



Statement of Impact

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Name of school/education setting	Southwold Primary School
DfE number	892 / 2128



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.

Southwold Primary School continues to be an average sized primary school (3-11) with 228 pupils on roll. 83% of pupils are from minority ethnic groups and pupils with EAL is now 67%. We continue to have strong partnerships with Nottingham University Jubilee campus, Nottingham Contemporary, Nottingham Playhouse, Nottingham Schools music hub, part of the Nottingham Schools Trust and 'Creativity Collaboratives'. September 2022 saw a change in SLT. The previous HT, who led the Artsmark project, left in July 2022. The previous DHT became current HT in September 2022. A newly appointed DHT joined the school in September '22 and took on the responsibility for leading Artsmark, having to familiarise herself with creative projects across the school, including meeting with the schools Associate Artist from the Nottingham Contemporary. Summer '23 we also had a new member of staff join us and take on the role of leading art across the school.



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?

2021 we became one of 12 schools in Nottingham taking part in '**Creativity Collaboratives**'. Overarching focus:

How can we improve the way our schools nurture children's innate creative capacity and sustain their curiosity about the world?

Work includes a two year residency with a digital designer, developing child-led learning and enquiry. Years 3 & 4 learned to create digital images and animations. This gave opportunities to learn new skills using technology, speak with the artist about his work, learning about future careers and aspirations.

For the 'Schools of Tomorrow' (SOT) project, the focus was:

'being able to create thriving learning environments'.

Our Art Ambassadors (2 pupils from each year) took lead roles in this, working with the Associate Artist from Nottingham Contemporary, creating a whole school Timeline. This fostered children's understanding and purpose of a Timeline, generating discussion around how it's 'open' to being presented in various ways. Putting icons into chronological order, children realised some periods of time overlapped, describing this as "crazy!". Children then wished to create a Timeline that reflected this, including lots of lines as part of the display. All children, staff and parents were actively involved and invited to add suggestions to the Timeline. Parent involvement reflected their own cultural heritage, such as the Taj Mahal and sea trading routes between Portugal, Africa and India. Interviews with children highlighted that their own contributions of recent events, enabled understanding of their own history.

Staff and subject leaders have embedded a project-based learning curriculum, with a cross-curricular approach. When KS1 were studying the Great Fire of London children found "a buried diary", created their own class diary, and a real fire during Forest Schools. When a visiting 'Theatre in Education' group performed to KS1 around the Great Fire of London, the performers commented on how "knowledgeable" the children were, showing the impact of giving children creative, hands-on experiences to embed knowledge. Many children expressed disappointment when this project came to an end showing how much they had enjoyed it from the love of creative learning staff had promoted.

Four times a term Pupil Leadership teams lead 'Wider Opps' sessions linked to current political and environmental issues, recorded through videos and photos. Pupil leadership groups, supported by staff, use creative approaches to plan activities. Initiatives include 'Waste Week 2023' and 'Green Hustle' project.

Half termly trips provide children with a cultural capital. Recorded as “pupil voice” in their end of year report, many children mentioned trips they had most enjoyed, showing the impact of out of these experiences: “Visits to the Nottingham Contemporary to see [children’s] own work displayed” and “work created by other schools and artists”, giving an authentic experience and purpose to their work. Children watch performances of local Pantomimes, supporting their own performances. All children (nursery - Y6) performed a pantomime in Dec ’22. Rehearsals for Y6 happened after school during the Autumn, indicating full engagement. Children displayed pride and achievement at the end, showing the impact of being involved in a whole school production.



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)

At the beginning of Academic Year 2022-23 we had a change in SLT. A newly appointed DHT took over leading the Artsmark journey in September ’22. The vision of the SOT project was not clear to all new members of staff. The new DHT met with the Associate Artist from the Nottingham Contemporary to discuss the project, the impact of Covid, and devise an action plan together for the remainder of the project.

The area in school planned for the Timeline to be displayed needed removal of asbestos during summer ’23. It was decided with the children that a digital image of the Timeline would be produced, to be a permanent boarded display in school. This extended the time it took to complete the project. The Associate Artist gave her time beyond her allocated timeframe to help complete the project, showing the commitment and strong collaborative working relationships built between the Artist, children and the school.

The school library had been developed by converting a previous resource room. However, children and staff were still not fully engaged in its use. Children across school were asked for their ideas and the school Reading Ambassadors helped to redesign the area, making it more current with signs such as ‘BookFlix’. Children are now also given the opportunities to add their own requests for book titles by writing on a board outside the library. Classes and groups of children now use the library daily and children are often seen writing their own suggestions on the board of book titles or genres they would like to see, showing the impact of changing a learning environment to meet the needs of all children and to engage pupils with current interests.

A ‘Creative Hub’ was created in school for creative activities to take place. However, this building was not directly attached to the school; staff and children were not accessing this as frequently as hoped. In response to this, the ‘Creative studio’ was brought back into the

main school building, making it more accessible and raising the profile of its use. Staff and children are now using the area and resources regularly; also used with children when resident artists have visited. This shows the impact of having the right learning environment for both staff and children to purposefully work in and meet the needs of all pupils.

In response to the impact of Covid, the role of pupil Mental Health Ambassadors has developed leading some of our 'Wider Opps' sessions around 'Be Connected'; this has included making paperchains to illustrate this and using pipe cleaners to make 'breathing sticks'. Because of these sessions children across school have since used these strategies when dealing with their emotions which is recorded by our school leader of Mental Health.

We have become involved with 'Inspiring Futures' project with various professionals visiting school to help raise career aspirations, including health visitors, environment agency and a digital designer as part of SOT project.



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?

A Y6 child had displayed low self-confidence and poor speaking and listening skills as they moved through school. This child was involved in the whole school pantomime and had a main role. During rehearsals they experienced emotional outbursts, finding performing difficult. Staff leading rehearsals supported the pupil. On the night of the performance, he performed with confidence and accuracy. Staff commented on "how amazing" it was to see this child achieve with their performance, having developed confidence to perform and say lines clearly. This shows the impact of providing performance opportunities, helping to build children's self-esteem. In a letter to the school, a Governor said "how lovely it was to see all children across the school involved in the production, no matter what their ability, making it a fully inclusive experience."

Y4 children performed an excerpt from Shakespeare at the Nottingham Playhouse. Children rehearsed weekly after school, showing commitment to the club. Initially they found some of the language difficult to perform, such as 'Do you bite your thumb sir?', being embarrassed to say it. Once children had learnt what the language meant, they overcome their self-consciousness in performing this. On the day of the performance a child playing a main character could not perform. Another child stepped in and was able to perform the other child's part successfully. Giving children an authentic experience of rehearsing and

performing at a live venue enabled this child to have the confidence to step into a role at the last minute.

Children are offered a range of extra-curricular activities to build self-esteem in an inclusive way. This includes a boxing club after school. One particular child had low self-esteem, being self-conscious of her height. Participating in the club she learned that this physical attribute worked in her favour, using her height to her advantage with some of the moves, improving her own self-perception and progression.

School offered an after-school club led by 'Freedom Factory'. Identified children with low self-esteem were encouraged to attend. Being actively involved, over six weeks these children developed confidence to join in, culminating in a whole group dance performance to parents.

Children in Y4 learn a musical instrument through Nottingham Music Hub and attend the annual 'Music Camp'. Children who find some academic subjects difficult have shown a real talent learning an instrument. This ensures all children are given the chance to succeed no matter what they find difficult. These extra-curricular activities have had a positive impact in helping to build children's self-esteem in an inclusive way, allowing for future progression.

Pupil Leadership groups give children a strong 'voice' in school. This was evident when children in KS2 asked to arrange a cultural day in school, showing they had the confidence to ask for something important to them and organise this.

During a recent curriculum review (Summer '23), our school SIA interviewed pupils and mentioned in his report how "knowledgeable children [were] about environmental issues" showing the impact of these sessions helping to create citizens of the future.



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 'Creative Collaboratives' Project funding enabled us to purchase digital drawing pads. Children are familiar with their use, by working with our resident artist. This artist is currently writing a 'users guide' for staff, to develop the skills to continue working with the pads, with the children.

At the end of each termly project parents are invited to an end of term 'Exhibition of work'. Photographic evidence shows that when activities are creative and hands-on they are better attended, in particular supporting parents with EAL so that language does not become a barrier to engagement. SLT and staff planning their end of term exhibitions, have

agreed that creative hands-on activities are helping to strengthen partnerships with parents / carers with their children's learning in a positive and fully inclusive way.

Opportunities to celebrate the diverse culture of our community have been progressively well attended by parents and carers. Consequently, the strong links we have with our parents are developing; being a fully inclusive school and ensuring that everyone feels that they belong as part of our community by celebrating our diverse culture. This was also evident on our school 'Culture day' and King Charles III Coronation, where Parents and carers willingly provided a range of foods from a range of countries for everyone to share; allowing pupils to actively experience aspects of other cultures at a community event.

In December '22 our school choir had the opportunity to perform at the local Kennington Road Xmas lights switch on. This gave the children an authentic experience of performing to a live audience for a purpose. This was again well attended and praised by parents / carers, as well as local councillors and local businesses providing refreshments. Since then, and as a direct result, a retired local councillor has now become a school Governor, showing the impact of making strong links and good positive relationships with the wider community.

School was recently involved in the 'Green Hustle' project in Nottingham, a project aiming to be the first land locked city promoting pollution in the ocean. Through this work, links have now been made for 'Green Hustle' to support our school with developing our school allotment to create a 'Community Garden'.

A 'Year 1 Families Project' was developed through the SOT project. This aimed at developing children's literacy skills by engaging parents and carers with their child's learning. Regular art packs were sent home for children to complete practical literacy activities with their families. A high engagement was seen from this, where parents / carers posted pictures and videos on 'Class Dojo' app for completed activities. Our Artist responded: sending videos to families via Class Dojo, which families made positive responses to, using Dojo messaging. When children came to school and saw our resident artist, they would often comment in amazement "that's the artist", remembering how they had seen her on the app. This showed how first hand authentic experiences are important for our children; uplifting and inspiring their personal development.



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?

Included in our SDP, all staff to think about 'Adaptive' teaching when planning for a range of subjects to meet the needs of all children. Adaptive teaching will help staff to think more

creatively and offer a range of ways of learning, eg, in science when learning about parts of a plant, children can use actual plants or make a plant using a range of media. Staff will create 'enable tables' in their classrooms to meet a range of needs and learning styles. Staff to also to consider the 'Characteristics of Effective Learning' (CoEL) from EYFS to help with developing an enquiry based approach to the curriculum, through 'finding out and exploring', 'being willing to have a go', 'keep trying', 'having their own ideas', 'making links' and 'working with ideas'. Whole school Inset around this will also take place in our EYFS setting so that staff can understand the key principles of CoEL and see how this all begins with our youngest children in the school and be used for a range of learning needs across school.

Staff will have the opportunity to explore how our curriculum can be more creative with a whole day Inset with all of the other 12 Nottingham City Schools who are part of the 'Creative Collaboratives' project. (29/9/23)

Identified in our SDP staff to ensure that texts being used in school reflect the diverse culture and address issues in the world children are growing up in. A 'Book Fair' visiting the school for a week raised over £600, showing the support parents give to reading for their children. Commission earned from this is being used to purchase books that reflect the diverse culture children are growing up in and texts of children's interests and choice. The Book Fair will continue to be booked to visit the school annually.

To ensure that school governors have a full understanding of our curriculum developments, each school governor has now been allocated to an area of subject leadership. This includes each governor meeting termly with the subject leads of their allocated area and using a proforma to find out more from subject leaders with questions linked to SDP. This aims to ensure that the school Governing Body are fully on board with school's strategic plan. The Headteacher and governors report back on this termly at Governors' meetings. We have continued to build upon our strong pupil leadership groups. Year 6 pupils who wish to be a school 'House Captain' will need to deliver a speech stating why they would be a strong 'House Captain' and which pupil leadership they would wish to lead, giving reasons why. Other children in their year will then vote for who they think would be the best leader of each leadership team. This ensures children have a real commitment to any role given, that they are fully engaged with issues needing to be addressed, and that they are actively involved in decisions being made in 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?

As part of the 'Creative Collaboratives' we aim to share some of our current practice at an upcoming Inset day, involving all 12 schools involved in the project (29/9/23). We also hope to develop our links with other schools to share good practice with. This is our third

year of being part of the 'Creative Collaboratives' where we will have our final year of a resident artist working with us.

Subject Leaders have developed Knowledge Organisers and Progression maps to ensure continuity and progression across subjects, and continue to embed partnerships with external groups and artists, such as Nottingham University, Nottingham Playhouse, Nottingham Music Hub and Nottingham Contemporary to enhance project planning and provide cultural capital to all children across our school. This will also ensure children that children in school continue to learn musical instruments and have a wide range of enrichment activities.

Children in Y4 currently learn instruments through Nottingham Music Hub. We hope that many children will begin to take music exams to recognise the progress they are making. At the end of each term, each class will continue to perform to parents and carers as part of an end of term exhibition, to give them an authentic experience of performing and to help to continue to develop children's self-confidence.

Information about children's learning and our school curriculum is currently shared with parents on our school website and through an online app 'Class Dojo'. Parents and carers who cannot access this information electronically are provided with paper copies.

School will continue to develop our links with 'Green Hustle' to develop our school allotment into a community garden. The aim of this will be to help provide a creative outdoor space for everyone's well-being and mental health, as well as provide opportunities to grow edible plants and so provide a fresh source of food for families in the community.

In 2019 Ofsted graded the school's Personal Development as 'Outstanding'. Having the opportunity to be part of another cycle of Artsmark, we would continue to provide a range of high level of engaging experiences to support our pupils with their personal development, as well as build upon and embed our creative curriculum. With recent staff changes, more staff would then be able to be part of this over a period of time, developing their understanding of the key principles of developing a creative and enquiry based curriculum, have a greater opportunity to measure the full impact on children's learning, foster creativity and enable the personal progression of our young people.