



## Delight Arts-Based Learning Award **GOLD**

### Overall guidance

As you celebrate your achievements with arts-based learning at your school, the Delight Arts-Based Learning Award – Gold application form has been designed to be a supportive tool for school leaders.

The process of completing the application should provide you with a clear picture of current arts-based learning practice within your school at Gold level, as well as the opportunity to reflect on the steps you have taken to fully embed arts-based learning practices across the school community as you continue to drive this forwards.

This document provides step-by-step guidance on what you should include in your application; suggestions for further reading on the evidence for arts-based learning practices and its efficacy; training providers who can help to enhance the skills and confidence of teaching staff in arts-based learning practices and teaching arts subjects; and arts specialist teachers who can support the delivery of high-quality arts-based learning and arts subjects in schools.



# Delight Arts-Based Learning Award **GOLD**



## Completing Your Application

### STEP 1

Use the Delight Arts-Based Learning Award checklist to RAG-rate your school's current arts provision. You should be at green for at least 5 of the 6 criteria but it is possible to be amber/red for one of the criteria and still achieve the award. This checklist will help you ascertain which Award you should be applying for – Bronze, Silver or Gold.

### STEP 2

Complete the first section of the Gold application form which gives details about your school and the staff leading your application and those with leadership responsibilities in arts subjects.

### STEP 3

Complete the 'Gold Elements' section of the application form. For each of the 'Elements' write an overview of your school's current policies and practices in arts-based learning. These explanations should not exceed the word count and should refer to supporting documents and evidence.

Suggested evidence:

- external inspection reports (from MAT leaders or OFSTED);
- internal quality assurance e.g. lesson observations, 'book looks', pupil data;
- school improvement plan;
- photos or videos of arts-based learning in class, performances, displays, exhibitions or open classroom events.



**NB** The above list is not exhaustive and no single element is essential to include in order to achieve your award. We understand that every school is different and we will accept a range of evidence and supporting documents that reflect your school's normal quality assurance and accountability measures.

# Delight Arts-Based Learning Award **GOLD**

## Delight Arts-Based Learning Award Self-Assessment

This self-assessment will enable you to quickly check which award application form to complete, Bronze, Silver or Gold, based upon current practice in arts-based learning at your school. You should be at 'Green' for at least 5 of the 6 elements to apply.

For help and guidance please contact: [jenny@delightcharity.org.uk](mailto:jenny@delightcharity.org.uk)

	<b>BRONZE</b>	<b>RAG</b>	<b>SILVER</b>	<b>RAG</b>	<b>GOLD</b>	<b>RAG</b>
<b>1 Commitment</b>	The school has a clear vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; this is communicated to teaching staff.		The school has a cohesive vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; all teaching staff can articulate this.		The school has a compelling vision for the importance of arts-based learning and its positive impact on children's social and emotional wellbeing is understood; all teaching staff and pupils can articulate this.	
<b>2 Training</b>	Staff have participated in arts-based learning CPD within the last two years. Staff are developing arts-based learning practices and starting to embed it within the curriculum.		Staff participate in ongoing arts-based learning CPD. Staff are prepared and competent in teaching arts-based learning and practices are embedded within classroom practice.		Staff participate in ongoing arts-based learning CPD, including opportunities for coaching/mentoring. Staff consider themselves 'arts-confident' and arts-based learning is fully embedded in classroom practice.	
<b>3 Curriculum</b>	School leaders understand how curriculum design supports arts-based learning. Teachers use arts-based learning to enrich literacy, topic learning and or facilitate arts subjects e.g. Art, Music, or Drama (at least weekly).		School leaders have a good understanding of curriculum design to support arts-based learning. Teachers regularly use arts-based learning to enrich literacy, topic learning and or facilitate arts subjects e.g. Art, Music, or Drama (at least twice weekly).		School leaders have a strong understanding of curriculum design to support arts-based learning and are knowledgeable about research into arts-based learning and its impact on children. Teachers frequently use arts-based learning to enrich literacy, topic learning and or facilitate a full range of arts subjects, including more unusual art forms such as Photography, Textiles and Dance.	



# Delight Arts-Based Learning Award **GOLD**



	<b>BRONZE</b>	<b>RAG</b>	<b>SILVER</b>	<b>RAG</b>	<b>GOLD</b>	<b>RAG</b>
<b>4 Partnerships</b>	The school has created partnerships with external arts organisations such as charities and/or cultural venues to facilitate arts-based learning opportunities for children.		The school has created sustained partnerships with external arts organisations such as charities and/or cultural venues to facilitate arts-based learning opportunities for children.		The school has created sustained partnerships with external arts organisations such as charities and/or cultural venues to facilitate arts-based learning opportunities for children. The school also employs specialist arts teachers to deliver arts-based learning to children.	
<b>5 Inclusion</b>	Staff endeavour to ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. School leaders are aware of using arts-based learning to help close the gap in attainment for children affected by disadvantage. Attempts are made to provide arts-based learning opportunities, which enhance understanding of diverse cultures.		Staff ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. Children participate in 'learner voice' to have an active role in shaping arts provision. School leaders observe how arts-based learning can help close the gap in attainment for children affected by disadvantage. The school provides arts-based learning opportunities, which enhance understanding of diverse cultures.		Staff ensure arts-based learning opportunities are inclusive for all children, including those with additional learning needs. Children participate in leadership opportunities, e.g. Arts Ambassadors, which help to shape arts provision. School leaders monitor how arts-based learning can help close the gap in attainment for children affected by disadvantage. The school provides regular arts-based learning opportunities, which enhance understanding of diverse cultures.	
<b>6 Celebrating the arts</b>	Artwork is displayed around the school and children are given opportunities to perform and/or share their arts-based learning outcomes with peers in class and across the school.		Artwork is creatively displayed around the school and children are given opportunities to perform and/or celebrate their arts-based learning outcomes with parents/carers and the wider school community.		The school's high expectations of the arts are reflected in how artwork is inspiringly displayed around the school and children are given a range of opportunities to perform and/or celebrate their arts-based learning outcomes with parents/carers and the wider community.	

## Example 'Elements' Responses

### Commitment

Please briefly explain how your vision for arts-based learning is compelling and emphasises the positive impact of arts-based learning on children's social and emotional wellbeing. How do you know all teaching staff and pupils can articulate this commitment and its importance? E.g. in staff/student voice, referred to in the School Improvement Plan or specific policies.

(Max 350 words.)

#### Example answer:

Over the past five years we have woven arts-based learning practices into the fabric of Delightful Primary School. Our commitment to arts-based learning is evident across curriculum design, enrichment and teaching and learning at all key stages. Our arts-based learning strategy can be found in our Teaching and Learning Policy (see attached). This policy was last reviewed in September 2024 and states our commitment to ensuring pupils participate in a range of arts-based learning activities during their time at the school, whether that is specific arts subject lessons, working with external organisations like Delight or being taught by arts specialists. The Teaching and Learning policy is regularly updated and shared with all teaching staff during meetings and CPD. We also highlight the importance and its positive impact of arts-based learning in our Wellbeing and Mental Health policy (see attached) and PP policy (see attached), which reflects the emphasis we place on the importance of arts-based learning across the school.

As a leadership team we have undertaken a variety of training courses which explore how to create an arts-rich school and strongly believe that opportunities to participate in arts-based learning that enhances and enriches the curriculum can improve outcomes for children, particularly those from disadvantaged backgrounds and/or with SEND. Our journey with Delight began 5 years ago with the Rainforest Retreat programme and our most recent Ofsted inspection praised, in particular, our commitment to ensuring children have access to high-quality specialist arts teachers and are exposed to a range of arts experiences in order to enhance their cultural capital (please see attached Ofsted Report). Over the last two years we have ensured consistency across all Key Stages by focussing our CPD for all staff on arts-based learning, which demonstrates our commitment to empowering staff to deliver more arts-based activities. We have also introduced regular student voice and opportunities for students to lead within the arts through the role of Arts Ambassador, which has a representative in every year group. The team meet termly with arts subject leaders to discuss curriculum and enrichment. (341 words)

### Training

Please state how the school provides ongoing arts-based learning CPD for staff, including opportunities for coaching/mentoring. Explain how you know that your staff are 'arts-confident' and that arts-based learning practices are embedded in classroom practice. You could refer to internal quality assurance or Ofsted Inspection Reports

(Max 550 words.)

#### Example answer:

Over the last two years our whole school CPD focus has been on arts-based learning, ensuring consistency of our arts-based learning provision and that staff have the confidence and skills needed to deliver these activities effectively. Across our Inset days during the academic year 2024-25 arts subject leaders led a range of sessions for staff, which explored best practice in delivering music, art, drama and dance across KS1 and 2. Staff selected which arts subject they felt least confident in and have undertaken coaching and mentoring with the relevant subject leader over the course of the last academic year to improve their confidence and observe best practice. This has led to a marked increase in staff confidence in delivering arts-based learning across a range of subjects (see attached staff voice). Following this we undertook student voice and levels of pupil engagement, and social and emotional wellbeing have improved since we introduced more staff training on arts-based learning practices (please see attached student voice).

We have also supported class teachers in Year 2 and Year 4 to attend CPD days with Delight for the Stories and Rainforest programmes. These teachers have then been asked to share tips and ideas for how the skills they learnt with Delight might be used within other topic learning areas or aspects of classroom learning in Key Stage meetings. We have gone on to ask all staff to complete training with Artis on oracy for the relevant age group that they teach. Following this we observed a range of arts-based learning practices which embedded opportunities for oracy being used across the school (please see attached lesson observation). We have been asked by Trust leaders to share best practice in the development of arts-based learning and oracy at leadership meetings and are excited to be able to share our expertise with other teachers within the Trust. (310 words)

## Example 'Elements' Responses

### Curriculum

Please summarise your understanding of how curriculum design supports arts-based learning, including referring to relevant research. Explain how arts-based learning opportunities are fully embedded in your school's curriculum. This should refer to a full range of arts subjects, including more unusual art forms (though this does not have to be weekly). Outline how this is reflected in the curriculum map, as well as how arts-based learning practice is embedded within other areas of the curriculum and/or specific events that focus on the arts within the school calendar e.g. Arts Week.  
(Max 350 words.)

#### Example answer:

At Delightful Primary School our curriculum design ensures that creativity and exploration of arts-based learning are embedded in all areas of topic learning as well as in our reading, writing and mathematics schemes (see attached Curriculum Map). In termly planning pro formas the 'arts-based learning' section asks teachers to record which arts-based learning practices they will be using in lessons and what skills students will be developing over the course of their learning in that subject. This ensures that children are continuously progressing in skills like oracy, fine and gross motor skills, and the ability to express themselves through a range of mediums in their arts-based learning and that their progress is accelerated over time.

In our Curriculum Map (see attached) we have allocated time each week for music, art and drama lessons, as well as time dedicated to photography and media at different times throughout the school year. Within the Curriculum Map you will also see that arts-based learning is embedded within topic learning. For example, our Year 4s study the continent of Africa as part of the geography curriculum and they have a half term of dedicated visual art work in which they create a class mural which encompasses the animals, cultural traditions and art techniques which originate in that continent. In English, our year 6s study different forms of theatre, including pantomime, musical theatre and farce and this culminates in a performance to parents/carers, where each group performs their own devised piece in a different genre.

Within the curriculum we also dedicate one half term each year for classes to work with our artist-in-residence on a project which connects to their learning in other areas of the curriculum. For example, Year 3 study states of matter in science and work with the art specialist to create artwork that reflects solid, liquid and gas states. The artwork that is created by all classes with the artist-in-residence is exhibited to parents/carers in school, and for our Year 5 and 6 children at the local library, to share with the wider community. (340 words)

### Partnerships

Please explain how partnerships that your school has with external arts organisations or cultural venues have been sustained over time and describe how these are used to facilitate arts-based learning opportunities for children. Outline how your school works with specialist arts professionals to deliver arts-based learning to children.  
(Max 350 words.)

#### Example answer:

We have worked with Delight for the past 5 years. We began with the Rainforest programme for Year 4 and due to its powerful impact on children's wellbeing and learning engagement we also now participate in Delight in Stories and Delight in Shakespeare. We use these programmes as an opportunity for pupils to experience creativity and experiment with expressing themselves in both visual art and creative writing. The programmes also empower staff through high-quality CPD, which is then shared with other staff members across the school. This year we published a book containing all of the final stories written by the Year 2 children after the Stories programme and this was available for parents/carers to purchase following the open classroom.

Delightful Primary school ensures that all children have opportunities for trips and cultural experiences (please see attached trip schedule). These include visits to the theatre for Year 5 and 6, an art gallery for Years 3 and 4, Peshurst Place toy museum for Years 1 and 2 and a trip to the circus for Reception.

During the school year all classes have a half term in which they work closely with our artist-in-residence, who plans workshops which link to topic learning. We have observed how this helps students to retain and recall learning over time when we assess them. In particular, our PP children are able to recall artwork they made with the arts specialist and can then go on to describe the topic learning that it linked to in more detail (please see PP assessment data). Our artist-in-residence is currently developing and piloting a series of workshops in which our Reception children will create a phonics inspired mural with clay tiles. We also partner with Grange Park Opera for Primary Robins singing classes, which has become an established part of our curriculum and has improved children's confidence in performing for families and friends. (315 words)

## Example 'Elements' Responses

### Inclusion

Please state how staff ensure that arts-based learning opportunities are inclusive, including for those children with SEND. You can include examples of adaptive teaching within arts subjects and how children's 'learner voice' has shaped arts provision in your school, as well as opportunities children have to become Arts Leaders/Ambassadors.

Describe how school leaders monitor how arts-based learning can help close the gap in attainment for children affected by disadvantage and how this data is used to inform curriculum planning and provision.

Outline how the school provides regular opportunities for arts-based learning, which enhances children's understanding of diverse cultures.

(Max 400 words.)

### Example answer:

At Delightful Primary we are committed to ensuring that all children, regardless of their starting points are supported fully and able to participate in arts-based learning activities and arts subjects in an inclusive mainstream classroom environment. Our TAs have all participated in arts-based learning training alongside teachers and have been working collaboratively to create adaptive teaching resource, which scaffold the learning for children with a range of SEND needs across the school. This includes the use of widgets to support vocabulary development, radio aids and BSL signing for our D/deaf children and adapting arts-based learning to take place 1-2-1 where needed. Quality first teaching strategies are used within these lessons to ensure learning is adapted to meet all children's needs. For example, for our ASD children we use a range of adapted resources to enable those children with sensory needs to experience art materials like clay that they may not have used before. We allow these children to experiment with the different musical instruments they will encounter in class ahead of time, so that they know what to expect in terms of sounds as well as noise-reducing headphones which help reduce sensory overload.

We closely monitor the progress of our PP and SEND children and have identified a pattern of improved attendance and engagement in learning when they participate in Delight programmes and other arts-based learning opportunities. This has been used to justify our dedicated arts-based learning budget to trust leaders and the expansion of arts-based learning practices across all areas of the curriculum, well beyond the Delight programmes themselves. (please see attached PP/SEND attendance data). In our most recent Ofsted inspection the report praised our approach to closing the gap in attainment for PP/SEND pupils and highlighted the arts-rich culture of the schools as providing these children with a range of opportunities to experience success. We believe that this has a direct impact on their improved academic attainment, which is reflected in our improved SATs results over the last 5 years (please see attached data).

We are a multicultural school and our children come from a variety of different cultural and ethnic backgrounds. We dedicate time in the curriculum to help children build understanding and knowledge of other cultures and traditions. This includes displays of taiko drumming, bhangra dance workshops, modelling of Nigerian fabrics and fashions, and cooking traditional Eastern European foods. (393 words)

### Celebrating the arts

Please give examples of how your school's high expectations of the arts are reflected in the opportunities given to children to perform, exhibit their work and/or celebrate their arts-based learning through open classroom events with parents and carers and the wider community on a regular basis

(Max 350 words.)

### Example answer:

Celebrating the children's achievements in arts-based learning is at the heart of our parent sharing events. We host a variety of performances, exhibitions and open classroom events throughout the school year to give children the opportunity to share their learning and creations with their families and friends (please see attached school calendar). We also participate in community events, such as the local fair, where the children perform street dance, as well as exhibiting the artwork of our Year 5 and 6 children at the local library. We are currently allowing a range of local community groups to hire our school hall for events such as dance classes and knitting groups.

All classrooms and shared spaces within the school have visual art created by the children displayed as part of topic learning. We also display the work created with our artist-in-residence around the school, to showcase the children's hard work and create a joyful and colourful atmosphere. In this way we hope to raise the status of creativity and ensure that it is seen as equally valuable, alongside academic progress.

Parents are invited to attend performances by the children in music for Primary Robins, drama and dance that have been rehearsed in class and shared internally with other year groups. These events are a joyful celebration of our commitment to the arts and highlight its importance in improving the wellbeing of children, as well as providing them with the chance to connect with parents/carers and take pride in their learning. (248 words)

# Delight Arts-Based Learning Award **GOLD**

## Completing Your Application

### STEP 4

Complete the '**Reflections**' on Gold

These questions are designed to get you thinking about the actions you have taken to fully embed arts-based learning within your school community and will help you reflect on how you have achieved the arts-rich culture that exists in your school. They will also help to clarify what you will need to push forward with to ensure you sustain the existing arts-rich culture at your school.

**NB** For the Reflection section of the application form please avoid bullet answers as we may use your answers to provide advice and guidance to other schools on their journey towards Gold.





# Delight Arts-Based Learning Award **GOLD**



## Additional Support

### FURTHER READING

1. **Delight** *The Power of Arts-Based Learning (2023-24)*  
[The-Power-of-Arts-Based-Learning-2023-24-Digital-1.pdf](#)
2. **ImpactEd** *Delight Impact Evaluation (2024)*  
[ImpactEd-Delight-Evaluation-Report-2024-1.pdf](#)
3. **Cultural Learning Alliance** *Researching the Arts in Primary Schools: RAPs Report (2025)*  
[raps-final-feb-2025--4.pdf](#)
4. **Royal Shakespeare Company** *Time to Listen (2018)*  
[time-to-listen.pdf](#)
5. **Royal Shakespeare Company** *Time to Act (2021)*  
[time-to-act-report.pdf](#)
6. **A New Direction** *The Arts in Schools: Foundations for the Future (2024)*  
[The-Arts-in-Schools-full-report-2023-updated-Jan-2024 \(5\).pdf](#)
7. **Education Endowment Foundation** *Teaching and Learning Toolkit: Arts Participation (2021)*  
[Arts participation | EEF](#)
8. **Education Endowment Foundation** *Creative Futures: Act, Sing, Play (2015)*  
[EEF Project Report ActSingPlay.pdf](#)
9. **Education Endowment Foundation** *Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children (2015)*  
[Arts Education Review.pdf](#)

# Delight Arts-Based Learning Award **GOLD**



## Additional Support

### CULTURAL TEACHER TRAINING PROVIDERS

#### Delight

Developing teachers' confidence, skills and enthusiasm for the arts underpins all Delight programmes. We support teachers through in-person teacher training with practical guidance from our arts partners [Paintbox Project](#), [Guildford Shakespeare Company](#) and [Made by Katie Green](#) contemporary dance company. The knowledge and skills gained through our teacher training can be applied in school to their wider teaching practice and shared with colleagues.

[Teacher Development – Delight](#)

#### Artis

If you are interested in furthering your staff's skills as arts-based learning practitioners Artis, the creative learning charity, is a great place to start. They run a range of online CPD courses such as 'Improving Oracy and Confidence with Creative Learning' and 'Pause, play, progress: Creative brain breaks'.

[Home – Artis | Creative learning charity](#)

#### Creative Education

Providing a large number of online and on demand CPD for primary educators, including 'Primary Art & Design' and 'Helping Children Express Themselves Using Art and Music'.

[Discover A New World of Professional Learning – Creative Education](#)

#### RSC

Offering a range of transformative CPD opportunities for teachers to bring Shakespeare to life in the classroom by exploring practices and techniques directly from their rehearsal rooms.

[Teacher Professional Development | Royal Shakespeare Company](#)

#### The PTI

Providing subject-focused professional development days for primary school teachers within the Hub. The days are bespoke, including for art and music, and include expert speakers, resources and collaboration.

[Primary Hubs | The PTI](#)

#### Music Education Solutions

Offering an exciting programme of CPD events aimed at teachers of KS1 & 2 music, including online courses on composing and improvising.

[Courses | Music Education Solutions](#)

#### Royal Ballet & Opera

The Create & Dance CPD (KS1,2&3) is an inclusive approach to leading dance and storytelling that helps pupils develop creative collaboration, physical learning, spatial awareness and general health and well-being.

[Royal Opera House National Schools Program](#)

#### National Theatre

The Let's Play primary programme is free to state primary schools across the UK. The programme has been designed to empower teachers to embed creative learning across the whole curriculum. Let's Play offers teachers and pupils the opportunity to see, make and learn through theatre.

[Let's Play primary programme | National Theatre](#)

#### Yvonne Arnaud Theatre

Staff can benefit from workshops and training through the Surrey Drama Teachers Network, run in partnership with Surrey Arts.

[Yvonne Arnaud Theatre](#)



# Delight Arts-Based Learning Award **GOLD**



## Additional Support

### VISUAL ARTS

#### Paintbox

A small Surrey-based visual arts organisation that runs art classes for children and works in schools to provide creative arts experiences for primary-age children.

#### Same Sky

An award-winning community arts charity, creating magical, out-of-this-world events: luminous night-time parades, fantastical puppets and floats, large-sky fire shows and staggeringly imaginative costumes and concepts. They work with local authorities, arts festivals, businesses, schools, community groups and individuals.

#### Look then Leap

Create interactive art works, participatory projects, workshops and events for arts institutions, universities and schools. Their focus is on working together, inspiring playfulness, inquisitiveness and experimentation.

#### Social Fabric

Run education based workshops working with textiles exploring traditional and new technology. Their collaborative art projects combine active participation with producing impressive outcomes often in the form of large fabric banners and flags for public display, offering a range of different textile based outcomes on specific themes or to mark a particular event.

#### Create Arts

Their professional artists work closely with schools in areas of deprivation to provide high-quality creative arts projects that meet children's specific needs. Children are given a chance to express themselves, build skills, and nurture their wellbeing through animation, dance, drama, music, painting, photography and a host of other artforms.

### DANCE

#### Dance Days

Provide fun and educational dance workshops for schools in and around London & the South East.

#### Made by Katie Green

A contemporary dance company using dance, text and music to respond to places where you would not usually expect to find a dance performance.

### MUSIC

#### Hampshire Music Service

Providing a fully inclusive culture of music across the county of Hampshire for all children, young people, families and communities.

#### Grange Park Opera: Primary Robins

Every week of the school year, Pimlico Opera gives primary school children a half-hour singing class. Today there are 6,500 Robins spread across the country.



# Delight Arts-Based Learning Award **GOLD**



## Additional Support

### DRAMA

#### Bigfoot Arts Education

Programmes take the form of drama workshops, theatre-based whole school events and weekly performing arts sessions that can take place before, during and after school. Specialist Arts Educators are handpicked, trained experts who use their unique skills and qualities to nurture children's creativity.

#### Polka Theatre

Offering theatre trips or visits to their sensory space, as well as workshops and free funded schemes to schools.

#### Divergent Drama

Delivers drama-based workshops and professional touring theatre shows linked with the national curriculum to primary and secondary schools. Sessions encourage divergent thinking, making sure that each child's voice and ideas are listened to and included in the creative process.

#### Yvonne Arnaud Theatre

Delivers workshops for KS2 children, including 'Theatre Explorers' and 'Shakespeare' as well as their annual Discover Theatre project which provides funded workshops on pantomime and theatre-making for Deaf and disabled pupils.

#### New Victoria Theatre, Woking

The Creative Generation programme seeks to address the challenge of arts in schools. Opportunities include Creative Generation Day, Interactive Venue tours and hands on workshops & Masterclasses led by industry professionals.

#### Head2Head Sensory Theatre

A registered special needs and disability theatre charity based in Surrey. They offer Accessible sensory theatre, immersive experiences and drama workshops for families, schools, and children with SEND.

### MULTI-DISCIPLINARY ARTS ORGANISATIONS

#### Surrey Arts

Surrey County Council work in partnership with other organisations, offering support, tuition, and advice to people of all ages and abilities in areas such as: music, singing, choirs and vocal groups, drama, dance, visual and performing arts.

#### Create Arts

Their professional artists work closely with schools in areas of deprivation to provide high-quality creative arts projects that meet children's specific needs. Children are given a chance to express themselves, build skills, and nurture their wellbeing through animation, dance, drama, music, painting, photography and a host of other artforms.

#### Delight

Running a range of dance, visual arts, drama and immersive storytelling programmes across EYFS, KS1 and 2, bringing arts-based learning to classrooms across Surrey, Croydon and Hampshire.

