

Statement of Impact

Context (150 words)

(If there have been changes to the context of your school or education setting since the submission of your statement, describe them here).

Deptford Green is a vibrant inner-city school with a strong commitment to serving its local community and becoming the leading arts school in the area. Through a dynamic marketing strategy and a clear, principled prioritisation of Arts education, an area many schools no longer confidently champion, the school is now oversubscribed, reflecting a significant and positive journey over recent years.

In the April 2022 Ofsted inspection, the school was judged Good across all areas. We are confident we remain secure within the requirements of the new framework. Ongoing improvement is supported through regular benchmarking, including participation in a local authority school improvement triad.

Since the original Statement of Commitment, there have been staffing developments within the arts team, including the appointment of a new Visual Art teacher to drive curriculum innovation and the successful appointment of an experienced dance teacher during maternity cover

Question 1 (500 words)

Reflecting on your Statement of Commitment and the Artsmark criteria, what was successful in your Artsmark journey and how did you achieve this?

One of the central aims of our Artsmark journey has been to ensure that our provision for arts and creativity is outward-facing, inclusive, and rooted in meaningful partnerships, in line with Artsmark criteria around engagement, access and collaboration. Serving a community with some of the highest levels of deprivation nationally, we place a clear strategic focus on removing barriers to participation, ensuring that all students, regardless of background, can access high-quality arts experiences and pathways.

To achieve this, we have embedded universal entitlement projects that sit at the heart of the school calendar. A key example is our DREAM Days, two dedicated days where all students in Key Stage 3 engage in a wide range of arts-based activity. These days are deliberately designed to provide breadth, enrichment and progression, incorporating encounters with employers and Further and Higher Education institutions. Students take part in externally led workshops and sector-specific experiences, including taster days at the London Screen Academy, gallery-based learning at Tate Modern, creativity sessions at Goldsmiths University, and in-school workshops delivered by professional partners such as IRIE! Dance and circus skills practitioners.

Evaluation is integral to this work. We gather structured feedback from both students and staff following DREAM Days, using this to refine and strengthen future provision. Attendance data shows that KS3 attendance on these days is consistently higher than on

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standard curriculum days, which we recognise as strong evidence of student engagement, motivation and enjoyment, directly supporting Artsmark impact criteria.

Alongside this, we have developed Discovery Days, where all Year 9 arts subjects are taught on a single day each week. This innovative curriculum model supports depth, continuity and balance, while allowing us to expand provision; notably, Dance and Photography have now been successfully introduced at KS3. Discovery Days also enable more flexible, collaborative teaching approaches and have opened up significant opportunities for careers-linked learning. Students have undertaken visits to the V&A, explored theatre careers at The Albany, and participated in a West End theatre district walk, examining both creative and “hidden” roles within theatre, hospitality and production. Student voice highlights a growing awareness of the creative industries not only as viable career pathways but also as contributors to personal wellbeing.

In support of equity and progression, we established the Sir Keith Ajegbo Fund, which underpins our commitment to equality of opportunity and barrier removal. Fundraising is now strategically aligned to this fund and has already enabled Pupil Premium students to participate in a cultural and culinary exchange trip to Paris, including work at Le Cordon Bleu. Current fundraising focuses on redeveloping our gym, with a clear emphasis on lifelong engagement, wellness and community partnership working.

Finally, leadership and participation are embedded across our arts offer. School productions, Open Mic events and showcases are fully inclusive, incorporating both performers and backstage teams. Our newly established Creative Champions programme supports student leadership, with participants developing competencies aligned to Arts Award criteria, ensuring clear pathways for recognition, responsibility and progression

Question 2 (500 words)

What challenges did you face and how did you overcome them? Were there any differences from your original plan and how did you implement them?

A significant challenge within our Artsmark journey has been ensuring that growth in arts and cultural provision is matched by fair, values-led systems that are sustainable and genuinely inclusive. Addressing this has strengthened leadership, equity and shared ownership across the school community.

A major strategic challenge was the establishment of the Sir Keith Ajegbo Fund. While fundraising existed previously, there was no coherent framework linking this work to our school’s values, arts vision and commitment to social justice. In 2026, as part of our 50th Anniversary celebrations, we used a whole-school reunion and cultural programme as a catalyst to create a lasting legacy. The Sir Keith Ajegbo Fund was established to ensure equality of opportunity, raise cultural capital and remove social and academic barriers to arts participation and wider enrichment.

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Crucially, this was not a top-down initiative., I worked closely with the Friends of Deptford Green (our charitable parents' group), alongside governors, senior leaders and students, to co-construct the purpose and principles of the fund. This included formal presentations, cross-stakeholder discussion and student focus groups. Student voice directly informed the guiding principles, embedding agency, efficacy and shared decision-making into the fund's operation.

The fund has raised approximately £8,000, enabling high-impact outcomes. These include a fully funded cultural and culinary learning experience in Paris for Pupil Premium students, working with professional chefs at Le Cordon Bleu, significantly enhancing aspiration, cultural confidence and career awareness. The fund is now supporting the long-term redevelopment of our school gym, with an explicit focus on lifelong engagement, wellbeing and access, demonstrating sustainable thinking beyond single interventions.

A further challenge we addressed was equitable access to free music tuition, delivered through our strategic partnership with Trinity Laban. Analysis revealed inconsistency, with some students accessing multiple instruments while others remained on waiting lists. To resolve this, we introduced a transparent entitlement model prioritising equity, progression and contribution. Criteria now ensure:

- Universal entitlement balanced with prioritisation of Pupil Premium students
- Mandatory provision for GCSE Music students
- Alignment with ensembles, productions and leadership opportunities
- A clear expectation that all recipients give back through performance

This system reflects criteria around quality assurance, fairness and progression. Impact is evidenced through equitable access data, improved GCSE Music outcomes, stronger ensemble standards and increased student confidence through regular performance. This has included a hugely successful Battle of the Bands performance and an Easter Showcase.

Across both challenges, the impact of Artsmark is clear: decision-making is values-driven, student-centred and sustainable; partnerships are strategic and mutually accountable; and the arts are embedded as a vehicle for social justice, leadership development and long-term cultural change within and beyond the school.

Question 3 (500 words)

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

Artsmark has been transformative in embedding the arts as a driver of student voice, equity, aspiration and long-term personal development. The impact is not limited to participation; it is seen in sustained cultural change, shared ownership and students' ability to articulate the value of arts and creativity within and beyond school.

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A key impact has been the deepening of student engagement and belonging. Arts-led approaches such as DREAM Days and Discovery Days have increased motivation and attendance, particularly for students who previously found school challenging. Attendance data consistently shows higher engagement on arts-focused days, while student voice indicates that these experiences make school feel purposeful, relevant and inclusive. Students describe the arts as spaces where they feel confident, respected and successful, regardless of academic starting point.

Student voice is systematically embedded and actively shapes provision. We gather evidence through structured feedback, focus groups, reflective evaluation and informal dialogue. This has moved student voice from consultation to co-creation, with students influencing programme design, access criteria and evaluation of impact. Students now articulate how arts experiences support wellbeing, identity and future pathways, demonstrating a sophisticated understanding of creative learning and the cultural sector.

The impact of this approach is particularly evident through our Creative Champions programme, where students take on leadership roles across performances, exhibitions and public events. These students contribute to planning, delivery and evaluation, developing skills aligned with Arts Award and Artsmark progression principles. Student reflections demonstrate increased agency, confidence and a strong sense of ownership over the school's cultural life, evidencing strong and secure outcomes around leadership and progression.

Artsmark has also strengthened equity and social justice through student-informed decision-making. Through the Sir Keith Ajegbo Fund, students have been involved in shaping priorities for access to cultural enrichment. Student feedback following funded experiences highlights increased cultural capital, raised aspirations and strengthened self-belief, particularly among disadvantaged students. These impacts are sustained through ongoing dialogue rather than one-off evaluation.

In music, student voice directly influenced the redesign of our tuition entitlement model, ensuring fair access, clear progression and shared responsibility. Students understand both their entitlement and their contribution to the wider school community. Improved performance quality, stronger ensembles and better GCSE Music outcomes provide evidence of impact, while student reflections demonstrate pride, commitment and collective accountability.

Overall, Artsmark has enabled a cultural shift where students are not recipients of provision but active partners in shaping a living arts strategy. Their voices evidence lasting impact on confidence, aspiration, wellbeing and leadership, meeting and exceeding Artsmark expectations for student engagement, progression and sustainable change

Question 4 (500 words)

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

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The Artsmark journey has delivered sustained and strategic impact on staff practice, leadership capacity and the wider school community, embedding arts and creativity as a shared, values-driven responsibility rather than a discrete curriculum area. This impact is evidenced through long-term cultural change, distributed leadership and a growing influence beyond the school itself.

For staff, Artsmark has provided a unifying and empowering framework that has increased confidence, collaboration and professional agency. Teachers across disciplines now engage purposefully with arts-based pedagogy, supported by shared planning, evaluation and reflective practice. Staff voice indicates increased confidence in facilitating creative learning, strengthened cross-departmental relationships and a clearer understanding of progression within and through arts education. This shift is further evidenced through staff participation in cross-arts projects and increased involvement in exhibitions, performances and enrichment activity beyond individual subject areas.

Creativity is now embedded within professional learning structures. All Training and Development sessions begin with a creative activity, modelling the approaches we seek to embed in classrooms. Our revised Teaching and Learning policy explicitly places creative approaches at its core, and a recent cycle of enquiry walks has evidenced that staff actively seek out, adapt and evaluate creative strategies to deepen engagement and learning. Collectively, this demonstrates sustained change in professional practice rather than isolated innovation.

At leadership level, Artsmark has driven a more coherent and reflective approach to strategy, quality assurance and evaluation. Arts and creativity are now a visible and integral strand within school improvement planning, with senior leaders actively engaged in monitoring impact through attainment data, attendance, staff reflection and student voice. Engagement in a Leadership Professional Qualification in Arts Education for the Head of Visual Art has further strengthened leadership capacity, enabling benchmarking against national practice, contribution to professional discourse and modelling of high-quality arts leadership beyond the school.

The Creative Champions programme exemplifies distributed leadership in action and has had a significant impact on both staff and students. Staff work alongside students as co-leaders, mentoring young people to plan, curate and evaluate cultural activity. This has positively shifted power dynamics and prompted staff reflection on more collaborative and inclusive approaches to leadership and learning. Impact is evidenced through student and staff evaluations, improved quality of events and sustained student leadership across multiple years.

Our impact on the wider community has deepened significantly. School exhibitions, performances and showcases are deliberately outward-facing and inclusive, with parents and carers actively involved as audiences, contributors and partners. Parent feedback highlights increased pride, connection and understanding of their children's learning, while attendance data and repeat engagement demonstrate that arts events now act as key points of connection between school, families and community.

A significant development has been our curation project with Goldsmiths, University of London, where students, supported by staff and external experts, have led the curation of school exhibitions. This has strengthened staff professional learning around co-creation and authentic cultural

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practice, while evidencing impact through student leadership, partnership evaluation and ambitious public-facing outcomes.

Beyond the school, sustained arts-focused work with local primary schools, including a Visual Arts Hub led by our Head of Visual Arts, has positioned us as a cultural advocate and hub, extending Artsmark impact across settings.

Overall, Artsmark has enabled a shift from isolated arts activity to embedded, system-level change, with staff, leaders and the wider community collaboratively shaping and sustaining a shared cultural vision.

Question 5 (500 words)

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

The Artsmark journey has been a catalyst for significant and sustained change in our school's strategic values and priorities, moving the arts from a valued area of provision to a core driver of vision, planning and whole-school improvement. Artsmark provided the structure and language to reflect critically on our purpose as a school and to align creativity, inclusion and equity more explicitly with our long-term strategy.

As a result of this journey, our strategic values have been sharpened and re-articulated to place creativity, cultural entitlement, wellbeing and social justice at their heart. We now explicitly recognise the arts as essential to developing confident, resilient and aspirational young people, rather than as enrichment or enhancement alone. This shift is visible in both our strategic documentation and day-to-day decision-making. Through this strategy we have seen significant improvements in our Visual Arts Curriculum and the outcomes in Music have significantly improved.

Artsmark has directly influenced the priorities within our Strategic Improvement Plan. Creativity and cultural capital are now strategically positioned as levers for improving engagement, attendance, inclusion and post-16 pathways. This has led to the prioritisation of initiatives such as DREAM Days, Discovery Days, Creative Champions and high-quality external partnerships, ensuring that access to arts and culture is a universal entitlement rather than dependent on background or prior experience. Providing opportunities for students to encounter employers and Further and Higher institutions of education.

A key strategic shift has been our strengthened commitment to equity and access. Through Artsmark reflection, we recognised the need to align values with resource allocation. This led to the establishment of the Sir Keith Ajegbo Fund, now a strategic priority within our planning. The fund embodies our values by removing financial barriers, building cultural capital and amplifying student voice in decision-making. Strategic planning now routinely considers impact on disadvantaged students as a core measure of success.

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Artsmark has also shaped our approach to leadership development and sustainability. Our strategic plan now prioritises arts leadership capacity, reflected in engagement with a Leadership Professional Qualification in Arts Education and the deliberate development of distributed leadership models for students such as Creative Champions. This ensures that responsibility for arts and culture is shared, resilient and embedded beyond individual roles.

Importantly, Artsmark has influenced how we evaluate success strategically. Student voice, staff reflection and community engagement are now integral to monitoring impact, sitting alongside traditional performance data. This has led to a more holistic model of school improvement, where wellbeing, belonging and agency are strategic outcomes rather than by-products.

At community level, Artsmark has shifted our strategic outlook from inward-facing provision to outward-facing partnership and influence. Our strategic plan now includes sustained arts engagement with local primary schools, parents and cultural institutions, positioning the school as a cultural hub and advocate for arts education across settings.

Overall, the Artsmark journey has enabled a move from isolated arts planning to a coherent, values-led strategic approach, where creativity shapes our priorities, informs our leadership decisions and underpins our long-term vision for our students and community.

Question 6 (500 words)

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

Our future ambitions for arts and culture at Deptford Green build directly on the cultural, structural and strategic change driven by our Artsmark journey. Our focus will be on sustainability, leadership development, sector influence and ensuring that arts and creativity remain central to educational equity and excellence.

A key priority is the formal embedding of Creativity as a core pillar within our Teaching and Learning Policy. This will be underpinned by a piece of action research led by our Head of Visual Arts, currently being undertaken as part of the Leadership Programme in Arts Education. This research is focused on defining, evidencing and evaluating high-quality creative pedagogy across disciplines, ensuring creativity is not confined to arts subjects but embedded across classroom practice. The findings will directly inform whole-school policy, CPD design and quality assurance, meeting Artsmark expectations around coherent leadership and evidence-led strategy.

Alongside this, we aim to develop and embed a whole-school oracy strategy, recognising oracy as a bridge between creativity, equity and academic success. We see strong synergy between arts-rich learning and student voice, confidence and agency. To support this ambition, we are exploring a potential Paul Hamlyn Foundation bid to the Teacher Development Fund, enabling us to invest in sustained professional learning for staff and strengthen creative and dialogic teaching practices over time.

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We are acutely aware of the cultural deficit that has emerged within parts of secondary education as a result of recent DfE accountability and curriculum pressures, which have often marginalised arts and cultural learning. Our ambition is to address this proactively through a coherent programme of arts-led CPD, positioning creativity as essential rather than optional. This includes developing staff cultural confidence, deepening understanding of progression in arts education, and supporting non-specialists to use creative approaches authentically. This commitment aligns with Artsmark criteria around workforce development and long-term sustainability.

We are also committed to further developing our role within the arts hub, strengthening partnerships and extending our influence beyond the school. This includes sharing practice, hosting professional dialogue and supporting colleagues across phases, particularly through sustained collaboration with local primary schools. Our ambition is to function increasingly as a cultural connector and advocate, supporting continuity and progression in arts education across settings.

Looking outward, we are keen to initiate intergenerational arts projects in partnership with local organisations and community groups. These projects would bring together students, families and older members of the community, using arts and culture to build connection, belonging and shared ownership. This responds directly to Artsmark expectations around community engagement, social impact and cultural leadership.

Overall, our ambition is to ensure that arts and culture at Deptford Green are not only sustained but continue to evolve as a strategic driver of equity, voice and excellence. Through research-led leadership, sector-facing partnership and investment in staff and community, we aim to deepen and extend the impact of our Artsmark journey well beyond our own setting