

## Statement of Impact - Stapleford Community Primary School

### 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.**

Since our Statement of Commitment our context is largely unchanged. We currently have 215 children on roll, and continue to be below average for children on FSM (13%), and above average for EAL (17%) and SEND (16%).

We also continue to be part of Anglian Learning, a successful and growing Multi-Academy Trust, which prioritises the arts as part of a broad and balanced curriculum. Trust-wide subject improvement networks, a cultural leadership network and Creativity Collaboratives project have afforded us opportunity for leadership, engagement and the sharing of practice with other primaries, secondaries, and the wider community.

Since our new Headteacher was appointed (January 2023), we have reviewed our arts curriculum/offer and developed partnerships, for example with Stapleford Granary Arts Centre. Our teaching staff remains stable with subject specialisms maintained. Staff development is a priority in maintaining strong practices, and aligns with our CARE values: Curiosity, Ambition, Resilience, Excellence.

### 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?**

Artsmark has been a resounding success, grounded in inclusivity, aspiration, and a commitment. This success has been shared across our Multi-Academy Trust (10 primaries, 6 secondaries and 2 sixth forms) ensuring a collective approach to arts education excellence. Embedding the arts into our curriculum, we've created diverse learning experiences that inspire pupils and contribute to school improvement, such as our significantly improved Key Stage 2 Reading results, placing us in the 94th percentile nationally (2024).

A standout initiative in our Artsmark journey has been the 'Small Grains' pilot project, which explored the impact of close collaboration between an Arts Centre (Stapleford Granary) and a primary school. Through this partnership, pupils engaged in a range of artistic activities as part of the Granary's cultural programme. Over two years, pupils participated in various events including: live performances, creating art and interacting with professional artists. The outcomes of this initiative have been remarkable, with significant increases in student attendance on days they visited the Granary and heightened interest in music and the arts, particularly among pupils with special educational needs. Parents have also reported that the project sparked more frequent conversations about art at home, highlighting the far-reaching impact of this collaboration.

Partnerships with organisations like Cambridge Curiosity and Imagination (CCI) have been essential in expanding our arts provision. Our pupils have performed at prestigious venues such as the Royal Albert Hall and Cambridge Corn Exchange, showcasing the high standard of arts engagement (inspiring higher attendance 25% of KS2 Choir with 25% Male attendance compared to 3% in previous year). We reintroduced Arts Award

(60 pupils), offering a formal pathway for deepening arts involvement, and received positive feedback from parents for the variety of opportunities presented.

Leadership has been crucial in driving our goals, continuously monitoring progress, ensuring that our arts and culture goals remain aligned with our broader vision for the school. Governors have been actively involved, supporting initiatives like the Granary pilot project, Arts Award and encouraging our embracing creative ventures. Subject leaders have been instrumental in improving curriculum delivery. Our Art lead's leadership in Trust-wide subject networks has encouraged collaboration and raised the profile of Artsmark and the Arts Award across our schools.

Staff development has also been a cornerstone. Practical skills-focused CPD has increased teachers' confidence and ability to deliver high-quality arts. Innovations, like incorporating green screen and stop-motion, have further enhanced the curriculum, equipping staff with new tools to engage pupils creatively.

Inclusivity has been a guiding principle. We have worked hard to ensure that all arts activities are accessible to all pupils (Dance Festival). 'Michael Rosen Festival of Hope'/Rainbow Flag accreditation (December 24) have fostered discussions on social issues, tolerance, respect, the global refugee crisis, promoting a sense of belonging and responsibility.

We are a model of arts provision, with the enthusiasm of pupils inspiring both visitors and partners. The integration of the arts has been transformative, enriching our pupils' lives and extending a positive impact beyond the classroom and into the wider community.

## **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)***

Despite our passion and drive, we faced several challenges that required us to adjust.

### **Refining our focus**

Initially, we planned to participate in two research projects through Creativity Collaboratives. However, we realised that focusing on just one project would allow us to make more meaningful progress. We chose to delve deeper into the question, "To what extent does wondering and questioning raise levels of engagement during independent learning time?" This allowed us to dedicate more time to researching, reviewing, and refining our curriculum. By focusing on one project, we were able to implement more sustained improvements in pupil engagement, wellbeing and learning.

### **Time Management**

One challenge was ensuring sustained CPD for staff amidst competing priorities. Originally, we planned for lengthy one-off training sessions, but soon realised that time constraints caused difficulties. To overcome this, we adjusted our approach by embedding arts-related training into regular staff meetings. This change allowed for continuous delivery and kept the arts at the forefront of teaching practices. Staff quickly received feedback, asked timely questions, and shared insights from their classroom experiences, which helped build confidence and improve their ability to deliver high-quality arts education. Additionally, Trust network opportunities shared

our practice (training staff on technology use in Art which is now used widely). However, we acknowledge that building staff expertise is an ongoing process, and we remain committed to ensuring CPD continues.

Another challenge was ensuring that the arts maintained a prominent place within the extensive primary curriculum. We created a year-long overview of arts opportunities that aligned with and extended cross-curricular skills (including our 'Small Grains' weekly visits). This overview allowed us to integrate arts into other subjects while ensuring its place as a core component of student learning.

### **Inclusivity**

Ensuring that our arts curriculum was fully inclusive posed another challenge. We discovered that many pupils faced individual barriers to engaging with the arts. To address this, we began tracking pupil attitudes towards the arts in the same way we track core subjects. For instance, we identified a pupil whose negative behaviour toward art shifted once we provided him with tailored vocabulary and techniques that helped him better engage with the subject. We also collaborated with our SEND team to support pupils with fine motor challenges, designing activities to develop skills such as pencil grip and sketching. These interventions, while still a work in progress, have shown promising results.

### **Balancing Enrichment Opportunities**

While we participated in various enrichments, such as Stapleford Granary and CCI, we made the decision to streamline our efforts. By focusing on fewer high-quality initiatives rather than overloading, we ensured that both staff and pupils could engage deeply with the arts. These ongoing collaborations remain embedded in our curriculum (alongside initiatives 'musician of the month'), providing consistent and meaningful arts experiences.

The challenges we faced led us to make key, strategic adjustments, such as restructuring CPD delivery, enhancing inclusivity, refining our research focus, and managing enrichment activities. These adaptations helped us overcome obstacles and strengthened our overall approach to arts education.

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?

### **Enlivened Arts Offer**

As a result of our Stapleford Granary partnership, over a year all pupils met five artists, viewed and participated in 11 exhibitions, and 100% of pupils engaged in performances, developing creativity, confidence and love for the arts.

The diverse curriculum has been instrumental in helping pupils articulate their learning, enriched through cross-curricular opportunities. Pupils found meeting real-life artists inspiring, especially when they saw themselves in paintings during Naomi Tomkys' exhibition, "Storied Places." These experiences have enhanced pupil motivation and self-belief.

### **Arts Award Success**

Arts Award (Years 2/4) was successfully embedded, with a focus on accessibility, particularly for SEND pupils. 100% of participants (12% PP, 31% SEND) completed their awards (Discover and Explore). Supported by PTA

donations, we ensured equitable access. Pupils were overwhelmingly positive, expressing a clear understanding of their learning: “It was a whole, marvellous experience!” Projects shared with families in assembly promoted pride in new-found skills, gaining momentum and impacting curriculum outcomes the following year, including: confidence in learning, overcoming challenges and creative writing (Pupil Voice Survey 2024).

### **Leadership and pupil voice**

The Art Council and Year 6 ambassadors have led developments like Arts Celebration Day, including Art Activism. Leadership roles have boosted pupil confidence: running arts clubs, assemblies and leading ‘Big Make’ projects. Pupils’ influence has extended beyond the school, as CCI selected them for their next Children’s Council, showing their growing influence.

Through Creativity Collaboratives, pupils explored techniques, and this ownership inspired broader curriculum changes, with pupils initiating independent creative projects. Whole school events have also been adapted based on pupil feedback, such as a ‘Big Make’ inspired by Granary visits focused on self-expression. Over 20% of the school participated voluntarily, and the event turned the school into a gallery space where pupils proudly explained their work to visitors. Previous ‘Big Makes’ included designing flags for Antarctica, with the next one aligning with the Royal Academy’s Young Artist competition. Pupils are contributing to Anorak Magazine’s ‘Little Editors’, further expanding their outreach.

### **Creative Careers**

Awareness of creative industries was raised through Arts Careers Day. Pupils’ perceptions expanded from a limited view of arts careers to understanding roles in 11 areas. Collaborations with local artists and routine engagement with the Stapleford Granary CEO has inspired many pupils. Learning that even experts face challenges helped normalise creative struggles, making these encounters invaluable. Learning is sustained, with 92% of children able to identify multiple creative careers 6 months later. Deepening learning has been sustained through artist-led live-lessons (Quentin Blake) and visiting professionals.

### **Wellbeing**

Embedded programmes like Forest Schools, ELSA (Emotional Literacy Support System) and CCI provide creative learning that nurture mental health. A whole-school arts-scaping ecosystem is being developed with CCI, embedding therapeutic, creative approaches. 92% of children could identify how the arts support, promote and value their wellbeing. Pupil-inspired projects (Comic club) are developing in line with wellbeing needs.

Artsmark has had a profound impact on both the academic and personal growth of our pupils, with increased confidence, creativity, and a deepened appreciation for the arts.

## **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?**

### **Leadership**

Artsmark, central to our strategic direction, featured prominently in the school improvement plan. The leadership team’s involvement ensures the arts remain a priority, with ongoing reviews and decision-making tied

to success. The Headteacher is championing discussions at a Trust-wide level on the arts offered across Trust-schools.

### **Staff**

Staff embrace the arts which are fully integrated into the school vision and design. After targeted CPD (including the new music curriculum), staff expressed greater enthusiasm and confidence. Teachers feel more secure delivering clay lessons after kiln training (Staff Voice 2023) and all KS2 classes now use the school kiln, producing artworks aligned with skills progression. (Monitoring 2024) A resource bank has been responsive to staff needs, with staff training on sketching (including multimedia techniques) developing understanding of skills progression and adopted by all classes. "Take One Picture" has also been embedded. Diversity in the curriculum has been promoted - researching and incorporating a wide range of global artists.

### **Parents**

Artsmark has increased arts visibility and positively impacted parents, with regular in-person opportunities to engage with pupils' work and Arts Centre visits. "It's great that art is valued as an equal part of the curriculum." "We can see the progress through the year groups" (Parent Voice 24). Average feedback from parents on the value of the arts in our school was 4.9 out of 5. Engagement has been strong, with a higher turnout from Pupil Premium families than at non-arts events. Parental engagement is evident through increased attendance at evening concerts (95% of KS2 - 83% of SEND population and 74% of PP). Parents appreciate how the arts boost children's self-esteem and offer alternative pathways for success, particularly for those who find traditional subjects challenging.

### **Wider Community**

Strong community engagement through annual events has led to public praise for the individuality and quality of pupil produced artwork. We received a request to 'showcase' through a marquee presentation at the Stapleford Show which raised awareness of our arts, and regular contributions to the village newsletter have ensured ongoing community interest and involvement. We have also showcased across the Trust, sharing best practice and contributing to newsletters. Our Art lead, as chair of trust-wide arts meetings (for 10 primaries), has helped other schools explore Artsmark and Arts Award, increasing their participation. We are now trialling resources from CCI and University College London, piloting them across the Trust before a national release.

Our work has been shared with Arts Centres nationally. The Small Grains model is starting to gather momentum within the sector, and practitioners from other areas have visited to understand more about the model. It is interesting to note that the idea of 'twinning' schools and arts organisations is at the forefront of the Fabian Society's recent publication Arts For All September 2024; a proposal replicating the Small Grains programme which we have now been running for 18 months.

Artsmark has profoundly impacted staff, leadership, parents, and the community, fostering a more inclusive and engaged school environment, sharing success beyond our school community.

### **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?**

## **Embedded and valued curriculum**

Our Artsmark journey has been a cornerstone of our curriculum design, guiding our strategic direction. Reviews between Governors, Senior leaders and subject leads ensure arts education remains a priority and is 'lived' in our school vision of CARE. Our Governor representative actively engages (Arts Council training) and maintains accountability (100% of Governors understand the rationale and value behind Artsmark). *'I've seen the almost immediate positive impact the experience has on engagement levels in pupils.'* (Parent Governor)

## **Partnerships**

Granary collaboration has enriched our provision, providing opportunities to showcase. Mutually beneficial research explored 'what happens when an arts centre works closely with a primary school?' (national report and multimedia evaluation) Our presentations at the Trust's Cultural Event/meetings have encouraged schools to develop their curriculums and cultural connections by reaching out to local organisations, inspired by our work.

We ensure all pupils have access to diverse arts experiences (100% of pupils visiting art galleries or museums half termly). Our Rainbow Flag accreditation acknowledged our curriculum design and how we use the arts to promote tolerance and respect. Targeted provisions in art, music, and wellbeing have improved engagement and behaviour (pupil behaviour improved from 13 negative to 1).

Creativity Collaboratives project (Arts Council) has informed our Development Plan. Training for the Early Years and the use of Leuven scales to track pupil engagement have enhanced creativity. (Learning Stories highlighted engagement increased from 2- 10 minutes to 5 - 20 minutes -2023).

## **Assessment**

We piloted arts-based assessments guided by NSEAD standards, improving staff confidence in evaluating pupils' creative skills (90% of leavers achieved the expected standard in art 2024). A comparative judgement approach was implemented to further refine assessments. Critical thinking is encouraged through open-ended questions. Pupils' ability to discuss and reflect on art has improved( increased use of core vocabulary and knowledge of art movements).

## **'A sense of belonging'**

NSEAD Anti-Racist Art Education framework has influenced our content, resulting in a more diverse curriculum that reflects society, our pupils, and promotes diversity. Deliberate links ensure all pupils feel recognised and that their heritage is celebrated. Discussions of colonialism and its cultural impact, as well as minimising discrimination, are integral (study into the art of Ancient Benin explores this). Pupil feedback shows this makes learning more relevant and relatable. Arts Celebration Day encouraged pupils to create Art Activism messages to the world through photography, printing and poster design. Messages demonstrated pupils' awareness of global issues and empowered their voices on issues that affect them.

## **Strengthening our place as central to our community**

'Belonging' is a Trust-wide agenda and has been notable through concerts, art displays (community jigsaw) and our participation with the Stapleford Show, Winter Festival (artwork) and through Church celebrations (Choir performance at Stapleford/Nachingwea partnership). High participation across the community has been evident

(averaging 95% across events). CCI membership and 'Community Conversations' allows our voice at a wider Cambridge Community level.

Our strategic development (framed by Platinum ArtsMark) fosters creativity, inclusivity, and critical thinking framed by wider community connections.

**Question 6 – up to 500 words**

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

Having seen the positive impact of Arts Award on our pupils, we're eager to support other schools by becoming an Arts Award Champion Centre. We've promoted this initiative by presenting to school headteachers/ leaders, which has encouraged participation.

Another goal is to further develop our collaboration with the Arts Centre (made possible by funding from the Association for Cultural Exchange, who own and operate Stapleford Granary). We have developed clearly defined aims to prolong the impact and legacy of our work, including behind-the-scenes exposure for pupils resulting in a 'Year 6 Gallery Takeover' project which will involve pupils in various aspects of gallery life, from marketing to curating, fostering an understanding of the arts beyond being the artist. We will continue sharing our experiences widely and engage in additional research to highlight the outcomes of this partnership (Arts Centre CEO "I wish all schools placed so much value on the arts").

The Creativity Collaboratives project will be extended, particularly by expanding creative play during break times to support pupil wellbeing. We plan to designate specific zones for arts activities and explore how creative play can enhance both our art curriculum and support pupils' writing. This initiative is in the planning phase, guided by Outdoor Play and Learning (OPAL). Given the success of the Creativity Project, the Trust has secured additional funding for the next two years, which will help us provide a 'Teaching for Creativity Champion' at our school.

We will explore the role of art in supporting pupils' mental health and wellbeing, particularly for those who have experienced trauma. Building on existing work with Forest Schools, CCI and the Granary, we aim to develop a more structured approach to art therapy. With the support of ELSA-trained staff, we will investigate how targeted art interventions can offer emotional and mental health support for individuals or groups. Pupils note the merit in these approaches. "Forest School makes me feel in my own world where I can be free." "ELSA supports my confidence."

Our Headteacher is taking on the role of Deputy Director of Anglian Learning and keen to share our journey to inspire and explore a Trust-wide arts offer for all pupils across the 10 primaries. We plan to continue our Art Leaders' role chairing Trust-wide Art Leader meetings and to continue building on the work this has done in supporting/ collaborating with other schools in designing quality curriculums.

CPD will continue. One aspect of this will be to explore how our training on technology within art has led to improvement and increased motivation in other curriculum areas. This will support our work with Into Film.

We have introduced an Into Film Club and are in the process of developing films to submit for the Into Film Awards, giving pupils opportunity to utilise their creative voice.

These goals align with our ongoing plans and allow us to build on the progress we've already made. We are excited about the future of arts education at our school and our growing influence at local and national level.