



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# Statement of Impact

Application paperwork 2 of 2.

Name of school/education setting	Captain Webb Primary School
DfE number	894 / 2174

## 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.

Our journey was affected by COVID-19 during its first year. From February 21-April 22 no parents were allowed into school due to rising levels of COVID-19 in school and the community. Classes were still in bubbles until July 21 meaning no whole school mixing and classes having to isolate for 2 weeks at a time when an outbreak occurred. Outside agencies started coming back into school to deliver provision from April 21 before which some activities were delivered virtually. Since the start of our journey our school numbers have grown. We now have 394 children on roll in the main school and 96 in nursery. Our number of pupil premium children has risen significantly with numbers now at 38% and 34%

free school meals. Our levels of deprivation are now at 38% and 12% have English as an additional language. We now have 16% of children on the SEND register.



**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?

Arts at Captain Webb have flourished since the start of our Artsmark journey. There have been many successes, some directly linked to our Statement of Commitment whilst others have exceeded them. All staff have embraced the journey and SLT have supported it enthusiastically. This has led to children being engaged and inspired as well as bringing a wider awareness of the arts to all stakeholders.(QPs1,2,3,4,5,6&7)

Our initial audit identified that staff required CPD and children wanted wider ranging arts activities which have been integral in our drive.(see qn3&4) Creating an Arts Committee(AC) has been a leading factor in this.(see qu 3) We also appointed an Arts Governor.(see qn5)(QPs1,5,6&7)

Initially we had Telford and Wrekin Music(T&WM) deliver curriculum music to lower KS2. This is now whole school ensuring high quality music for all.(see qn4) We now use Sing Up in our singing assemblies where children sing a wider range of songs as a collective giving them a sense of belonging. Celebration assemblies begin with our Composer/Music of the week which contributes to our cultural capital and ranges from Mozart to Destiny's child. Both children and adults look forward to assembly and hearing music they've never heard before.(QPs1,2,3,4&7)

Improving our dance offer to vulnerable groups was a priority. Boys dance has been one of our most successful achievements.(see qu3)(QPs1,3,4,6&7)

A highlight was taking part in Jubilee Day celebrations June 22. Children loved making crowns that would be fit for the Queen and commented that it made them feel they were part of the huge team that was the UK. This also led to new knowledge about our monarchy that children didn't have before.(QPs2,3&7)

We have been successful in welcoming a variety of artists into school. Year 6 loved their visit from an artist who supported them in creating a sculpture. These sit pride of place in the school entrance for visitors to see. This creates an inviting display which sets the tone for the rest of our environment highlighting the importance of the arts to us. Circus Sensible visited and bought a huge big top with them leaving the children open mouthed! Everyone enjoyed trying new skills including juggling and gymnastics. The children said that this would be something they remembered for the rest of their lives.(QPs1,2,3,&4)

As well as whole school impact, we are also proud of the effect the arts have had on some of our most vulnerable individuals including SEND.(see qu3)(QPs4&6)

We have not forgotten about our smallest learners. EYFS also now benefit from music sessions from the agency Music Minors. Staff have said how much the children enjoy it and how developing their imagination has supported in other areas.(QPs1,2,3,4&7)

Drama has been integral in our wider curriculum. Year 6 teachers commented on how including drama into reading sessions has improved mock SAT results considerably as children now have a greater understanding of characters feelings. It has also been noted how using drama to act out scenarios in PSHE has enabled children to fully understand concepts such as bullying.(QPs4,6&7)



**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?

One of the biggest obstacles we faced were the repercussions of COVID-19 in our first year. This left us with less time than we anticipated to complete all of our goals fully. We are however, extremely proud of how many opportunities we have been able to give our children despite these hurdles.

We aimed to give our children more chance to see and evaluate live performance outside of the school environment. This has proved difficult in terms of public spaces being closed and building parental confidence in taking children out into wider public venues as COVID-19 cases were still rising. This was also affected by the rising costs of living. For us, as a community, it was financially more viable to have visiting artists given the current economic climate. As a result, we have had more artists come in helping us to enhance the provision we could offer. Examples of this include Loud Mouth Theatre creating a drama performance for year 5 linking to PSHE. Teachers said the children loved having the theatre in and even though they weren't in a theatre environment it was still an opportunity that our children wouldn't usually get. In December 21 'HobGoblin Theatre Company' performed 'A Christmas Carol' for the whole school via an online video link and 'Image Theatre Company' bought their travelling pantomime to our school hall. We have had some opportunities for children to experience arts outside of school. Year 3 visited our local theatre to watch their music tutor in a live show with other musicians. They were completely inspired and said maybe they could do that one day.(QPs1,2,3&4)

At the start of our journey, COVID-19 also affected our music tuition in lower KS2. We desperately wanted this provision to continue as the children enjoyed it so much and talked about how it allowed them to be creative. We ensured this happened via live Teams

sessions weekly. This was also the start of our CPD journey with music as teachers had to be much more hands on in the lessons.(QPs1,4&6)

As part of our ambitious vision, we planned to deliver Arts Award. As a result of our rising levels of deprivation,(see context),we felt there was a greater need for arts provision for our pupil premium children at this point in our journey. Arts Award is still very much in our plan for the future development of the arts and gifted and talented children in the school have already been identified via discussions and parent questionnaires.(see qu6) Arising from pupil voice, a focus group of pupil premium children said that they would like to learn an instrument but would never get the chance. Meetings have been held with T&WM to discuss how they could support us with this and the decision has been reached to start small group instrumental tuition very soon. These sessions will be completely free to our families which is fantastic. We look forward to these sessions raising confidence and giving our vulnerable children a sense of belonging.(QPs1,2,3,4,5,6&7)



**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?

When asked what clubs our children would like ‘dance for boys’ was requested. Our dance teacher took this one step further by giving the group the opportunity to perform at The Place Theatre. The boys commented that they felt like role models representing our school and that they had been given something important to do that was just for them. Their self-esteem rocketed after this and teachers mentioned they had seen the boys encourage others to participate in dance lessons including gymnastics. The boys were nervous before they went on stage and came off asking to do it again as it made them feel good. Most boys said that they would choose a dance club over football if they got to perform like that again. The perseverance and listening skills of the boys grew. Their excess energy was challenged in a positive way and they all said they felt proud.(QPs1,2,3,4&7)

Our AC organised World Music Day. They said that they felt responsible. One member said, “I enjoyed asking friends what they wanted and helping make it happen.” We formed a partnership with Primary Workshops and every child had the chance to experience Indian drumming which improved our Cultural Capital. The children enjoyed it and asked for it every year. The smiles on their faces were infectious. The artist commented that all children were engaged and the happiest children he had seen in a long time. One child said, “I didn’t think I’d be any good but I was after I tried.” Children came away with increased confidence to trying new things.(QPs1,2,3&4)

Art Therapy has helped a child re-engage in their learning. Art has been used to help self-regulate and has offered time to relax. Evidence of this is in some data outcomes. A score

in multiplication recall went from 0/26 to 24/26 in three weeks as a result of using art as a way of improving mental health and offering a coping strategy. The child stated that they felt they could listen more to the teacher because they weren't worrying about other things. This has also revealed a hidden art talent with this child that we hope to pursue in the near future.(QPs2,4,6&7)

Making cross-curricular links with drama resulted in high levels of pupil engagement and increased enjoyment in subjects such as history. When learning about castle defences a Year 2 child said, "Acting out a war with weapons made it stick in my head, I could remember it for my writing." Teachers commented on how drama improved writing outcomes as children had a deeper understanding of the knowledge.(QPs1,2,3&4)

Telford and Wrekin Music now deliver whole school tutoring. Strengthening this existing partnership means that every child now accesses high quality music provision and progression is strong. One child said, "They know more than my teacher so I learn more." In a pupil voice session children could recall vocabulary a year later proving that skilled tutors ensure our children know more and remember more in addition to lessons being great fun!(QPs1&4)



**Question 4 – up to 500 words**

What impact has the Artsmark journey had on your staff, leadership team and wider community and how can you evidence this?

Our initial audit identified that staff needed more CPD with teachers saying they felt less confident teaching art, music and dance due to subject knowledge. Our T&WM whole school tutoring has enabled teachers to feel confident in their delivery stating that being in class while children learnt recorder had improved knowledge. Go Sketch delivered sketchbook training which resulted in teachers commenting that they feel more equipped to let children lead their own art journey. One teacher said, "Our first sketchbook lesson was the best art lesson I've ever taught seeing the children's imaginations run wild because I actually knew what to teach." ECT's were given the opportunity to observe our specialist dance teacher. They said that they felt more able to go away and teach dance to their children now because they had seen clear ways for how to be engaging and deliver skills at the same time.(QPs1&6)

Drama was also an area of CPD requested by teachers. Making links with National Drama:talk4writing has raised confidence and outcomes. A Year 5 ECT said that training supported her when utilising 'conscience alley' in a writing lesson. She mentioned that she felt she now had more expertise to use drama effectively to support outcomes.(QPs1,3&4)

Since parents have been back in school their feedback has been incredible. During productions and workshops emotions were high for everyone for just being back together. Parents commented on how they had missed being able to see their child sing and dance and how happy they were to see it again and feel the excitement of our children and staff. Performance poetry plays an integral part in class assemblies and one parent said, "I enjoyed learning it with my child at home, it gave us something fun to spend time doing."(QPs1,3,4&7)

Involving our local community in our journey is important to us. Our Children visited a local Care Home to create pieces of art with the elderly and read poems. The residents said how seeing the children made their day and one even mentioned how working on Halloween art with a child made them think about how much they loved art as a child too. The enjoyment in the room was palpable and built community spirit. The Captain Webb Choir also sang at Dawley Light Switch on for the third year in a row which bought lots of locals out for an afternoon of festivities. Comments were made by the community that hearing our children made them feel warm inside and that seeing children so happy and engaged made them forget about some of the sad things going on. Children also designed Christmas cards for our local David Wilson Homes(DWH) site. DWH said that people who came into their showroom commented on what a lovely touch it was to have a connection with a local school.(QPs1,2,3,4&7)

Liaising with outside agencies and having whole school impact has developed the Artsmark Coordinator as a leader and has inspired her to continue her strive for whole school through the arts.(QPs2&6)



**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 promoted a change in focus in our Teaching and Learning. One of the biggest improvements to our strategic values has been allowing more curriculum time to focus on the in depth implementation of music and art. In the wake of COVID-19 much of our time was dedicated to raising standards in core subjects but we soon realised that our children need a broad and balanced curriculum in order to thrive. Firstly, we looked at how the arts could support reading, writing and maths. We used rhymes and songs to interest our children and it worked. An example of this was a rap that was written by a teacher about the successes of our very own Captain Matthew Webb. The children could remember facts about him such as being the first man to swim across the English Channel by referring back to the rap. They said it was way more fun than writing it down. Secondly, our whole weekly timetable has been reconstructed to dedicate more time to arts and cultural education. History and Geography have moved to morning slots allowing more breathing space in an afternoon to fully devote to the arts. Children have said that they feel less rushed and that they can actually take their time to create better pieces of artwork. Teachers have



commented that facilitating this change in timetabling has allowed children to achieve more, know more and enjoy more.(QPs1,3&4)

Establishing an Arts Governor has meant that the importance of the arts has been of a high priority on the school improvement plan. The focus has been on long term improvement rather than a quick fix that will have little impact. Governors, SLT and the arts lead have all contributed to taking a keen interest on how our Artsmark journey propels us forward.(QPs1,2&6)

As a school we have always held extra-curricular clubs in high regard including choir, art and dance. Our Artsmark journey made us even more aware of the importance of these to our children's well rounded development. As a result we have now added crochet and EYFS art into our programme of clubs. At the end of each academic year we hold 'Captain Webb's Got Talent' and these clubs feed into that seamlessly. Dedicated teachers rehearse stand-up comedy, musical theatre numbers, contemporary dance and instrumental sessions during lunchtimes ahead of the final show which parents are invited in to see. It is the highlight of the Captain Webb social calendar.(QPs1,2,3,4,5,6&7)

We discussed cultural capital in staff meetings and have updated and amended our strategic plans to ensure our children get the wide and varied experiences that other children from less deprived backgrounds might get with their parents. We have given careful thought to what we offer including trips, visiting artists and visiting authors. (QPs1,2,3,4&7)



**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 main future ambition is to continue to champion arts and cultural education at Captain Webb due to the positive impact it has on the lives of our children.

It is important to us to continue to nurture our children's voice. It is them that are at the heart of all we do. Further developing pupil voice through our AC and other forms of feedback e.g. pupil voice sessions, is our greatest tool. We hope for our AC to support in organising other arts days such as World Art Day and take the lead on selecting the focus again.(QPs1,2,3,5&7)

We continue to pursue experiences outside of the classroom. Being located in an area of significant disadvantage means that many of our children only experience the arts and culture that they are exposed to at school. We believe that these experiences contribute to their overall development and we will endeavour to provide as many of them as we can. To overcome financial obstacles we intend to fund raise and apply for grants.(QPs1,2&3)

As well as continuing to work closely with T&WM to support music, we aim to strengthen our art curriculum in a similar way. Our inspirational art lead is driven and has already put motions in place to ensure our art progression through school is the best it can be. For example, initiatives such as 'Art in the Moment' are currently being trialled in some year groups with the hope of starting whole school from September 23. These enable children to learn more about key artists and act as conversation starters encouraging children to delve further into their creative mind.(QPs1,2&4)

Arts Award is still very much in the forefront of our minds and is definitely something we look forward to introducing in the future.(QPs1,3,4,6&7)

We have had such great success with Art Therapy for individuals that we hope to embed this even further and reach more of our vulnerable children, especially with our growing numbers. We know that this sort of support gives them greater confidence and a sense of control over themselves and their choices as well as giving them a source of enjoyment and happiness.(QPs1,4&7)

A re-audit indicated that children are keen for more digital art. They explained that they enjoyed creating stop motion animations about volcanoes in year 3 as it improved their collaborative skills and want more of this. We plan to deliver! We will be looking for some specialist support with this and will be utilising our computing lead to start an extra-curricular club. We also hope to connect with other local schools on their Artsmark journey to support each other and share good practise.(QPs1,3&5)

At Captain Webb we are proud of maintaining such high levels of practice especially through the final stages of COVID-19 and are excited to build new things into our future. Our children are at the centre of all we do and knowing the impact of what we have already done only spurs us on to do more.

### 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: Sarah Passey**

**Date: 27/2/23**

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: Mark Chetwood**

**Date: 28/02/23**

### 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)