

Delight in Watts

Evaluation Report Academic Year 2017-18



Delight in Watts funders

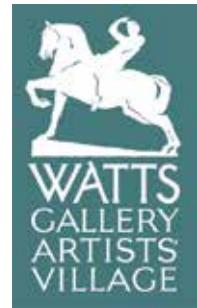


ARM Foundation



THANK YOU!

Delight in Watts is delivered in partnership with:



Paintbox

Paintbox is a Surrey-based arts organisation that creates enriching art projects for children. Paintbox is committed to an inclusive approach to art which promotes creativity and expression. The artists encourage children to explore new techniques and materials, to experiment with colour, pattern and texture, and to be original and brave in their ideas.

Watts Gallery – Artists' Village

Watts Gallery – Artists' Village, situated in Compton, Surrey, delivers the Art for All vision of GF Watts and Mary Watts. George and Mary Watts both believed in the transformative potential of art.

At the heart of their work was the belief that art could transform lives, and they campaigned to widen access to art for people in society with the least access to it. The Art for All ethos continues to be at the heart of Watts Gallery – Artists' Village.

About Us

Delight creates immersive arts programmes and provides access to books to increase the social, academic and artistic development of primary aged children.

We work in close partnership with selected primary schools across Surrey, all situated in communities with high levels of socio-economic disadvantage. Since its foundation in 2014 Delight has been working to develop and evidence a working approach which we aim in the long term to disseminate nationally.

Delight is a partnership organisation and the success of our work lies in nurturing strong working relationships with all our partners: schools, arts organisations, businesses and external agencies.

Our collaborative work is underpinned by our principles: listen, understand, respond, evidence, champion

Delight listens to what our beneficiaries and partners say, so that our programmes reflect current needs, successes, and hopes for the future.

Delight understands that some children face barriers to learning that negatively impact on their engagement with school, enjoyment in learning, educational attainment, and their personal and social development. Without strong foundations at primary level, children will struggle to overcome such barriers as they progress through school. That is why we work with schools and professionals to help address challenges such as low parental engagement, lack of books at home, and a lack of opportunities outside of school through targeted, arts-based programmes.

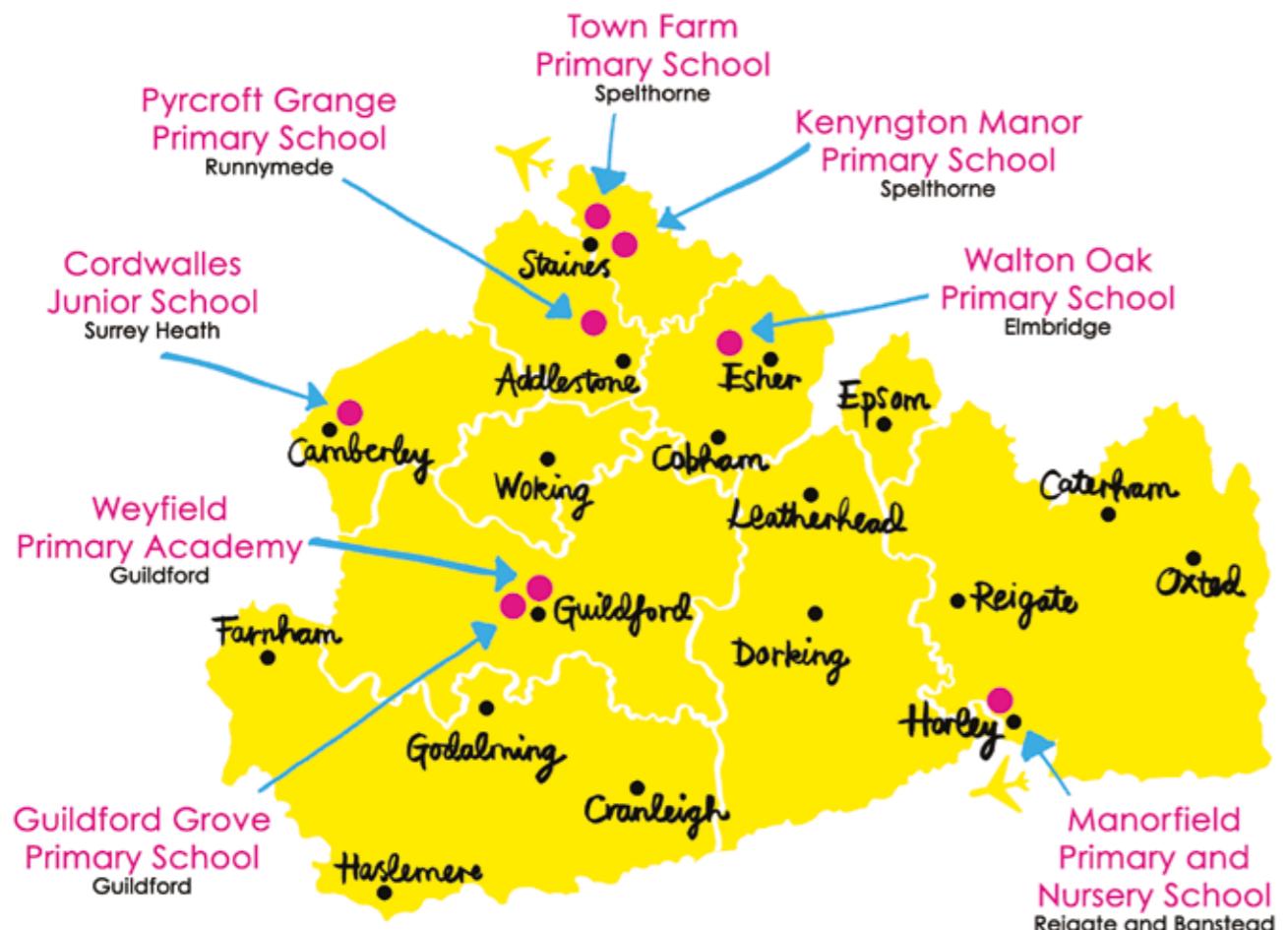
We understand the needs of our partner schools, arts organisations, businesses and external agencies. Through a wealth of experience in our staff team and on our board, we are able to use our extensive expertise to co-create work that empowers everyone involved.

Delight responds by co-creating programmes with arts organisations, teachers and beneficiaries designed to inspire, excite and engage. By delivering programmes that are effervescent with delight, we help children re-discover their delight in learning. We build their skills and confidence; and we stimulate their desire to write, to talk, to share. We engage families and communities in recognising children's achievements, boosting children's self-esteem and confidence.

Delight evidences the impact our programmes have on individual children, cohorts of children and communities. We are passionate about empowering our partners through the gathering of evidence and strive to add to the national voice calling for creative education for all.

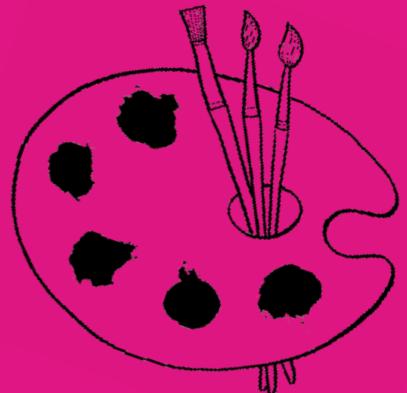
Delight champions our beneficiaries and partners. We create opportunities for children to be celebrated within their local communities, the wider community and with national award accreditation. Our partner schools, arts organisations, businesses and external agencies are all championed throughout our programmes, our reporting and our communications.

Delight partner schools



What is Delight in Watts?

Delight in Watts is a creative education programme run by Delight in partnership with Watts Gallery – Artist's Village, Paintbox and selected primary schools across Surrey. The programme strengthens children's academic and social outcomes alongside encouraging participation in visual arts. In 2017-18, 378 Year 4 children from eight Surrey schools with high levels of socio-economic disadvantage took part.



The Delight in Watts programme is built around 5 key elements

A 'wow' creative experience

The beginning of the programme functions as an exciting and engaging educational hook, and for some children can be a new social and cultural experience.

The Year 4 children (8 or 9 years of age) spend a day immersed in Watts Gallery – Artists' Village, firstly seeing the gallery with the expertise of the education team who help bring their classroom topic to life and then experiencing an onsite artist workshop of printmaking, modroc or ceramics, to start building the children's artistic skills.

Workshops with professional artists

Professional artists from our arts partner Paintbox visit each school and spend one day a week for the following three weeks with each class of children. In 2017-18, 15 classes in total engaged with the programme.

The children are guided through a series of topic-based art activities allowing them to express themselves creatively and build their artistic skills. Using their visit to Watts Gallery – Artists' Village and their topic as inspiration, the children work towards creating a painting based on their curriculum topic.

Parent sharing

The programme culminates in the children's artwork being professionally hung and displayed at Watts Gallery – Artists' Village in an exhibition event to celebrate the children's learning journey. Parents are invited to attend the exhibition with their children and Delight provides transport in order to remove barriers to parental engagement with the programme.

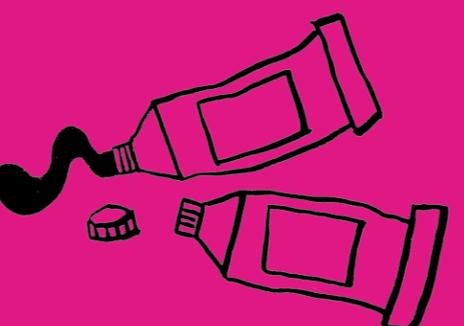
The children's artwork is currently exhibited at each school for the wider school community, visitors and other parents to see. Each set of paintings is exhibited at school for a full academic year, after which each child will take home their painting.

Arts Award

All children taking part achieve the Discover level of their Arts Award, a nationally accredited award and receive a certificate from Trinity College. The children complete activities that help develop their art skills and cement their topic learning, and they document their journey in a bespoke Arts Award Journal designed by Delight.

School focused

Delight works closely with teachers to ensure that along with high quality art content the programme has strong links to curriculum learning. Delight in Watts strengthens topic knowledge and encourages improvement in visual literacy, critical thinking, speaking and listening.



What we set out to achieve

Outcomes for 2017-18

OUTCOME 1

Provide a creative educational programme that improves academic and social outcomes

OUTCOME 2

Support teachers' Continuing Professional Development (CPD) via strong programme content

OUTCOME 3

Work with classroom teachers to embed Arts Award into classroom learning and programme outcomes

OUTCOME 4

Support schools in engaging parents through Delight in Watts



What we achieved

Delight in Watts 2017-18 was an extremely successful year, achieving strong outcomes in the children's academic and social development, and high levels of parental engagement.

- Individual pupil tracking and whole class surveys showed clear improvements in the children's academic and social development, with the programme being extremely well-received by children, parents and teachers
- Teacher support was strengthened, with schools taking part for a second year reporting particular benefit.

- There was an increase in teachers embedding the programme into classroom learning, and 378 children gained Arts Award 'Discover' level.
- Parental engagement was strong with excellent parent attendance at exhibitions, and impact was evidenced via class and parent surveys.



OUTCOME 1

Provide a creative educational programme that improves academic and social outcomes

Pupil Premium tracking

Delight worked in partnership with teachers to create impact evidence on academic and social outcomes. In collaboration with head teachers, Delight created a framework of characteristics that lead to effective learning and this formed the basis for our pre- and post-programme assessment.

Delight tracked 48 Pupil Premium children across our eight partner schools, looking at children from a range of ability levels.

Many children made enormous achievements throughout the programme, building artistic, academic and social skills that will extend beyond the life of Delight in Watts.

All children
67%
increased self-worth

65%
improved critical thinking

63%
increased willingness to take risks

60%
increased resilience

Low achievers
67% improved independence of learning
67% increased self-worth
67% improved critical thinking
67% increased willingness to take risks

Middle achievers
75% increased resilience
69% improved critical thinking
69% improved intrinsic motivation

High achievers
71% increased self-worth
58% increased willingness to take risks
57% improved critical thinking

Comprehensive tracking data for 48 Pupil Premium Children

Pupil Premium Tracking summary

The most consistent improvements across all ability levels were seen in self-worth, critical thinking, and willingness to take risks.

Increases in resilience were the highest across the middle ability children



89%
of children would like to continue with more Arts Awards.

Whole Class tracking



4.75 STARS

In addition to the Pupil Premium data, Delight also gathered detailed pupil led data on a whole class scale, in the form of pre- and post-programme research. This focused on children's opinion on the programme content and how they had progressed with their topic knowledge. 225 children took part in our pre- and post-programme research.

96%
of children said the programme helped them learn more about their topic.

For **88%** of children, the programme provided their first ever chance to meet and talk to an artist.

I experienced how to paint like an artist. This project has made me feel really confident in myself.

80%
of children said they would like to take part in more art workshops.



92%
of children said the programme helped them with their learning generally.



The part I enjoyed most was the painting because it inspires me and makes me calm.

For **59%** of children, their visit to Watts Gallery – Artists' Village was the first time they have visited an art gallery.

81%
of children answered questions about their topic correctly after participating in the programme.

69%
of children said they would like to visit Watts Gallery – Artists' Village again.



Teacher feedback on the programme

In addition to our data-based tracking, evaluation sessions with teachers showed positive feedback on a number of key areas:

- engagement and classroom atmosphere
- self-esteem and confidence
- focus
- written and verbal communication

Comments from year 4 teachers across our eight partner schools:

Engagement and classroom atmosphere

"There has most definitely been better engagement generally. We noticed more hands up and children being willing to contribute in class."

At the exhibition the children were great at speaking to other parents about their work."

Self-esteem and confidence

"The overwhelming takeout of Delight in Watts was the growth in self esteem and confidence in all children. All levels of ability gained something positive from this experience."

"Noticed a big increase in self-esteem. All children seemed to gain something from the programme, was very clear they were all very proud of what they produced. The classroom seemed to have a more positive atmosphere and children gave each other more unprompted positive comments."

Focus

"In children that are easily distracted and lacking focus, all 3 teachers were amazed to see they were able to fully focus and actually participate and complete the activities fully."

"The programme really helped with perseverance. The longer than normal process of working on one thing and coming back to add to and work on was a really good discipline for the children to experience."

Written and verbal communication

"Children had learned useful language as part of the programme."

"Both verbal and written work has improved. Particularly, in pupil premium tracked children."

"In the exhibition label work, the children really made an effort to use their new art vocabulary, even using them in the right context. Could see a difference in how they talked about their work with their families at the exhibition."

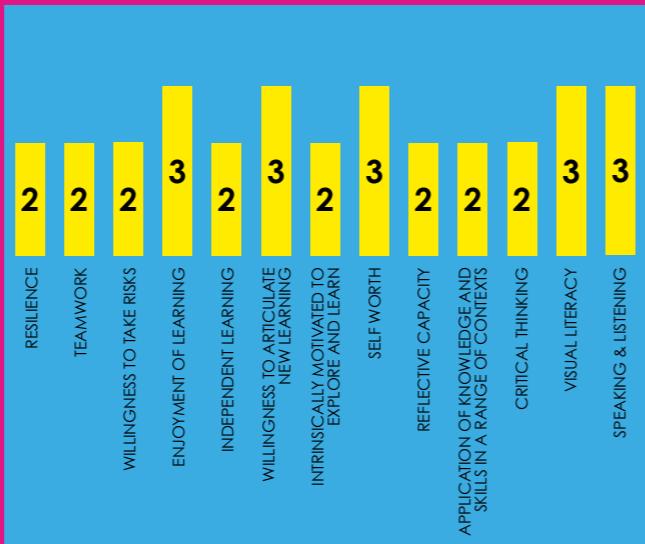
CASE STUDIES All names have been changed for protection purposes

LUKE (LOWER ABILITY)

Before Delight in Watts



After Delight in Watts



Teacher Comments

Luke is quite a complex character, fluctuating between trying his best at tasks and being very distracted during lessons. In regards to writing, Luke can rush and will not take his time which results in very poor presentation and work that is not to the best of his ability. He is not making as much progress as I would like in lessons.

Child Comments

I feel pretty happy at school because I get to learn new things everyday. I am pretty happy to be taking part. I am excited about painting on a canvas and learning new techniques.

Teacher Comments

Luke has been more focused in class, especially during our topic work. It seems that he has been doing research at home as he has been able to contribute lots in class. He is working slightly more independently in lessons, but still needs reminders to focus on his presentation.

Luke's father, who has not attended any school event before, came to the exhibition. This was really exciting as I know it meant a lot to Luke, and it meant that they were able to spend time together and he embraced the chance to be able to explain and show his dad everything that he had been doing over the last month.

Child Comments

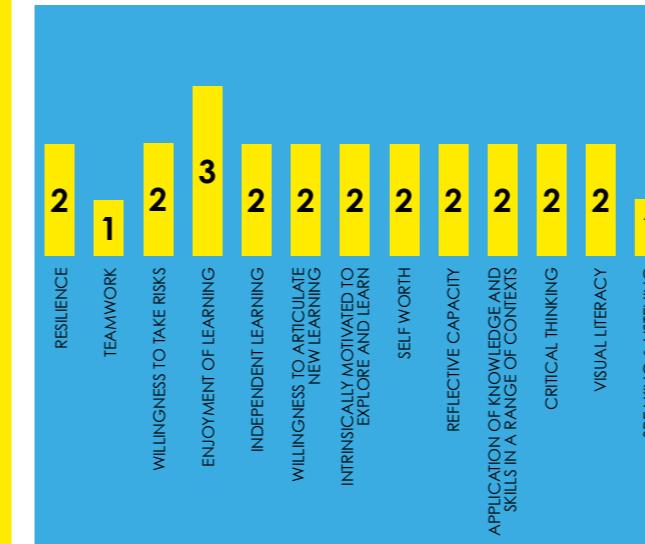
I feel like I am concentrating a bit more in class since Delight in Watts.

I loved the painting and meeting the artists and I feel I am better at art. I really enjoyed taking my family around the gallery and telling them all the things I knew about the paintings.

I want to paint on a canvas again!

SHANE (HIGHER ABILITY)

Before Delight in Watts



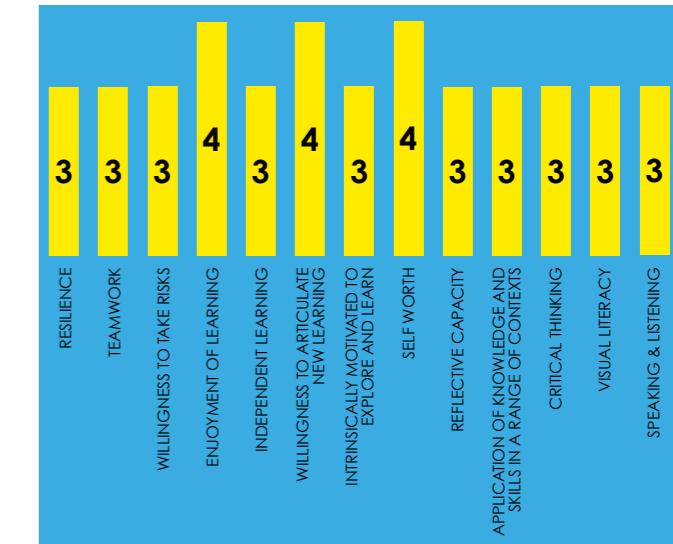
Teacher Comments

Shane is tracked to be above year group expectations at the end of Year 4, however he takes on the role of class joker in his group of friends and this is beginning to affect him academically, as he is struggling to focus on what he should be doing in class. He will often become distracted and try to chat to others or will rush through a piece of work as he wants to be finished first, without taking the time to think carefully about what he is doing. Although he appears confident, he is often reluctant to speak in front of the class. Shane often has poor attendance.

Child Comments

I think school is fun but sometimes I find it a bit hard to concentrate because I like to talk to my friends. I am happy I am taking part in the project and I am looking forward to learning more things about art and about animals.

After Delight in Watts



Teacher Comments

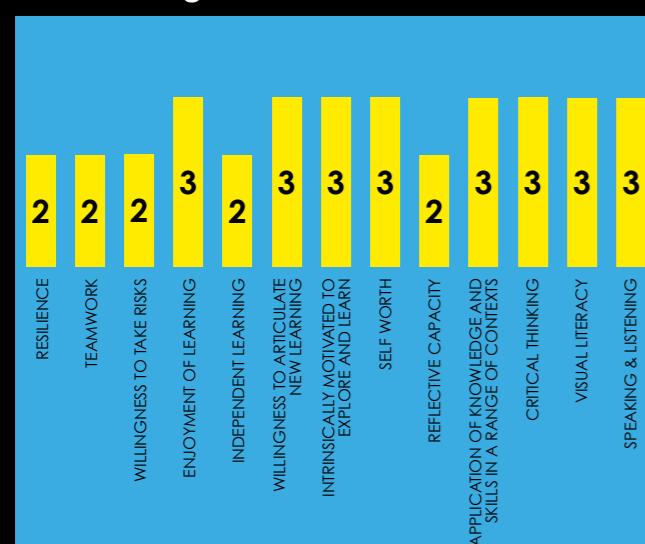
Shane's attendance improved during the programme. Shane was really focused and had a clear idea about what he wanted to achieve. He thought really carefully about where he wanted to place his foil. I have noticed that in his English book his presentation is also beginning to improve. Shane was able to discuss and explain his artwork to his mum and other parents at the exhibition and told me that he was really proud of his artwork.

Child Comments

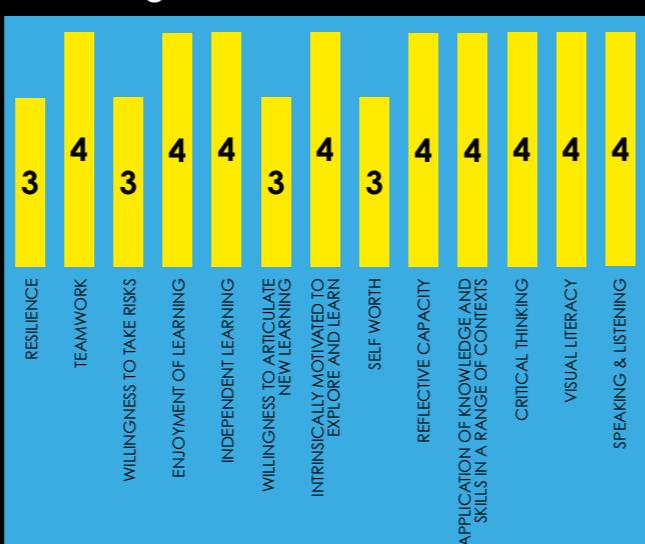
Delight in Watts was really good fun and I got to visit an art gallery which I had never done that before. I learnt lots about art and animals.

SOPHIE (MIDDLE ABILITY)

Before Delight in Watts



After Delight in Watts



Teacher Comments (before)

Sophie is currently meeting expectations however could be doing even better if her self-esteem was better.

I have selected Sophie as I hope this programme will help Sophie grow in confidence in areas outside of her comfort zone and allow her to apply coping strategies to other areas of learning.

Child Comments (before)

I feel good [about the programme] – I like learning new things. Like art the most, at maths I think I'm bad and I can't join up my writing. I'm looking forward to learning how to draw better. I'm not really worried but might give up if I'm not any good.

Teacher Comments (after)

Sophie appears to be more positive and much more confident. She seems to be able to see how this can be applied to most subject areas.

Child Comments (after)

I feel really happy with the project. I made a picture I like and that people enjoy. I feel more confident and less worried about school work.

OUTCOME 2

Support teachers' Continuing Professional Development (CPD) via strong programme content

The strength of Delight's work is down to the positive and collaborative working relationships we have established with each of our partner schools.

Teacher Twilight Session

Our feedback from the 2016-17 programme informed some key changes Delight made to programme content for 2017-18, namely stronger teacher support in the form of a Teacher Twilight Session.

Teachers felt the Twilight Session included in the 2017-18 programme was a welcome addition and feedback showed it gave them a good introduction to the programme.

Working alongside professional artists

Teacher feedback from evaluation sessions on Delight in Watts 2017-18 was extremely positive. The teachers valued having access to artists that could impart expertise and technique. Feedback showed the teachers gained techniques from participating in the art workshops and that some would use these skills in future lesson planning, extending impact and engagement beyond the life of Delight in Watts.



In 2017-18 Delight encouraged teachers to actively participate in the programme themselves. The children gained from teachers' modelling the art-based workshop activities and the teachers were able to learn first hand a range of artistic techniques.

"I just loved participating. As a teacher you don't get much of a chance to just enjoy learning with your children, Delight in Watts gave me this chance."

YEAR 4 TEACHER

Teacher Resource Pack

The need for stronger teacher support in 2016-17 led to Delight designing a Delight in Watts Teacher Resource Pack for 2017-18. In evaluation sessions, teachers gave excellent feedback on this addition to the programme.

The Teacher Resource Pack was designed to guide the teachers through the programme week by week and form a programme handbook. The Teacher Resource Pack included:

- Curriculum links for each part of the programme
- Tips on how to get the most from the programme
- Lesson plans
- Printable resources

OUTCOME 3

Work with classroom teachers to embed Arts Award into classroom learning and programme outcomes

Arts Award is a child focused nationally recognised accreditation. Discover level Arts Award is an introductory level and a great way for children to be inspired by and enjoy the arts. Delight is a registered Arts Award centre offering support to our partner schools and arts organisations.

Arts Award participation

378

children achieved their Discover Arts Award through Delight in Watts

89%

of children of participating children said they would like to continue with more Arts Awards

Arts Award Journal design

Delight responded to teacher feedback on the 2016-17 Delight in Watts programme and shortened the Arts Award Journal to be more compatible with the lesson time available. The design included more guided questions to support children in completing the journal independently.

Teacher Resource Pack

The Teacher Resource Pack was designed to give guidance on which Arts Award Journal activities link with each part of the programme, and feedback showed teachers were able to follow the flow much more easily during the 2017-18 programme.

WORKSHOP REPORT

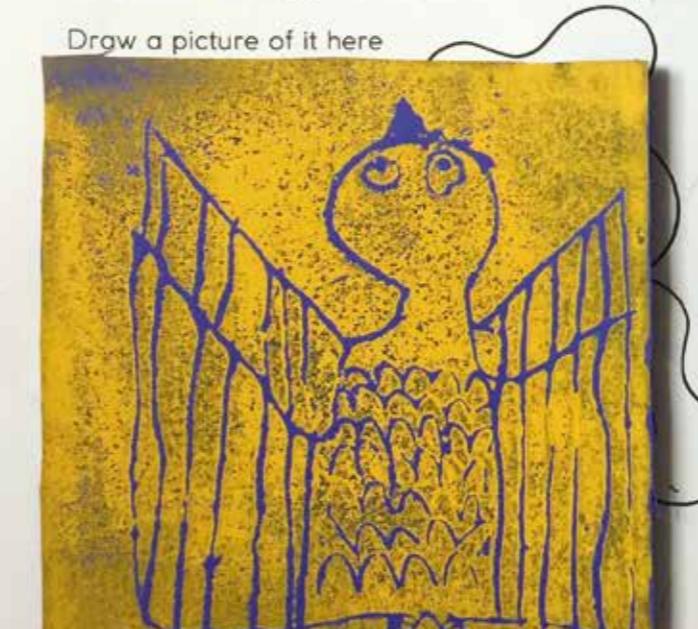
What did you create?

a bird print

In 3 sentences tell us how it went - 2 things that went well and 1 thing you would improve

1. The shapes came out perfect
2. The designs were in shape
3. its head could be bigger

Draw a picture of it here



Write a recipe giving instructions

How to make a print.....

First make a design on the side.
then put your picture on the styrofoam.
Next roll your roller over your styrofoam.

After that peel off your styrofoam then it will come out perfect.

OUTCOME 4

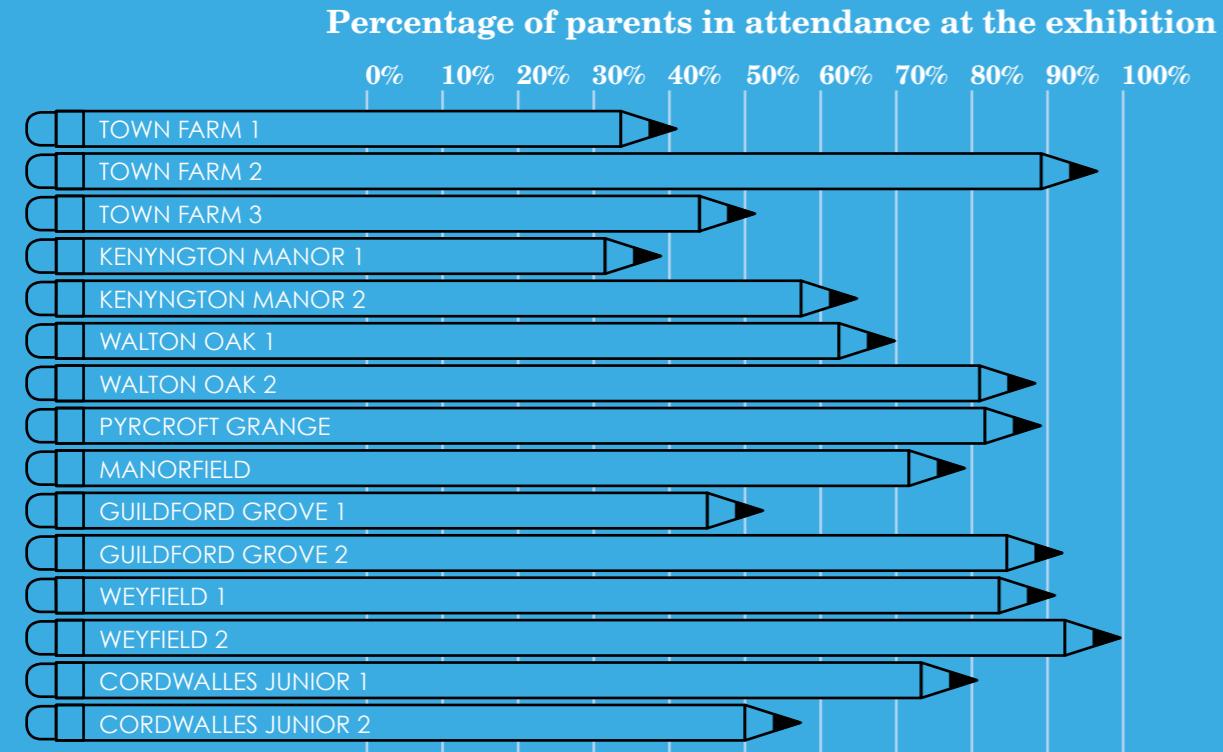
Support schools in engaging parents with Delight in Watts

Exhibition attendance

All schools invited parents and families to the Delight in Watts exhibitions and attendance was excellent with a total of 274 family members attending.

"This has been a fab experience for my child and will eventually be a wonderful memory of his childhood in year 4"

PARENT



By involving and celebrating parents in this experience, Delight and our partner schools set out to increase parental engagement in the short term, with a view to trigger longer term engagement with their child's education.

Delight was able to capture feedback from parents and family at the exhibition in the form of an online survey.

"This is such an empowering thing for the children, to see their creative side encouraged and celebrated in public. It plays to the strengths of those that are less academic and broadens horizons and experiences of those at that are more academic. My son has loved the entire experience!"

PARENT

Programme resources to support parental engagement

The Arts Award Journal contained an invitation template for children to personally invite family members to the exhibition. The Arts Award Journal concluded with a comments page which family members were encouraged to write on at the exhibition.



100%
of parents asked said their child had talked about the Watts Gallery – Artists' Village visit at home

99%
of parents asked said they have seen a positive difference in their child

92%
of parents asked said they felt their child was more engaged with his or her classroom learning as a result of the programme

92%
also said they would be more encouraged to do something creative with their child



Summary

Our range of tracking data and feedback collection (Pupil Premium tracking, child focused pre- and post-programme research, parent survey, teacher evaluations) showed the programme offers strong outcomes in improving children's academic and social progress.

The support given to teachers has strengthened and both the Twilight Session and Teacher Resource Pack were very well received. Delight can identify more potential in the CPD space for our partner teachers and will develop this further for 2018-19.

We have seen from the success of our Delight in Macbeth programme that making strong links to the classroom topic and literacy activities enables teachers to dedicate more valuable learning time to the programme, and we will seek to reinforce this further with Delight in Watts to increase its impact and legacy.

Delight has identified more potential to strengthen curriculum links within the Arts Award journal.

Delight has worked well with partner schools to engage with parents, resulting in strong parent attendance numbers at the exhibition.



Reflection on growth from 2016-17

Delight actioned all developments targeted in the 2016-17 report. These changes included:

- Creating a Teacher Resource Pack
- Tracking visual literacy, critical thinking, speaking and listening
- Consolidating communication from the three organisations at the set-up meeting

Our outcomes for 2017-18 reflect the impact of these changes.

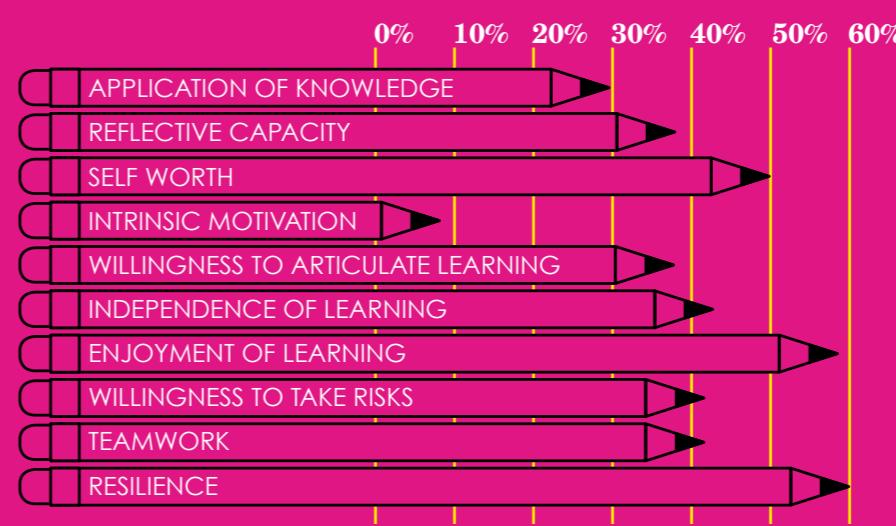
The whole class data Delight gathered during the academic year 2017-18 was more robust. Pre-programme as well as post-programme data was gathered which gave Delight more

indication of how the children felt about the Delight in Watts Programme, the knowledge they had gained, and the impact of the programme.

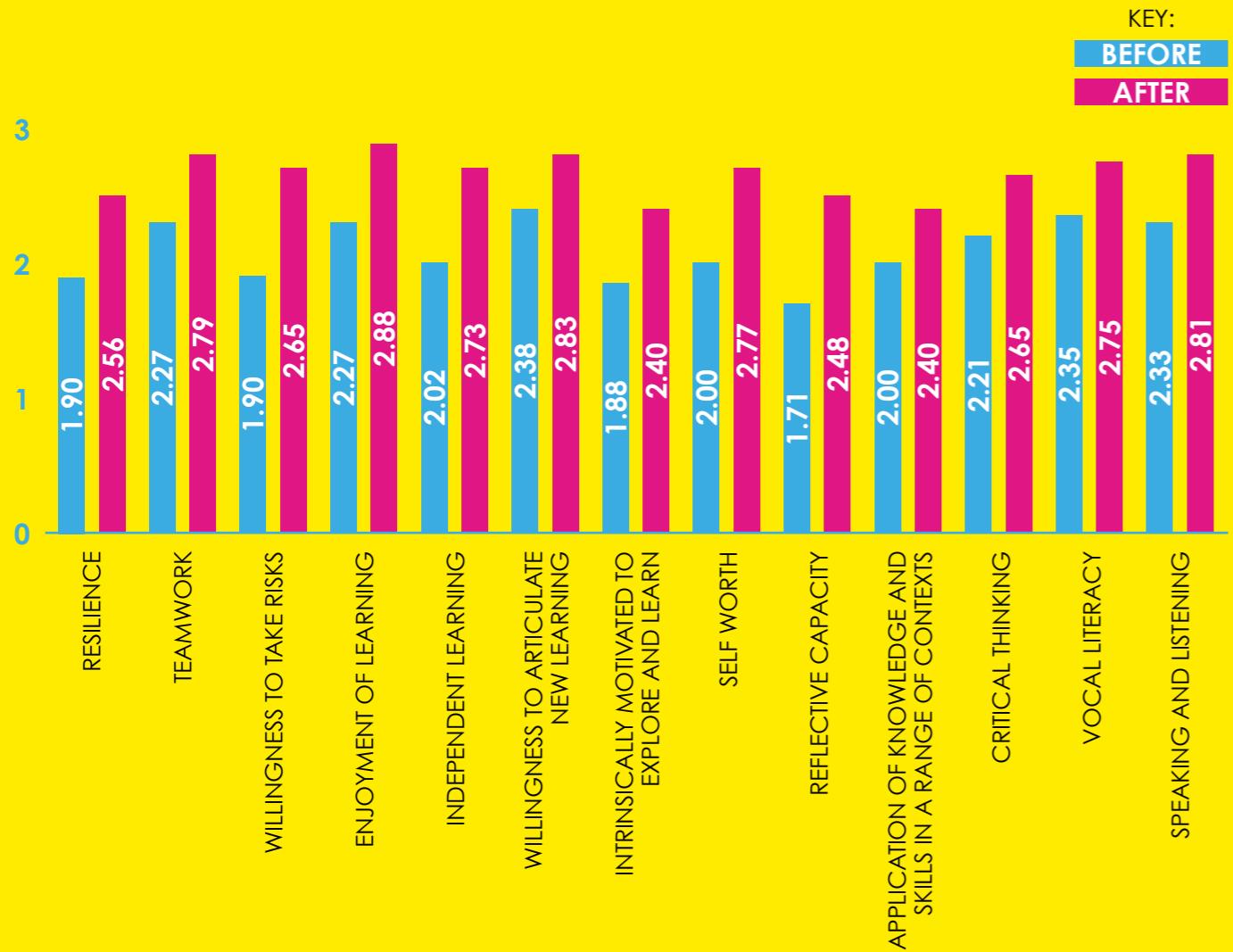
Pupil Premium tracking data became more robust with 7 schools taking part. A total of 48 children were tracked comprehensively, compared to 17 children in 2016-17 and 3 in 2015-16.

In 2017-18 we enhanced our data collection to give more robust reporting informed by current educational practice, although this has regrettably reduced the direct comparability between 2016-17 and 2017-18.

Percentage increase of 17 tracked children in 2016-17



Percentage increase of 48 tracked children in 2017-18



Looking ahead

CPD

It is clear that the strength of teacher support is a key factor in the success of Delight in Watts. The increased support in the form of the Twilight Session for teachers and the Teacher Resource Pack have highlighted potential to build a stronger CPD offering as part of the Delight in Watts programme.

A strong CPD offering will continue to strengthen teacher buy in and empower teachers to continue the same kind of content beyond the timescales of the Delight in Watts programme.

Delight will incorporate a CPD day for all participating teachers at the beginning of the academic year. The CPD day content will include a series of art workshop activities, how to use the skills with a class of 30 children, and strategies to ensure that engagement with Delight in Watts generates strong outcomes for the children involved.

Curriculum links

Delight will work with teachers to improve our bespoke Arts Award Journal content to ensure it has strong curriculum links and can be fully embedded in classroom learning.

Our Delight in Watts Teacher Resource Pack will be further developed to give strong guidance on which Arts Award Journal activities link with each part of the programme and how these can be linked to core curriculum learning.





Delight