



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact

Application paperwork 2 of 2.

Name of school/education setting	Reddal Hill Primary
DfE number	330 / 2141

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.



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 submitting our Statement of Commitment, the number of pupils with Special Educational need and / or Disabilities (SEND) have increased by 9.3% and the number of pupils accessing Free School Meal has increased by 12.6%. The school has also adapted its current SEND provision by creating 2 in school NESTS (Structured Learning Environments that specialises in meeting the needs of pupils with SEND). During the academic year 2023 – 2024, both Reception classes had very low numbers on roll (approx. 50%)



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?

Our Artsmark Journey: Fulfilling and Evolving Beyond Our Initial Vision

At Reddal Hill, our Artsmark journey has not only met but exceeded our initial expectations. As outlined in our Statement of Commitment, our goals include raising attainment, ensuring high achievement—especially for disadvantaged and SEND pupils—and enhancing the PE curriculum. Our dedicated staff wholeheartedly embraced these aims, believing that a creative curriculum would inspire and motivate our pupils.

Our most recent OFSTED inspection highlighted a 'Good' rating, which included a deep dive in music. Since then, we've continued to offer enriching musical opportunities: weekly singing assemblies, whole-class ukulele lessons for Year 3, recorder lessons for Year 2, and glockenspiel lessons for other years. We also provide after-school music clubs, a choir that participates in the Young Voices Concert, and a highly subscribed drumming club.

In the past two years, we introduced a Christmas Outdoor Concert, inviting parents to join in carolling. We've also engaged in Project Gambia, recording a whole-school performance of 'Sing a Song in Unison' for charity, and celebrated World Music Day. Subsidised music lessons through Rock Steady, Brass, and Woodwind are available, with pupils showcasing their talents at celebration events each academic year.

Our art curriculum thrives, with children eagerly expressing themselves in weekly art lessons and after-school art clubs. Trained Art Ambassadors requested and created a 3D sculpture—a Prayer Tree—in the library. Children's sketchbooks showcase a fantastic array of ideas and skills.

Performing arts continue to grow, with annual year group assemblies and the special Inside, Outside programme, where Year 6 performed a play on 'Diabetes' in front of two other schools at Inglessey Hall. This engagement at every stage has significantly boosted pupils' confidence. A teacher remarked, "Some children, especially those in Snape class who took leading roles, have blossomed and developed confidence." Pupils commented, "I enjoyed stepping outside my comfort zone to perform for Year 5 and the parents," and "Working with Mrs. Begum (artist in residence) boosted my confidence."

All staff participated in a drama CPD session to explore potential drama strategies for the curriculum. Staff reported increased confidence in using these ideas in their teaching. An artist in residence also helped create banners for a local park anniversary. Drama is now embedded in all history units and our new writing curriculum.

Our PE curriculum has been redesigned with a new scheme of work, emphasizing progression and skill development, particularly in dance. We offered an after-school dance club led by a specialist teacher, with approximately 20 pupils attending a dance festival involving 10 Sandwell schools. Additionally, we've invested in a gymnastics coach for termly lessons and staff CPD.

These activities have elevated attainment, confidence, and aspirations in core subjects, ensuring all pupils, particularly the disadvantaged and those with SEND, achieve highly.



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?

At Reddal Hill, all staff have fully embraced the Artsmark journey, seizing every opportunity to integrate creative elements into the curriculum. Drama is embedded within the new writing scheme of work, and staff have diligently incorporated drama activities into the history curriculum. Our music provision has flourished, recognized positively in the Ofsted inspection, and continues to grow. The introduction of a new PE curriculum in the 2023-2024 academic year and with support from a highly qualified gymnastics coach, has significantly enhanced teachers' skill progression and development, particularly in dance.

When commencing the Artsmark journey, the initial training did not request data collection and focused more intently on the links with the new Sandwell Hospital (Midland Metropolitan University Hospital). Hence, we are unable to provide quantitative data for some of our objectives; however, we have collected data to the best of our ability to evidence our progress.

Working with an artist in residence presented some challenges, as external visitors often required additional coordination to align with school timings, health and safety, and safeguarding expectations. Staff had to frequently liaise to ensure that the IO support days ran smoothly. Despite the busy school environment, PPA and AHT support was utilized to allow the art lead to meet with the art ambassadors consistently.

After-school clubs are funding using the PP funding and free of charge to the pupils. Unfortunately, the lunchtime colouring club has not been offered this academic year due to teaching demands and the need for SMT presence on the playground to support behaviour. We are actively seeking a volunteer or adjusting midday supervisor cover to reinstate this valuable activity.

Staff mobility has also affected our ability to offer the after-school dance club this year. However, we plan to review our provision as staff return from maternity leave and settle back into their roles.



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?

Our school is advancing in supporting arts education, delivering a robust skill-based curriculum. Teachers report that students are thriving, especially in art, drama, and music.

Our goal was to elevate attainment in core subjects, ensuring high achievement for all students, including those disadvantaged and with special educational needs (SEND). Our teachers have meticulously planned lessons that foster confidence and excellence.

Last academic year, 30 pupils from EYFS and KSI participated in an external writing competition, with 28 pieces accepted for publication. In KS2, 21 pupils entered, with 16 pieces published. This year, 16 KSI pupils entered a poetry competition, with 14 pieces published, and 24 KS2 pupils entered another competition, with 22 pieces published. This represents a 106% increase from the previous year.

Our pupils' outcomes in dance and drama have significantly improved, likely due to theatre visits for Years 3, 4, and 5. The pupils were captivated by the theatre's aesthetics, as it was their first experience.

Children's overall well-being has improved. We received the Sandwell Wellbeing Chartermark Award, recognizing our commitment to quality education within a holistic well-being environment. Parents noted, "The school organizes social events and offers parent workshops to support homework. Achievement assemblies include parents, who appreciate the Year 6 prom." Pupils said, "Everyone's achievements and efforts are recognized." Staff commented, "Resilience is embedded in every aspect of our practice, promoted through assemblies and PSHE lessons. ELLI (a Year 3 and 4 Bristol research-led program) teaches children how they learn, breaking down the process to show individual skills. Children's University is the next step up from this."

Sketchbooks show clear evidence of skill progression, and pupils enthusiastically state, "We can see our progress!"

Recognizing the importance of cultural capital, especially for our disadvantaged pupils, we increased external educational visits linked to the curriculum. Each year group now participates in at least two visits per year. Each visit includes hands-on experiences that incorporate drama and essential skill development, enriching the curriculum.

Annually, pupils participate in a Christmas card competition, with the winning card shared with the local MP. One pupil recently won the runner-up prize across all Sandwell schools.

Our after-school clubs exemplify our staff's commitment to providing enriching opportunities. Last academic year, we introduced dance, drama, and gymnastics clubs, all free of charge and well-attended.



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 Artsmark journey has significantly impacted our entire staff, becoming a priority on our School Development Plan and regularly featuring on agendas at SLT, governor, and staff meetings. Our team has embraced the Artsmark journey and seamlessly integrated the changes into our curriculum. A key milestone has been our focus on Drama CPD, which has boosted teachers' confidence and enhanced their skills across all curriculum areas. The positive feedback we've received acknowledges the success of these efforts. Although we aimed to share the CPD with a partner school, it unfortunately did not materialise.

We have also increased parental involvement, inviting them to witness the wide array of arts-related opportunities available to our children. Events such as assemblies, music celebrations, and Easter and Christmas performances have all showcased dance, drama, and musical elements, reinforcing our commitment to the creative arts. Both staff and parents have expressed how wonderful it is to see the children shine during these assemblies.

As part of our ongoing efforts to foster and enhance community connections, we have successfully collaborated with various local artists and organizations. Notably, we partnered with two local artists in residence to support the Sandwell Hospital Programme and the local park centenary celebration event, with all activities documented on our school website.

Through the Children's University Programme, we established valuable links with Wolverhampton University. This collaboration led to an exciting science show, LEGO building STEM workshops, and annual graduation ceremonies celebrating our pupils' successes, attended by parents and a Deputy Lieutenant.

Our annual Christmas Carol Concert has become a cherished tradition, welcoming local residents to join in the festive singing, further strengthening our community bonds.



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?

As part of our Artsmark journey, we have updated and redesigned our curriculum elements to ensure they meet the needs of all our pupils, with a strong focus on skill development within the arts.

Our music provision is consistently improving as teachers enhance their skills in teaching the subject, and specialist teachers support pupils in instrumental learning. With celebration events becoming embedded in our usual practice, we aim to further enhance this by participating in events outside of school.

Drama is now an integral part of the English and history curriculum, and it is also commonly used across other subjects to support teaching and learning. This integration is becoming more consistent as teachers become increasingly skilled and proficient in teaching drama.

We have further developed the art curriculum to prioritize skill development within each unit of work. Pupils have expressed their enjoyment of these lessons and appreciate the time allotted for practice.

A wide range of clubs are available for children, including art, drama, dance, drumming, gymnastics, gardening, multi-skills, and choir. We have identified a range of vulnerable children who benefit from these clubs, and it has been wonderful to see them flourish and grow in confidence. This inclusive approach ensures that all children make progress and feel proud of their achievements, regardless of their abilities.

Our Artsmark journey has ensured that cultural capital remains at the forefront of our minds as we continue to develop the curriculum. Our strategic values focus on providing all children from diverse backgrounds with varied experiences. We carefully consider the authors of the books we read, the artists and designers we learn about, the school trips we offer, the vocabulary we use, and the music we listen to. Cultural capital will continue to be a priority, ensuring all children acquire the essential knowledge they need for future success. With the majority of staff growing in confidence over the past three years, the arts will continue to be an important part of our strategic improvement plan.



Question 6 – up to 500 words

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

Throughout our journey as a school, the arts have become an integral component of our teaching and learning experience. We've been deeply inspired by our arts journey and have witnessed first-hand the positive impact on our pupils, parents, and staff.

We are committed to continuously developing and enhancing our arts offerings by forging further connections with various artists, with a particular focus on the physical arts, including creating new murals for the playground area.

At Reddal Hill, we recognize the importance of cultural capital in providing the enriching opportunities our pupils need. Therefore, we aim to maintain our tradition of annual educational visits that are linked to the curriculum. Additionally, we aspire to offer theatre visits for all year groups to foster a broader cultural appreciation.

We will persist in hosting our annual art and dance showcases, which have become hallmarks of the exceptional arts provision at Reddal Hill Primary School. The progress in children's confidence, speaking, listening, and self-esteem over this period has been remarkable. Our dedication to providing the best arts education is evident in our high-quality performances and the positive feedback from our visitors.

Looking ahead, we plan to offer valuable Continuing Professional Development (CPD) opportunities for staff to deepen their understanding and expertise in teaching the dance curriculum. To achieve this, we intend to employ a dance expert who will teach pupils on a termly basis and deliver a comprehensive CPD program for teachers.

We will also further develop our art ambassador roles through regular meetings and art reviews across the school.

As part of our reading focus, we aim to engage with authors to inspire a love for reading and promote enthusiasm and creativity in writing and illustrating.

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:

Date:

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