



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Impact

Application paperwork 2 of 2

Name of school/education setting	Westmorland Primary School
DfE number	356/2119

Support

We are here if you need us

Use this template to draft and finalise your Statement of Impact.

You must submit your Statement of Impact **online** – we do not accept submissions by email. Please read our [Submission Guidance](#) for the steps to follow.

Download our [guidance](#) on how to complete your Statement of Impact and get in touch with our national delivery partner, Goldsmiths, University of London, who is on hand to support you on your Artsmark journey.

Top Tips

- We strongly recommend you use as much of the available word counts as possible when drafting your responses, to give us as much information as you can about the impact of your Artsmark journey.
- Equally, try to use as much of the time available to you as possible before submitting your Statement of Impact. The more time you have, the more opportunity you have to evidence the impact of your work.
- Try not to repeat examples throughout your Statement of Impact. It is better to decide which of the questions a specific example fits best with and use it just the once.
- Our national delivery partner, Goldsmiths, University of London, is on hand to support you on your Artsmark journey. Visit our [Support and Resources](#) web pages to find out more.



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. *(Enter your answer here)*

Westmorland primary school remains an inspiring, nurturing large primary school welcoming ages 3-11 in Stockport, Greater Manchester. We are a 2-form entry school with nursery intakes in September, January, and April. Currently we have 490 children on roll with capacity for 550. Around 56% of our pupils receive free school meals, 55% are pupil premium, and 2% are LAC. We have a growing EAL cohort (14.1%); there are currently 30 different languages spoken at our school! Westmorland serves the large housing estate of Brinnington. Half of the housing on the estate is social housing and approximately 1 in 10 people claim JSA. We have a committed full time safeguarding and pastoral team, which supports our families. We are happy school which provides and achieves MORE (Memorable learning, Oracy, Reading and Experiences). The children love to learn, work hard, and look after one and other.



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? *(Enter your answer here)*

We have had huge successes in meeting our goals for our highlighted criteria:

Values and Ethos: The Arts are integral to our school culture, visibly celebrated in gallery spaces around the school. Students' creative work is displayed and shared with families and the community. We believe that our children deserve the cultural capital often found in more affluent areas. Our curriculum, timetabled to inspire, links arts and culture to driver subjects like History, Geography, and Science. Through Floor Books, children's creative responses are showcased beyond traditional art lessons. We celebrate the Arts with performances, exhibitions, and special "Art days," emphasizing their value for personal wellbeing and community building.

Westmorland is dedicated to using the Arts to support our students' personal growth and our pupils experience a rich, inclusive, and inspiring cultural education which we hope will foster a lifelong love for the arts as either a career path or hobby. Our goal is that they have happy, fulfilled lives. Pupil voice has revealed "focused, proud, calm, enjoying, creative, being myself" as feelings our pupils experience during creative lessons. SMSC is a huge priority for us and we understand that our Arts offer allows pupils to develop in all areas but particularly spiritually and culturally.

Range of Offer: Promoting a lifelong love of learning through a broad, balanced curriculum is central to Westmorland's ethos. Art, Dance, and Music are timetabled weekly, while Drama is skilfully integrated into cross-curricular learning. Students engage with a vast variety of art forms and materials, including a £25,000 investment in stage technology, lighting, and equipment. This significant enhancement to our performing arts provision reflects our commitment to expanding and enriching our arts offer.

Our arts and cultural experiences are inclusive and representative of diverse societies. We explore international dance, classic and contemporary artists from various cultures and eras, including figures like Emily Kame Kngwarreye and Jean-Michel Basquiat. Our computing curriculum incorporates digital media with high-quality music technology and creative topics such as stop animation and graphics.

Cultural Collaborations: We have established strong links with local cultural institutions, enhancing our curriculum and enrichment activities. Our collaborations with Whitworth Art Gallery, Stockport Art Gallery, The Hat Works, and Stockport Shapes provide exceptional resources and experiences. Creative curriculum coordinators participate in local subject networks, sharing best practices and accessing professional development opportunities.

Our range of offer and community involvement includes:

- **Performances and Assemblies:** KS2, KS1, EYFS performances, Silent Disco, Weekly Singing and Signing Assemblies,
- **Arts Clubs and Enrichment:** Five arts clubs, World Art Day, Black History Month, Women's History Month, seasonal competitions, and creative class assemblies.
- **Exhibitions and Workshops:** Whole school and class exhibitions, gallery trips, and workshops with local and national artists, dancers, musicians, and actors.

We have a strong turnout for showcase and performance events, receiving excellent feedback from exhibitions and workshops. New collaborations with the Brinnington Community Centre, local care homes, and the Oxford Corridor Magazine aim to further highlight our students' work and local engagement.



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*)

We stated that “success for us will mean that the Arts are more firmly embedded in our school’s vision and ethos and that all pupils have access to quality, meaningful cultural experiences. Staff and pupils will be able to talk positively about the arts and the impact our journey has had on the children’s academic, social, and emotional development.” As shown, we are proud to celebrate our success. Much of this success stemmed from

expanding our focus to include “Curriculum Design and Delivery,” “Continuing Professional Development,” and “Leadership.”

Curriculum Design and Delivery: A significant achievement has been the, as of writing our commitment statement unplanned, overhaul of our Art and Design Curriculum. After auditing, we recognized the need for clearer progression and content. Utilizing DFE and Ofsted research, we transformed our curriculum into a progressive and ambitious framework, crafted by our Art Curriculum Coordinator. This updated curriculum includes exemplary knowledge and content progression, detailed knowledge organizers, streamlined assessment, and comprehensive planning guides for teachers.

Continuing Professional Development: Audits revealed a strong need for Arts professional development. Two years ago, many staff felt unprepared to deliver the cultural experiences children deserved. Music, Art, and Dance leaders have provided extensive training, significantly enhancing staff expertise. For example:

- “I just didn’t know what to do, I’m not really arty but the guides are so helpful because I know that I’m teaching in the right order and I know what resources to find and feel like I’m doing a good job”
- ECT: “I had no training during my course about any Arts stuff. To get such good training in Art and Dance and to have access to all the Performing arts stuff is amazing. Plus you get really personalised support – I had no clue how to do printing, and the art lead came in to team teach with me.”
- ECT “I love how Art is celebrated here, it’s not just squashed in, it’s actually valued.”

Leadership: Our passionate and knowledgeable leaders monitoring subjects through learning walks, planning scrutiny, and pupil voice know where their subjects are headed. Staff turnover has affected progress, particularly in music which lags slightly behind Art, Dance, and Drama. While music is taught weekly by a skilled PPA provider, securing a peripatetic teacher for instruments beyond recorders has been challenging. We now have a new music leader collaborating with the Arts leader and local music service to strengthen our music curriculum and enrichment offer.

Cultural Collaborations have remained “local” to create authenticity for our pupils and better meet the criteria for Children and Young People. With the usual restrictions in curriculum time and finances we have been smart in our opportunities to make way for even more ambition in the future. Our children with limited life experiences were not ready to start engaging with, for example, the national opera in a way where they felt comfortable and authentic. I will provide more information on how we are moving to bigger and better things in later questions.



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? *(Enter your answer here)*

At Westmorland, we believe in doing "MORE" for our children, and our dedication to the Arts is a shining example of this commitment. The Artsmark quality principles are deeply embedded in our practice. Here is a snap shot of the significant impact on our students:

We have experienced remarkable improvements in student attainment. Currently, around 89% of our students are working at Age-Related Expectations (ARE) or above in creative subjects, a significant leap from the previous high 60s. The transformation is evident in the content and quality of students' sketchbooks, or performances showcasing their enhanced knowledge and self-expression. Our students are inspired to work hard and produce their best work.

Many of our students lack access to artistic opportunities outside of school. At Westmorland, we immerse them in a rich artistic environment where they engage with and create "real" art, music and performance. Our strong connections with local creative institutions provide students with authentic artistic experiences. With staff empowered to deliver more pupil-led sessions, students undertake unique projects that demonstrate their learning and creativity.

Our school's offer excites and engages students, as reflected in their enthusiastic feedback:

- "I love printing – I made a screen print T-shirt last year! And this year we made massive sculptures with a wire armature."
- "When we got the new stage stuff it was so good. The lights and the sound system. I can't wait to learn to use them in Year 6."
- "I loved singing to my mum for our class assembly. We made a big dragon and shared our Chinese New Dance. It was so fun."

Westmorland proudly serves a diverse community including those with SEND, EAL, Looked After Children, and those eligible for free school meals. Inclusivity is a cornerstone of our arts curriculum, ensuring 100% of our students participate in creative lessons, our impressive enrichment offer, performances and other celebration days e.g. World Art Day.

Pupil voice is central to our practice. For example, in singing assemblies, students choose the songs, lead the signing, and manage the technology. Our active school council collaborates with staff to select enrichment activities, celebrating individual talents and fostering a sense of ownership among students.

We have achieved all our goals in opportunities for personal progression. Children choose what opportunities will be interesting to them e.g. Yr6 pupils looking forward to a drama department for their career interest in stage technology. A powerful testimonial from a Year 2 Parent demonstrates the impact on mental health and confidence: "He was so anxious and scared to perform but the way you supported him through it and the experience he had in the end. You gave my boy confidence I can't thank you enough for that."

Students own their creative curriculum and we are increasingly sharing students' accomplishments outside the school community demonstrating that the world beyond school belongs to them as well. Children report enjoying the creative freedom of

sketchbooks, their pride in seeing their work displayed or exhibited and generally feeling like “a proper artist.”



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 Artsmark journey has firmly established a vibrant and inclusive arts culture within our school. The positive feedback staff and community underscores the success and impact of our commitment to the arts.

It has profoundly impacted our school, transforming our staff into a team of non-specialist “arts” teachers who deliver high-quality, inspiring experiences. This transformation demonstrates the commitment of our staff to a positive and inclusive experience for all and the ambition of our specialist leaders. One teacher noted, "I've learnt a lot about the process of art. 'Journeyful teaching,' has really changed how I feel about myself and what I can strive for with my class." The introduction of knowledge organisers has significantly reduced workload, allowing teachers to focus more on creative teaching rather than arduous planning.

The move towards mixed media and pupil-led work in Year 6 has been particularly impactful. A teacher expressed, “I didn't used to know how to get the best out of them and help them create something that is authentic to them. The past couple of years, supported with your new curriculum, it's just got better and better.” The stunning sketchbooks and final projects reflect this positive change.

Arts staff meetings have become anticipated events. One staff member commented, "We actually all look forward to arts staff meetings. The Art sessions give us time to learn and practice ourselves, and they are so good for wellbeing." The Dance sessions by Stockport Shapes have helped staff overcome self-consciousness and better understand progression in Dance. Staff know how to apply this training into effective daily practice.

Singing assemblies, with children actively participating and leading, are a highlight for many. "Singing assembly is my favourite time of the week. I love watching the children as they sing and sign, and the ownership they have of the assembly." The joy extends to playtimes and lunchtimes, where new speakers allow children to choose and enjoy music.

The SLT has observed the significant impact of arts events. They highlighted the success of the art gallery and exhibitions, where children beam with pride discussing their work. Parent engagement has been phenomenal, with attendance at arts events often reaching 95%.

This impressive participation reflects our Parents attitudes to the Arts. A parent praised the new stage setup, saying, "She felt like she was in a Broadway show or something. Such a good investment." The variety of trips and experiences available to students has also been a point of pride. Parents value the range of free clubs available: "When she comes home from art club she is just buzzing. She loves it, always drawing at home!"

Community exhibitions have been well-received, with one community member noting, "So great to see Brinnington highlighted for something good!" These events provide positive experiences for families and showcase students' impressive work. The exhibitions offer interactive activities, providing families with ideas for creative projects at home. The community manager in Brinnington praised the transformation of the exhibition space and expressed interest in showcasing the setup to others.



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?

(Enter your answer here)

Our Statement of Commitment demonstrated that the Arts have consistently been a cornerstone in our school improvement plan. Our Artsmark journey has strengthened this.

Quality of Education:

Through dedicated staff training time, colleagues understand the strong research centring cultural and artistic development in improving attainment, attendance, and behaviour for all pupils.

MORE (Memorable learning, Oracy, Reading, and Experiences) is our whole school ethos in all that we do. The Arts are an example of how we live and breathe this ethos for our pupils. Our curriculum offer is memorable and exciting. Children have opportunities to debate, discuss, and present. Reading and visual literacy are boosted through our Arts library (with lunchtime Art café coming soon) and performing arts and drama strategy threaded throughout our curriculum. We simply don't have enough word count available to list the experiences our children enjoy, the resources they access, and their creative achievements!

We have a named "Arts" governor within the curriculum team who is involved and driving continuous school improvement. The work on Art and Design curriculum development with clear component knowledge and sequencing is now part of the strategic development of all curriculum areas in the school. Senior Leaders recognize the raised profile of the Arts subjects and see them as a fundamental part of what makes our school "special."

Behaviour and Attitudes:

Behavior and attitudes of our pupils remain excellent; generally, pupils love to learn and enjoy school. Our goals in this area always involve parents and families. Our enrichment offer and community engagement work as celebrated above demonstrate the work we are doing in this area. Attendance is a national area of improvement, and we recognize the arts as a powerful tool to combat persistent absence. If children enjoy school, they will want to attend. Equally, our engagement events demonstrate the amazing opportunities that pupils miss if they do not come to school.

Personal Development:

The Arts are tied to our important work around SMSC, which is a high priority in our school improvement plan. Our wish underpinning all the values is the mental health and development of our pupils. We understand their starting point when they attend our EYFS is significantly below the national average, and we recognize the Arts as a natural place to support our children to thrive and become positive community members. We know the research showing that people with a grounding in The Arts are more likely to vote, go to university, and have a “steady” job. We know that the creative economy is the fastest-growing sector in the UK economy with exciting opportunities for young people. We also know that The Arts get us out of our bubble and expand our personal and cultural heritage. This is why we have committed budget and curriculum time to these subjects and are continuing to commit in the future. We are looking forward to our greater focus on careers and transitions to high school and are hoping to host or access arts career forums/events.



Question 6 – up to 500 words

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

(Enter your answer here)

We want to keep offering MORE at Westmorland: More Memorable Learning, more Oracy, more reading (including visual literacy), and more experiences. Our Arts offer is established and celebrated within our school community. We have skilled leaders committed to their professional development and striving for an “outstanding” curriculum. We intend to protect our dedicated curriculum time and fiercely advocate for the power of the arts to improve attainment, behavior, and mental health.

We are proud that our skilful teachers deliver the majority of the arts rather than bought specialist providers. Staff are proud of their progress, knowledge, outcomes, and personal sketchbooks and floor books. Leaders are ready to deliver more development opportunities to staff and pupils, continually expanding the quality of education our children receive.

With this quality work on Curriculum, monitoring and teaching can become more straightforward, allowing more time to expand our cultural offer to include more prestigious cultural partnerships, including seeking reliable, affordable peripatetic instrument teachers. Our children now have the strong grounding and confidence to see the Arts as “for them”, ready for events like the National Ballet or Shakespeare Schools.

We want to be more visible in the wider community and start looking outward. This includes improving our social media output to celebrate and share with the wider Artsmark community. We aim to be more widely known across Stockport as the “Arts School” where colleagues can learn from us. Our curriculum work can be shared with schools wanting a

bespoke meaningful Art and Design Curriculum and the clear steps to success to achieve that.

In our statement of commitment, we ambitiously hoped to establish a hub of partnerships with local primaries in the Brinnington and Stockport area, with a view to including Secondary Schools. While we are involved with more didactic subject networks, Arts curriculum leaders wish for another forum to exchange skills, expertise, and resources. This could include cultural partnerships and community links positively impacting everyone's journey.

Connecting with our community to support and engage our pupils and parents remains a priority and a big ambition. Brinnington is well connected by bus and train to Stockport and Manchester but is relatively isolated, with historically poor mental health and high deprivation. We are proud that parents come into school to celebrate their children's artistic achievements, and their feedback has been positive. We are looking to be more ambitious for our school population. Our families are busy and may lack confidence. Events in Brinnington have been well attended, and we are now looking to support parents to attend affordable, accessible events in Stockport and Manchester. This could include drop-ins with available staff, family field trips, support in applying for or contacting groups, or termly newsletters for school holidays to support parents in developing confidence and knowledge for their children to access arts outside of school.

We have been empowered and energized by our work to achieve the Artsmark award and are inspired to continue.

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:

- 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 additional information or evidence such as images, media, hyperlinks or weblinks
- 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 do not 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