

# Delight in Watts 2017

## Evaluation Report



## Delight in Watts January 2017-July 2017

was only possible due to financial support  
we received from the following organisations:



ARM  
Foundation

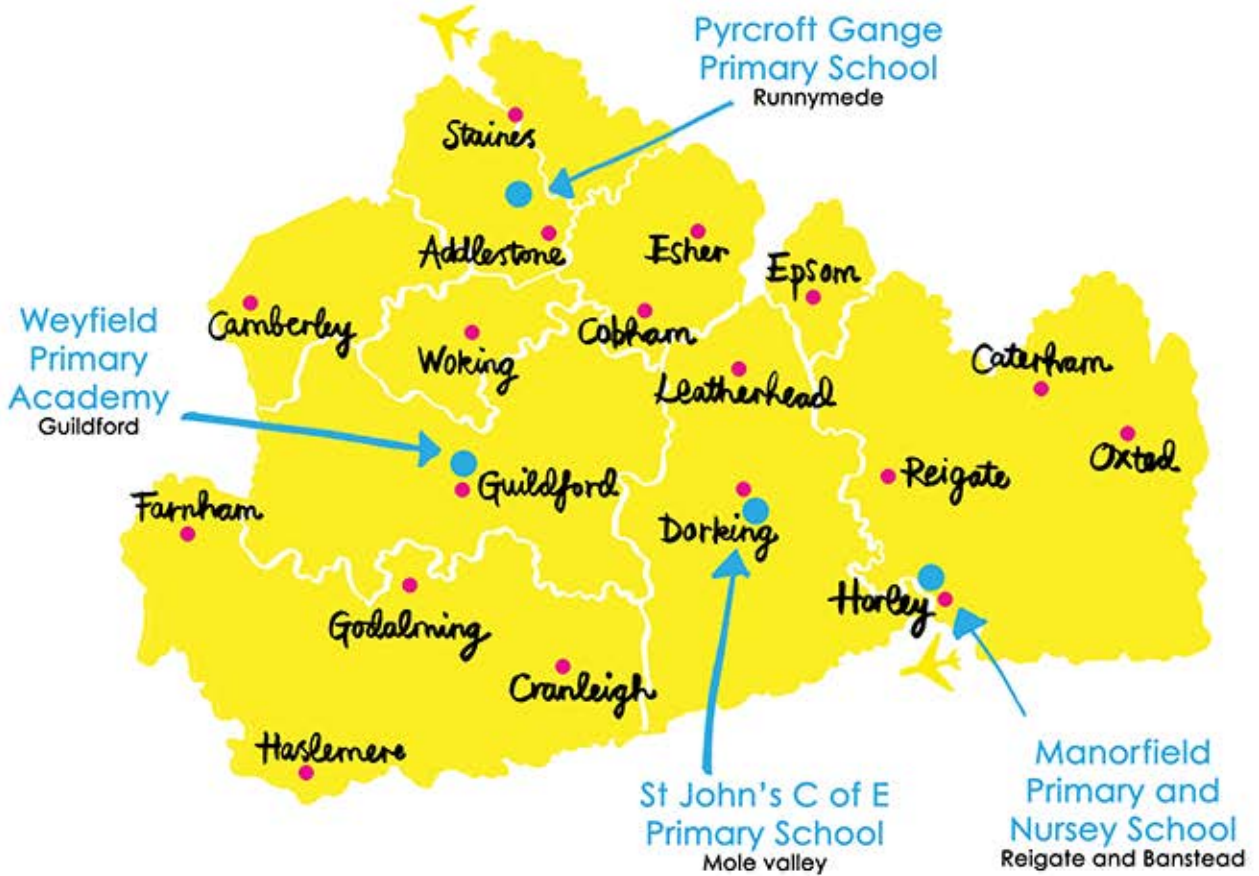
Surrey  
Educational  
Trust



Thank you

# Partners

**SURREY ARTS**  
engaging creating inspiring



## What we do

Delight uses immersive arts experiences and access to books to improve children's academic and social outcomes.

We are a partnership organisation and the success of our work is in nurturing strong working relationships with both our partner schools and partner arts organisations.

Delight currently works in Surrey which on the surface is a very affluent county but has several pockets of high deprivation. We work in communities where there are large numbers of children from low income families. This means these children are classed as living in poverty. The children we support face issues that impact upon their ability to access education; our work sets out to address these obstacles.

## Deficit of life experiences

*To write well you need to be able to speak well. To speak well you need to know something, to experience it and to have enjoyed it* Assistant Head Teacher

Poverty strips children of life experiences and deprives them of the opportunity to grow successfully. It narrows their horizons and puts obstacles in the way of their future learning.

*A child said the best thing about the summer holiday was a trip to Poundland; this was the only time they left the estate* Head Teacher

Working with our partner arts organisations **Delight In Watts** provides an exciting and engaging educational experience to counteract this deficit of experiences.

## Parental engagement

Our partner primary schools cite engaging parents as a key challenge. Low parental engagement at parent's evenings and at school events is common.

Engaging parents whilst children are in primary education not only impacts on a child's current learning; committed engagement in the early years means parents are more likely to stay engaged with their child's education through the potentially more turbulent secondary school years.

National Literacy Trust research reveals that a third of parents don't realise they are the most important influence on their child's language and literacy development.

1 parent in 7 does not spend any time on a daily basis supporting their children's literacy development. Yet, the good news is that 9 out of 10 (91%) parents would like to spend more time helping their child develop their literacy skills.\*

Our work supports teachers in engaging these 9 out of 10 parents.

\*National Literacy Trust words for life campaign 2012

## Low expectations and aspirations

Low expectations and aspirations can manifest in a lack of engagement with education; leading a child to experience:

- A lack of pride
- Low resilience
- Difficulties in taking risks
- Low enjoyment of learning
- Lack of motivation to learn

Becoming an effective learner is a key component to a child raising their personal expectations and aspirations. Working alongside our partner schools and arts organisations, Delight supports children in becoming effective learners.



# What we set out to achieve

**Delight In Watts** set out to deliver a 6 week arts programme that had 5 key elements

**Wow** – a creative experience at the beginning of the programme to hook each child. This creative experience, a day at Watts' Gallery – Artist Village and an on-site creative workshop linked to classroom learning but also provided a new social experience for the children.

**Repeat visits from artists** – Paintbox artists attended the children's gallery visits, delivered 3 days of workshops in each school, attended the children's open art exhibitions and returned to each school weeks later with the children's canvases and Discover Arts Award certificates.

**Parent sharing** – Parental engagement was an essential element of the programme and we provided schools and children with sufficient time to allow as many parents as possible to share their child's achievements.

**Reward** – Delight programmes support Arts Award accreditation and we actively encouraged schools to take part and for their children to receive a Discover Arts Award

**School focused** – we worked closely with teachers to ensure the whole experience linked as closely as possible to what children were learning in class.

**Delight In Watts** set out to evidence the academic and social benefits that access to a high quality 6 week arts programme can bring to:

- individual pupil premium children
- whole classes
- schools
- families
- the wider community



## Outcomes

We set out to achieve the following 6 outcomes:

**Outcome 1 : Provide a creative educational programme that children enjoyed whilst learning**

**Outcome 2 : Provide a creative educational programme that improves children's characteristics of effective learning**

**Outcome 3 : Provide a creative educational programme that supports teachers**

**Outcome 4 : Operate as a responsive and listening organisation, ready and able to adapt**

**Outcome 5 : Show some success at engaging parents**

**Outcome 6 : Engage as many children as possible with Arts Award Discover**



# What was Delight in Watts?

Each class of year 4 children (155 in total) visited Watts' Gallery - Artists' Village at the start of a half term. The children spent a day at the gallery and took part in a creative workshop. These workshops, chosen by class teachers, were different for each school. The children enjoyed ceramics, print making and modroc.

Over the following 4 weeks the children had 3 days of workshops with 2 professional Paintbox artists who helped them create their own individual canvases inspired by both their visit to Watts Gallery - Artists' Village and their learning in class.

**Delight in Watts** is a partnership project with Watts Gallery - Artists' Village, Paintbox and Surrey Arts.

The year 4 classroom topics were:

## Rainforests - Pycroft Grange Primary School



## Rainforests - Weyfield Primary Academy



## Egyptians - Manorfield Primary and Nursery School







The art work from each school was exhibited in the Old Kiln at Watts Gallery - Artists' Village for 2 weeks at the end of the programme. There were 4 exhibitions in total.

**Delight In Watts** ensured all children could access exciting and engaging high quality arts. Parents were invited and transport provided for them to attend the opening of the exhibition with their children. During these trips parents and children:

- looked at the Delight in Watts exhibition
- added positive comments to their children's arts award journals
- took part in a gallery treasure hunt
- took part in lawn games (weather permitting)
- shared hot chocolate/coffee/tea and cake

By involving and celebrating parents in this experience we set out to increase parental engagement in the short term, looking to trigger long term engagement with their child's education.

The exhibitions were open to the wider gallery community. **Delight In Watts** celebrated the talents and positive contribution that children from low income backgrounds bring to the wider community.

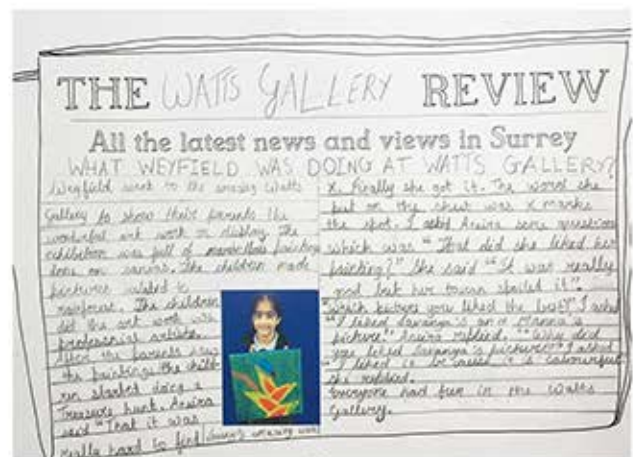
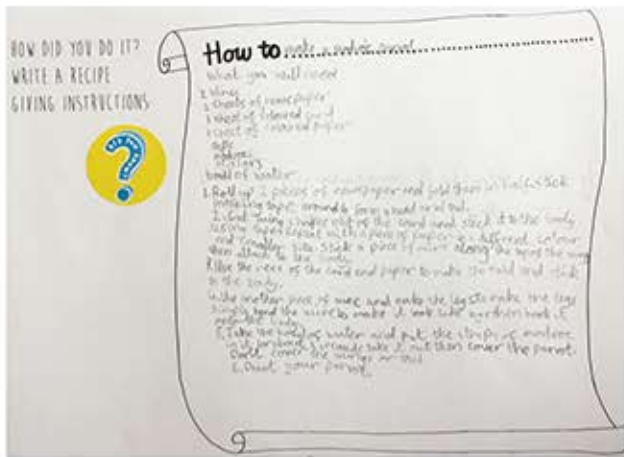
The children's art work is currently exhibited at each school for the wider school community, visitors and other parents to see. Each set of canvases will be exhibited at school for a full academic year.

In July 2018 each child will take home and keep their canvas.



Delight worked with teachers to implement **Delight In Watts** in class. Each teacher monitored and evaluated the progress of 4 pupil premium children, high ability/middle ability/lower ability and a fourth child. This enabled us to evidence the impact **Delight In Watts** had on educational outcomes. We hope the detailed evidence within this report will empower school leaders to demonstrate to both governors and Ofsted why directing some of their funds towards the arts is a valuable educational investment.

All children had the opportunity to achieve Discover Arts Award a national arts accreditation, assessed by Trinity College. With the help of teachers we developed a bespoke literacy focused Arts Award journal to support the **Delight In Watts** learning in class.



# How did we gather our evidence?

Delight is a listening and responsive organisation and our evidence was gathered from teachers and children who participated in the programme and our partner arts organisations. To gather this evidence we:

- Held pre-programme teacher sessions.
- Held end of programme teacher evaluation sessions.
- Tracked pupil premium children at each school.
- Created a child-focused on-line Survey Monkey questionnaire.
- Evaluated the programme with Watts' Gallery – Artist Village and Paintbox.

## Pre-programme teacher sessions

### What we did

- At the initial meeting we went through the programme with each teacher.
- Delight suggested how teachers could get the most out of the experience.
- Delight explained how best to complete the tracking forms.
- We listened to teachers questions and concerns and responded accordingly.

## Teacher evaluation session

### What we did

- Delight and teachers evaluated the programme content.
- Delight and teachers evaluated whole class learning.
- Delight and teachers evaluated whole class engagement.
- Delight collected pupil premium children tracking material and discussed the individual children with teachers.
- Delight collected children's Survey Monkey questionnaires, if schools were not able to complete on-line.

# Tracking pupil premium children

## What we did

- Each teacher was asked to track 4 pupil premium children from their class before and after the programme.
- Teachers were asked to comment on each child's academic and social development before and after the programme.
- Each child was asked to write about their thoughts and feeling before and after the programme (with adult support).
- Teachers used the before and after assessment tool to monitor each child's characteristics of effective learning.
- Children were assessed as to whether the teacher perceived them to be exceeding expectations, achieving expectations or below expectations.

### The 10 characteristics of effective learning that we looked at were

1. **Resilience** - Do you have the ability to adapt if the task is challenging?
2. **Teamwork** - Are you able to share and listen to ideas?
3. **Open to take risks** - Are you willing to take risks?
4. **Enjoys learning** - Are you keen to discover and deepen understanding?
5. **Independent learner** - Do you take ownership of your learning?
6. **Willingness to articulate new learning** - Can you explain your understanding?
7. **Intrinsically motivated to explore and learn** - Will you independently find opportunity to discover new learning?
8. **Proud of achievements** - Do you believe in yourself? Do you have self-worth?
9. **Reflective** - Are you able to reflect on your learning and self-evaluate strengths and next steps?
10. **Application of knowledge and skills in a range of contexts** - Can you confidently transfer your skills into all areas of the curriculum?

# Survey Monkey

## What we did

- For the summer term schools only (Manorfield Primary and Nursery School and St John's CofE Primary School, Dorking) each class teacher was asked to involve their children in completing an after programme online Survey Monkey. This included 20 questions about their experience and looked to see knowledge gained and retained.

## Delight, WGAV and Paintbox evaluation sessions

### What we did

- Delight, Paintbox and WGAV planned the programme together and communicated throughout the delivery of the programme.
- Delight, Paintbox and WGAV evaluated the programme at the end after Delight had met all the teachers involved.
- Delight, Paintbox and WGAV looked at how we could best improve the programme for September 2017 – July 2018.



# What did our evidence tell us?

Outcome 1: **Provide a creative educational programme that children enjoyed whilst learning**

**82** children took part in our online Survey monkey which provided them with an opportunity to share their views about **Delight In Watts**



*I & I were you I would give it  
10000 stars.*

**95%** of children believed participating in **Delight In Watts** helped with their learning in class.

This was the first gallery visit for **70%** of the children involved.



## We asked the children

What is the most amazing thing you have learnt about your topic this term?



What is the most amazing thing you have learnt about yourself as an artist this term?



## Outcome 2 : Provide an educational programme that improves children's characteristics of effective learning

### Spotlight on Pupil Premium Children

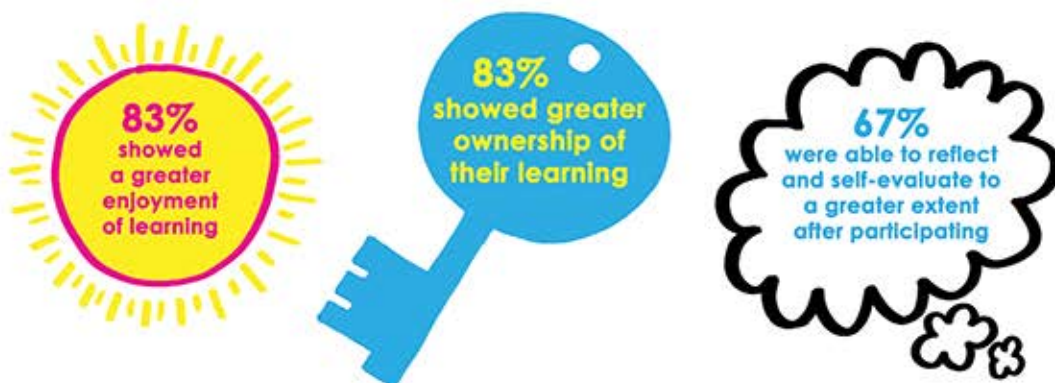
17 children from year 4 across our partner primary schools we involved in our pupil premium child tracking. We had hoped that we would have comprehensive data from 24 children but due to staff problems faced by one school during the project and other incomplete data we have a smaller number to draw from.

This sample data has been pulled together in partnership with teachers who completed tracking forms for 4 pupil premium children in their classes.

#### All Children



#### Girls



#### Boys





## Low Achievers



## Middle Achievers



The progress of only 1 high achieving pupil premium child was comprehensively tracked and although her results showed excellent progress we felt this was insufficient to make any claims about the potential benefits of **Delight In Watts** for high ability children.

### A summary on the children involved

- A sense of pride in the work they had achieved increased for boys, lower achievers and middle achievers
- A greater enjoyment in learning was apparent for girls, lower achievers and middle achievers
- A greater ownership of learning was evident for girls and middle achievers
- A significant improvement in resilience was evident for boys, lower achievers and middle achievers
- There was a significantly greater willingness to take more risks in learning amongst boys, middle achievers and low achievers
- An ability to work better as a team member was most evident for middle achievers
- Greater ownership of their own learning and a greater ability to reflect and self-evaluate notably increased for girls after participating in **Delight In Watts**

Name: Sophie

Gender: Female

Year Group: 4

**Characteristics of effective learning before Delight in Watts:  
60% Achieving Expectation, 40% Below Expectation**



**Before Programme Teacher Comments:**

Sophie is a very quiet member of the class who often doubts her own work and compares her work to others before making a decision on what she should be doing. Her work is often beautifully presented and although she is quiet, she always tries her best.

**Before Programme Sophie Comments:**

Sophie said that she liked school but sometimes found some of the work a bit tricky. She said she was really excited about the painting because she had seen the canvases from last year in the office and they looked really cool. (this school was our pilot Delight in Watts school 2016)

**After Programme Teacher Comments:**

Sophie really came into her own during this project. She loved the artistic elements and was very focused upon developing her own ideas, both in the Arts Award Journal and on her finished canvas. She said to me afterwards that she didn't know you could be an artist and wanted to do art when she was older.

**After Programme Sophie Comments:**

Sophie said that she loved the sketching and using the silver foil. She was proud of her canvas and she was so excited to show her dad her work at the gallery because he would be really proud of her and she felt really proud of herself.

Parental engagement before the programme – Yes

Parental engagement during the programme – Yes

Parental engagement after the programme - Yes

**Characteristics of effective learning after Delight in Watts:  
50% Exceeding Expectation, 50% Achieving Expectation**

Name: Patrick (Pa)

Gender: Male

Year Group: 4



**Characteristics of effective learning before Delight in Watts:  
40% Achieving Expectation, 60% Below Expectation**

**Before Programme Teacher Comments:**

Patrick is a traveller. He is a very bright boy who loves sports, performing and giving everything a go. At times he can be distracted and lose focus, however once prompted about his learning behaviour he is back on track. Pa has many great ideas and is happy to share these with the rest of the class.

**Before Programme Pa Comments:**

Feels happy and sad at school especially when people do not let him play and shout at you. He stated he is very excited about the project, as he has not done anything like this in a long time. He is looking forward to the drawings being shown at the exhibition. Pa said he kind of enjoys learning, as he likes being around others and his favourite lesson is English.

**After Programme Teacher Comments:**

Pa was very excited in the whole project, consistently asking questions to develop his understanding. Pa showed great listening skills and was willing to take on board any advice or feedback from Hannah and Becky.

I would say I saw Pa change in his excitement and love for the project and I only normally see him get truly excited in sporting activities.

Pa was able to translate his knowledge and research from the project into his English work, which was based on Egyptians. It was lovely to hear how proud of his work he was, as he does not express his feelings often. He definitely showed great resilience with his art work and put 100% effort into every session be that the workshops or his book (Arts Award).

Pa showed great resilience. Fundamentally for me to hear him (Pa) celebrate and be proud of his work was amazing.

**After Programme Pa Comments:**

Pa said he felt very happy after the project as he feels it is the best piece of artwork he has produced, explaining that he felt proud of his work. Pa thought the whole experience was 'cool' as it unusual for people to give up their time to come and work with children. He said he would give the whole experience 10 out of 10 and would love to do it again.

Pa stated he enjoyed the Egyptians, as he was able to produce lots of artwork. Pa explained that he feels happiest when he is doing art.

Parental engagement before the programme – No

Parental engagement during the programme – No

Parental engagement after the programme - No

**Characteristics of effective learning after Delight in Watts:  
70% Exceeding Expectation, 30% Achieving Expectation**

Name: Ruby

Gender: Female

Year Group: 4



**Characteristics of effective learning before Delight in Watts:**

**30% Exceeding Expectation, 50% Achieving expectation, 20% Below Expectation**

**Before Programme Teacher Comments:**

Ruby is a very compassionate child, who has such a big heart. However, Ruby constantly looks for reassurance and she has low self-esteem. Ruby struggles academically but she is a very enthused and engaged learner. Ruby comes to life with any opportunity to be creative and have the chance to express herself.

**Before Programme Ruby Comments:**

Ruby stated that she is happy at school because she has many friends who support her when she is upset. Ruby expressed she is very happy and excited about the project as she likes doing art. She loves learning but wants to get better with reading.

**After Programme Teacher Comments:**

Ruby has loved every minute of this project and it has helped her with topic understanding; specific symbols and their meanings. This information could be a lot for Ruby to remember, but I feel this project has given Ruby 'stickability' for her to incorporate what she has learnt into other subjects.

The Arts Award booklet gave Ruby time and chance to express her thoughts, feelings and creative side. The project has given Ruby a chance to come out of her comfort zone, try new things and take a risk.

Overall I feel that Ruby has been able to express herself and have a chance to show her work to her loved ones which Ruby was excited and proud about. For Ruby, this will be a very happy experience that will stay with her forever.

**After Programme Ruby Comments:**

Ruby feels very happy after showing her work to everyone especially people writing in her Arts Award book all the lovely comments. This made her feel proud of her work. Ruby enjoyed creating her canvas with Hannah and Becky. Ruby loved how nice it was that everyone celebrated each other's work and felt proud of each other.

Parental engagement before the programme – No

Parental engagement during the programme – Yes

Parental engagement after the programme - Yes

**Characteristics of effective learning after Delight in Watts:**

**40% Exceeding Expectation, 60% Achieving Expectation**

Name: Alex

Gender: Male

Year Group: 4

**Characteristics of effective learning before Delight in Watts:  
20% Achieving Expectation, 80% Below Expectation**

**Before Programme Teacher Comments:**

Alex has autism and due to this need struggles to make friends and manage social situations. Alex is slowly becoming more confident in year 4 and enjoys feeling independent in his learning. Alex has several siblings, his mum is very supportive and regularly reads with Alex at home and attends family learning sessions. Alex is a DAP and SEN child

**Before Programme Alex Comments:**

I like art but I don't get many times to do it and I'm not always confident.

Alex said he enjoys art as a subject. He does a lot of drawing at home and enjoys 3D pictures of dragons! He doesn't get the opportunity to paint at home.

**After Programme Teacher Comments:**

Alex has really grown in confidence during his **Delight in Watts** experience. It has been so wonderful to see him discover his talent as an artist and watch his self-confidence and enthusiasm grow. Since taking part in Delight Alex always takes part in any art activities – particularly those linked to our class topic. Alex has become very willing to write about his art experiences and is now taking much more pride in his work overall. His English work is improving all the times – both in terms of handwriting and composition.

Alex has really flourished in year 4 and his confidence has increased. He is now confident to put his hand up on the carpet to answer questions and engage in discussion, something which he struggled to do before. Alex thoroughly enjoyed the **Delight in Watts** experience and was openly enthusiastic about his new found art skills.

**After Programme Alex Comments:**

Yeah I like everyone looking at my art and they like it and I like looking at theirs too! I really enjoyed drawing the animals because I like being an artist. It is fun.

I had a great time in year 4! I have enjoyed Maths, English and topic learning. I feel more confident to put my hand up. In English I am proud to get my handwriting licence. I liked the drawing at the **Delight in Watts** museum.

Parental engagement before the programme – Yes

Parental engagement during the programme – Yes

Parental engagement after the programme - Yes

**Characteristics of effective learning after Delight in Watts:**

**10% Exceeding Expectation, 70% Achieving Expectation, 20% Below Expectation**



Outcome 3: **Provide an educational programme that supports teachers**

Outcome 4: **Operate as a responsive and listening organisation, ready and able to adapt** (these outcomes are interlinked)

## Spotlight on partner schools

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

Delight is working towards **Delight In Watts** being embedded in the school calendar as a valuable learning tool for children and teachers.

As a listening and responsive organisation our open dialogue with schools during the programme and our teacher evaluation sessions at the end of the programme played a key part in how we will develop **Delight In Watts** for the next academic year.

We implemented the following feedback whilst the programme was running:

- Added a treasure hunt to help parents and children have a focal activity whilst sharing the gallery experience together
- Restructured the parent open exhibition so that cake was consumed at the end!
- Shared feedback with Watts Gallery – Artists' Village that teachers felt nervous the children were perceived as misbehaving by gallery volunteers.
- Discussed with WGAV what information to give to teachers to reassure them and what information WGAV volunteers needed ahead of the children attending the gallery.

We learnt from our open dialogue that teachers valued taking part in the art workshops at Watts Gallery - Artists' Village and would have liked to learn more art skills from the experience along with the knowledge of how to apply them in class. Teachers would also have welcomed more support in understanding Discover Arts Award requirements.

3 out of the 4 schools that took part in **Delight In Watts** have shown a commitment to the continuation of the programme at their schools. In 2018 each school will make a financial commitment of £50 per year 4 child. Delight is currently exploring avenues to raise the additional funds.



## Spotlight on our arts partners

Watts Gallery – Artists' Village and Paintbox



Delight partnered with Watts Gallery – Artists' Village and Paintbox to deliver the pilot **Delight in Watts** to 24 children in summer 2016. This programme was offered to our pilot school (Manorfield Primary and Nursery School) free of charge and was an opportunity for all organisations to understand how the programme could become a successful educational resource.

**Delight in Watts** 2017 grew out of the learning from our pilot phase. Partnering with two quality arts organisations for a second year allows an opportunity to create an excellent creative education programme that has been responsive to the needs and requests of the beneficiaries.

WGAV supported the **Delight in Watts** programme with a substantial amount of in kind support. This support significantly helped **Delight in Watts** achieve its ambitions of being a professional high quality experience for the children involved.

*I didn't like the art gallery - I loved it! I really enjoyed making my sculpture of the birds as I got to plaster for the first time. One of the ladies lent me a pair of gloves to make my sculpture and I got to keep them!*

It was observed by WGAV that some children returned to the gallery on separate occasions to share their art work with family members. We discussed with WGAV how we might track this continued engagement.

**Isabel Caballero Pardo Gallery**

Following the attack in 1961, the artist  
Kandinsky worked for the following eight  
months on a large, multi-colored  
abstract. The abstract was inspired by  
one of the gallery's early works,  
namely, the Kandinsky's work  
The Green Gallery, inspired by a landscape  
Kandinsky saw while on a trip to  
the Green Gallery. The work is a  
study in color and form, making a  
new space and showing the way  
of connecting the work to the  
the wall and the number of their  
members and the way of a  
piece of art.







To Hannah, Becky

Thank you for every thing you  
have done for me and the  
class you are amazing

Love of Love  
From Sophie

X X X  
X X X

Love you  
hannah,  
Becky



L o  
v e  
you  
hannah  
and  
becky  
X  
X  
X

All 4 schools that participated in **Delight in Watts** praised Paintbox, their excellent delivery, their engagement with the children and their professionalism. Children became very attached to the 4 artists involved. For children who may lack positive adult engagement outside school the positive and enthusiastic commitment from the artists towards each child was transformative for certain children.

Delight is very driven to provide the best experience to our partner school and both Paintbox and WGAV have been very open and responsive in working with us to develop the programme in line with the teacher's and children's feedback.



I liked working with Hannah because she always helped me. I liked spending time with her because she was nice to me.

## Spotlight on Surrey Cultural Education Partnership

Delight has had the opportunity to partner with Surrey Arts to deliver the Surrey Cultural Education Partnership.

Surrey Cultural Education Partnership (SCEP) is an interface between schools and cultural providers that enhances the capacity of both sectors to better engage children and young people in artistic and cultural activity.

The aims of the SCEP are to

- promote deep learning and authentic artistic experiences.
- promote collaboration, information sharing, pooling and signposting good practice and resources.
- be a knowledge base and provide mapping of cultural provision.
- support schools in embedding of cultural entitlement into their schools.
- widen access to arts by engaging in targeted work, and also to engage with families as well as with children and young people.
- promote the importance and benefits of cultural engagement for children and young people.

Partnering with Surrey Arts to deliver this pledge to the arts within Surrey was a perfect fit for Delight.

## Outcome 5: Show some success at engaging parents

What a privilege to be invited to see the wonderful artwork displayed today at Watts Gallery – especially well done to Charlie, my gorgeous granddaughter, I am very proud of you! – grandparent

- Parental engagement at the exhibition days was excellent.
- 23 to 25 adults were present at each class exhibition.
- **Delight in Watts** engaged 142 adults.

For some children this was the first time that their families had engaged with their education. One school (Pycroft Grange) tracked the long term impact and noted that 2 parents who engaged for the first time during **Delight in Watts** continued to be engaged with their child's education at the end of the academic year.

This has meant that a child from a travelling community who had never before been allowed to attend school trips is now permitted to take part. This is a huge step in broadening horizons and life experiences.

Kai said that he felt very proud of himself, especially when his mum and his sister came to the gallery to see his work – teacher

What an amazing experience for the children to get a chance to have their hard work displayed at Watts art gallery, so proud of all of them. – parent

I loved that my mum could come to the school exhibition because she missed the trip to the gallery.

I really liked it because all the parents and the people that visits the gallery will be able to see art





## Outcome 6: Engage as many children as possible with Arts Award Discover

### Spotlight on ACE initiatives



Arts Council England strives for every child and young person to have the opportunity to experience the richness of the arts, museums and libraries.

ACE wants to ensure that the experiences children are exposed to are high quality and with intent of purpose. To achieve this they look to support work that is:

- Striving for excellence and innovation
- Authentic
- Exciting, inspiring and engaging
- Positive and inclusive
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

These quality principles underpin Delight's work and the relationships we seek to build with schools and arts organisations.

The accreditation of these ACE objectives can be seen on both a personal, child focused level (Arts Award) and a whole school level (Artsmark) and Delight actively supports these accreditations with our partner schools.

#### Artsmark



Artsmark is a whole school journey to embed arts across the curriculum. Three out of four of the schools that participated in this programme have signed up to begin their Artsmark journey in September 2017

## Arts Award



Arts Award is a child focused accreditation. There are 5 levels, 4 of which are accredited qualifications, Discover is an introductory award. Arts Award is a great way for children and young people to be inspired by and enjoy the arts.

- All four schools had the opportunity for their children to work towards their Arts Award Discover.
- 155 children received their Arts Award Discover.
- For many children this was the first time they had received an externally accredited certificate.

The awards are accredited by Trinity College London. Receiving an award from a higher education establishment may open up to children the possibility that higher education could be for them.

Delight is a registered Arts Award Centre and we offer support to our partner schools and arts organisations wherever possible.



## Next steps:

Our evaluation sessions with both teachers and arts organisations were a great way to understand what we need to do to improve the programme. Our 2017 -18 developments stem from this learning.

## Developments September 2017 – July 2018

### Teachers

It was very apparent that children benefitted the most from the experience the more engaged their teacher was with **Delight in Watts**. The more confident the teacher felt with further development of the work in class the greater the impact on children's learning outcomes.

- Delight will create a teachers' resource pack.
- Delight will create a stronger literacy throughline that will focus on developing:
  - Visual literacy
  - Critical thinking
  - Speaking and listening
- Delight will consolidate all communications from the three organisations at the start of the programme into one meeting.
- Delight will work with teachers to develop a CPD offering that they would like to take part in.
- Delight in partnership with schools will capture comments from parents about the **Delight in Watts** experience.

### Arts Organisations

- Our partner schools will choose from a selection of topics that are more closely linked to what WGAV currently offers as part of its education programme.
- Delight will work with Paintbox and WGAV to ensure that each stage of the programme is clearly linked with literacy outcomes.
- WGAV will produce golden tickets that will be handed out to the children at the exhibition opening. They will provide a reduced price adult entry ticket if parents wish to return to the gallery (children have free entry). The golden tickets will be collected by WGAV so that we can evidence continued family engagement with WGAV.

### Arts Award

- The Arts Award Discover journal will be reduced to 10 sides and include more guided questions and 'top tips' to support children and teachers in completing it within school hours.



## Data collection

- Delight will work with the teachers to complete the tracking data to ensure that we collate the most appropriate information available
- Delight will design a stronger Survey Monkey questionnaire and ask children to complete it before as well as after the programme
- Delight will develop better tracking materials, with more detailed questioning



## Developments September 2018 - July 2019

We are aware some developments that we would like to make will require time and additional finances before we can implement them. We will work towards these changes from September 2018

- Develop on-line resources packs and 'how to' short films.
- Develop a CPD programme to offer to schools, with both full day and twilight sessions. This will act as both an income stream to help cover the cost of the programme and enable Delight to reach out to schools that are not able to access the Delight programmes.

Every child is an artist. I loved it, thank you



I am good at art - I feel awesome

They wrote nice comments in our arts award books

It is hard being an artist

Have our paintings displayed for longer

wish there was more time, wish we could go back

I feel more confident to use bright colours in my artwork.

the exhibition made me feel good inside because everyone was looking at our paintings and saying they were great..

I was impressed when I saw my painting it made me feel happy and proud

I liked writing stories

It has helped me to do my art and my literacy better because it has given me more words to use

**Anyone**  
**can** be An artist  
**they** Just **have** to Believe