

# Statement of Impact

## Establishment Details

Name: Forton Primary School  
DfE Number: 8882016  
Bridge: Goldsmiths  
Bridge details:

## Context

**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 writing the Statement of Commitment, the school has grown in numbers we now have 76 pupils on roll and 20 pupils in our preschool.  
The school continues to be a diverse socio economic community, with the number of children eligible for Pupil Premium at 22%.  
Inward mobility has continued throughout all the classes, which offers a challenge of its own.  
Our new library is open and in use, filled with a broad, diverse and exciting selection of books.  
There has been a change of staff too. We have a new ECT in Clougha Class (Year 3 & 4) and the Arts Mark Leader has left school so until a replacement is recruited, the Headteacher is taking the lead.  
Forton School remains committed to actively promoting The Arts. We have ensured that Year 5&6 pupils have had career talks (Via Positive Footprints) about careers in The Arts Curriculum.

## Question 1

**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?**

The Arts Mark Journey has been a rewarding one for Forton School. Some of our plans have had to be tweaked or altered but this evolution has been part of the joy of achieving so much across The Arts and widening Forton Primary School's Arts offer to the children.  
The strength of our subject leadership model is one of the successes of our journey. We had to change the approach that we were developing and refine the notion of the 'team' to include just the teachers. There is a named subject leader who leads the direction of their subject (Art and Music) linked to the School Improvement Plan. The Subject Leader then leads the teaching staff and together they work together to complete much of the work during staff meetings and Inset sessions. This work included developing the curriculum, monitoring standards, moderating standards and planning enhancements. Impact is therefore, accelerated, embedded more easily and can be evidenced.  
The strength of this method of Subject Leadership can be seen clearly through the development of the curriculum and is reinforced by the smooth transition when the Subject Leader left her position and the Head teacher took over the Arts Mark Journey. The work towards the Arts Mark continued!  
The further development of the Arts curriculum is a major success. We are constantly striving for excellence and innovation. The subject maps (which can all be found on the school website) have been developed over time and have been planned with our children's needs in mind. They show progression from EYFS to Year 6 through carefully sequenced learning objectives and skills that build upon each other from key stage after key stage.  
The curriculum now allows our children to learn about a more diverse range of artists, music and cultures and therefore it expands and enhances their own first hand experiences. It is broad, balanced and exciting! For example, on the way to swimming children in Pendle Class (Y5&6) were heard singing 'Chain Gang' by Sam Cooke and they could explain when asked what the context of the song was. Our curriculum is exciting,

inspiring and engaging.

The Arts Curriculum is supported by our own bespoke 'Knowledge Organisers' or as we call them Forton's Fundamental Facts. The children complete them either independently or as a collective group during the topic that they are learning about. This is one strategy that we have developed during our journey to help learning be embedded and links between The Arts and other curriculum subjects made. This approach actively involves the children.

Children across school have visited the theatre to watch performances performed in a number of different ways, worked with local artists and enjoyed a concert by National Youth Orchestra.

## Question 2

**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?**

The size of the school staff is often a challenge in that it can make workload seem insurmountable. However, as a school we actively prioritise viewing our smallness as a positive and plan our actions in an achievable order. For example, at the beginning of our Arts Mark journey we were developing Subject Leadership through a 'Teams' approach, connecting teaching assistants and teacher within a team. The reality of this approach actually demanded more time, more meetings off timetable and so had a negative upon teaching time. So, we amended our approach to still having our named Subject Leader and continuing to work collaboratively as a teaching staff, using staff meetings and Inset days to work towards improving The Arts teaching within our school. When the Arts mark Leader left her post midway through The Arts mark Journey, work towards the mark did not falter due to the continuous involvement of the other teaching staff.

Cultural collaboration has been a challenge. We had planned to make links with other local schools via our cluster. However, it has proved more difficult than first imagined and this is due to schools having other priorities on their School Improvement Plans, timetabling difficulties to release staff at mutually convenient times and other unforeseen issues within schools which thwarted plans. We have however, managed to make connections with the local high school Garstang Community Academy, Heritage Learning Lancashire, Forest Schools and a few local artists (Bob Sutcliffe and Sarah Delerba). However, we are still working towards making links with other local schools.

We pride ourselves at Forton Primary School in enhancing our curriculum and wider offer with quality, authentic experiences to enhance the children's learning. The Governing Body is committed to this and money is set aside in the school budget to subsidise visitors to school and visits outside of the classroom. But even with this high level of support we have had to forgo some opportunities due to cost of coaches.

## Question 3

**What impact has the Artsmark journey had on your children and young people and how can you evidence this?**

When we set out our goals at the beginning of our Arts Mark journey, our intention was to provide all children with a rich variety of arts and cultural learning activities to inspire the discovery of individual talents and enable them to 'Shine' in line with our school vision.

We wanted poetry, music, dance, art, drama and other creative arts to be embedded within daily life and woven throughout the curriculum. Our Arts curriculum is well established and the impact has been positive upon the children's personal progression and attainment within the curriculum, with pupil tracking (KLIPS) sketch books, floor book, displays showing that children are ALL making progress from their starting points and that children are working at a good standard.

ATTAINMENT DATA

2024-2025

Expected Standard Greater Depth Standard  
Art and Design EYFS KS1 KS2 EYFS KS1 KS2

87.5% 77.7% 80.6% 12.5% 7.4% 10.4%

Music EYFS KS1 KS2 EYFS KS1 KS2

87.5% 77.7% 75.4% 12.5% 14.8% 20.8%

Pupils often take the lead on projects, e.g. leading Celebration Assembly each week, Learning Partners, designing our eco hero etc. Our creative, authentic and exciting curriculum is based around a key text regularly chosen by children, to support the acquisition of new knowledge and skills and encourage strong engagement.

Drama, dance and music activities strengthen working memory, physical skills such as fine motor and co-ordination, listening and communication across the curriculum

Perseverance, through practice, confidence through performance and enjoyment through support are also strengthened through Our Celebration Assemblies, Festival celebrations and dramatic productions.

From the earliest stages of children's development, right to the upper phases of Key Stage 2, children engage in weekly music-related activities through music lessons and a variety of extra-curricular clubs and groups.

We have improved clubs provision and this had a positive impact upon personal development which can be evidenced is through the involvement of children in the choir(12 pupils), dance club(16), drawing club (10), poetry club (22), Rock Steady Rock Stars(8) and individual music lessons(3).

Children in EYFS have benefitted from schemes like 'Drawing Club' which supports writing development.

Children have achieved personal successes, with two individuals this year achieving grade examinations in piano and clarinet.

We have an annual Arts Award which acknowledges an individual who has excelled in The Arts during their time at Forton School.

Arts provision is embedded within all subjects of our curriculum to support communication and language skills.

We routinely use drama - conscience alley, hot-seating, improvisation and role-play within lessons, which has been pivotal in maintaining KS2 writing outcomes:

- 2022 – 80% EXS
- 2023 86% EXS
- 2024 83.6% EXS

Singing plays an active part of our math's lessons from EYFS to Year 6 through Number Fun and in EYFS phonics too.

## Question 4

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

Our Artsmark journey has impacted positively on staff by providing opportunities for teachers at all stages of their careers to develop leadership skills and strengthen creative pedagogy. The adaption of our Subject Leadership model means that all staff are involved in subject development.

Dedicated staff meetings support teachers to plan high-quality arts events, for example our Art Day. We have shared arts activities within our community, for example, making Christmas tree decorations for the United Reform Church in the village and Angels for the Angel Festival at the local Church of England Church.

The subject leaders provided CPD to support the development of teachers' skills and confidence teaching with clay and cardboard modelling. One of our experienced teachers commented: 'Our clay sculptures would not have been so successful if I hadn't had Bob's training.'

Our focus as an inclusive school that ALL pupils will' embraces the approach that an inclusive and holistic approach is key to achieving success for our school community. Our focus on the expressive arts has enabled all children to access learning using creative and imaginative approaches, which are interwoven across the curriculum; e.g. role playing key historical figures to support children with SEND.

This can be evidenced in our planning documents, through lesson visits and leaning walks and can also be seen in improved pupil outcomes. Examples of a project undertaken is our Year 4 performance at the Lancashire Storytelling Festival. We work with members of the local community to promote the arts, inviting artists in to deliver exciting and imaginative workshops, e.g. our felting in Year 4, stained glass whole school project, Year 6

visit to Garstang Community Academy's production of Bugsy Malone.

To promote reading, our English Lead attends and promotes the fantastic and Brilliant Book Awards, promoting a love of literature and access to quality new texts. Staff run information events for parents and carers to teach phonics through song, rhythm and dance.

Our staff have commented that children have gained confidence in speaking and listening, which was noticeably weaker following prolonged periods of lockdown, and are keen to perform for the wider school and community in our weekly Celebration Assemblies.

## Question 5

### **How has your Artsmark journey influenced change to your strategic values and the priorities in your strategic improvement plan?**

There are a number of initiatives, alongside the Artsmark, that we are involved with to support children's learning, which have enabled our staff to develop teaching strategies and strengthen our curriculum offer. This includes extensive training about metacognition, which can be evidenced from the language used around learning that children and staff use, to observing engagement in lessons.

Our Artsmark journey has strengthened our aim to provide children with a wide range of themed days and weeks, interesting educational visits and experiences. We carry out annual surveys with children, parents and carers to check that our stakeholders are aware of our priorities, to share their thoughts and input and informing our future strategic direction.

We regularly review our curriculum so that it includes a diverse range of key figures and reflects our diverse community, ensuring that children's cultural awareness is broadened. This work has been shared with the wider staff so that changes can be understood and embedded.

As a result of our CPD (Listening to Readers, Metacognition, History Chronology through song and actions, Working with Clay, cardboard etc), 100% of staff say that this has supported their professional development and that they have gained confidence.

Arts-related staff meetings have taken place in DT, art, English and music. We also ensure that subject leaders attend the Local Authority termly updates, which is then shared with the wider staff. When children join us in the Early Years, we provide a wide range of learning experiences that promote the development of speaking, listening and communication skills. Our curriculum is enriched with key texts so that children develop confidence when communicating from the earliest stage of their education. Our work to achieve this has included providing workshops with parents and carers, to EYFS staff working with key teams within the local authority to embed our initiatives. Our Artsmark journey has strengthened our resolve to strengthen our provision and are now part of The Step into Quality EYFS award. We are also striving to move from Silver to Gold in the History Mark.

## Question 6

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

In order to ensure that our Arts provision remains authentic, continues to meet the needs of our ever changing community and inspires children's achievement, we will continue to ensure that provision is central to our curriculum offer. Arts provision has been a key priority for the past three years and has impacted positively on a number of aspects of children's development, from the Early Years, right up to preparations for transition to high school.

Our aim to promote self expression in a wide range of art-forms, is central to our ethos of each child being given the chance to 'Shine' and will continue to do so in the future. More CPD for all staff will be a priority to achieve this and to maintain quality, enthusiasm and engagement.

Developing oracy is a key priority on our School Improvement Plan this year. This includes a focus on vocabulary, speaking out loud, in sentences and in a way which is suited to the audience and context.

- We are also keen to continue our comprehensive programme of Arts provision in order to: Support wellbeing and mental health
- Promote Inclusivity
- Support transition to next stages of education
- Improve metacognition: memory skills, focus and concentration
- Strengthen confidence and articulatory
- Promote problem solving skills

Our offer of Forest Schools for all of our pupils is a key part of supporting this work. We have prioritised training for two members of staff to be fully accredited Forest School leaders.

Subject leader action planning is also prioritised, in terms of time allocation and staff meetings in order to continue reviewing provision and amend plans to offer an authentic range of diversity within the curriculum. This will remain core to our strategic priorities for the next year, as we continue to source culturally diverse materials that are relatable and aspirational for our children. We have already made a good start on achieving this, having reviewed and adapted our curriculum maps, long and medium term plans. Our popular themed days are regularly celebrated in our assemblies, on our website and newsletters.

We intend to continue to build on the successes achieved over the past three years and to ensure that children continue to discover their talents, enjoy their experiences and are inspired to continue their education in arts subjects as they move on to the next stage of their education and 'SHINE!'

✓ 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: Lorna Boase

Chair of Governors name: Peter Taylor