriculum has not been narrowed at St John's, in fact, it has broadened further with the additional pupil led lunchtime clubs, digital art projects and music wellbeing group. Our Artsmark journey has influenced these decisions to move forward with pupil led activities so that Greater Depth is improving. Governors support these decisions and endorse them; understanding that resilient and creative learners (one of our SIP objectives) must be offered an arts rich curriculum. Improving Greater Depth (another SIP objective) must be offered an arts rich curriculum.

Artsmark has shaped strategic planning and supported teachers to have a voice during planning phases so that objectives are being and continue to be met. The Deputy Head is responsible for Artsmark and continues to routinely meet with the Head Teacher and the Governors to report on this so that the school's curriculum vision remains central to decision making in school planning. The Head Teacher also supports all partnership working beyond the school, releasing staff members to attend meetings with arts partners and CPD events.

Leaders and governors will continue this work over the coming years, including protecting funding for future projects.

With so many Covid-related barriers to overcome during the last two years, this particular Artsmark journey has certainly reinforced the importance of the power of an Arts Education and how it can bring a community back together through participation. Leaders and governors are well informed on the benefits of an Arts rich curriculum and how this impacts our pupils and parish. The funding to continue our excellent extra-curricular programme, specialist teachers and pupil participation to take part in project work with our partners is secure for the next three years and defended by our recent Ofsted report. These are important strategic decisions at a time where school budgets are beyond stretched. Because of this, the Head Teacher and Governors have supported and endorsed the Deputy Head's work with other settings on this journey and understand that sharing best practice is vital to raise awareness and improve Arts and Culture beyond our own 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?

Our goals and ambitions:

Our school will remain committed to creativity and offering high quality arts education. We would like to further develop our Art and Design and combined visual arts Curriculum. We want to continue to lead by example and develop our offer of support to other settings further. We want to continue to develop our pupil resilience and their goals to take their talents into the wider community further than before.

We will achieve this by:

Continuing to drive standards and provide staff with further high quality CPD. We plan to focus on our Art and Design curriculum in particular for September 23 and refining our coverage of artists that more authentically represent the diversity of school community. Following the recent retirement of our long-standing Art and Design Leader, we will appoint a new subject leader who will drive CPD in this particular area and provide our pupils with authentic opportunities to learn about artists with shared cultures, leading to further community work led by them. This role is currently advertised and we hope to appoint over the coming months.

The success of the 'Feeling Animated' project has led to a high interest for our pupils to explore this further and Film making. We aim for our pupils to work with a film maker and provide our staff with skills in this area so that we are able to introduce this into the curriculum. Our vision is that a working partnership would evolve from this and we will look for support from our bridge organisation about potential partners and external funding for this next year, as we enter the planning phase for this. These areas of development will continue to expand our curriculum offer even further for pupils, supporting their developing skills and resilience in learning.

To continue leading by example, we will continue to develop the informal support we can offer other settings within the perimeters of our school small by offering our expertise with curriculum development, especially in the art subjects and project design for disadvantaged pupils and improving outcomes for boys. Over the next few years, our Diocese plans for us to become part of a small academy trust and we anticipate supporting other schools with their curriculum design. We would like to continue to play and develop a role with the Portsmouth Cultural Education Partnership, so that we can contribute to improving arts and culture for young people across the city.