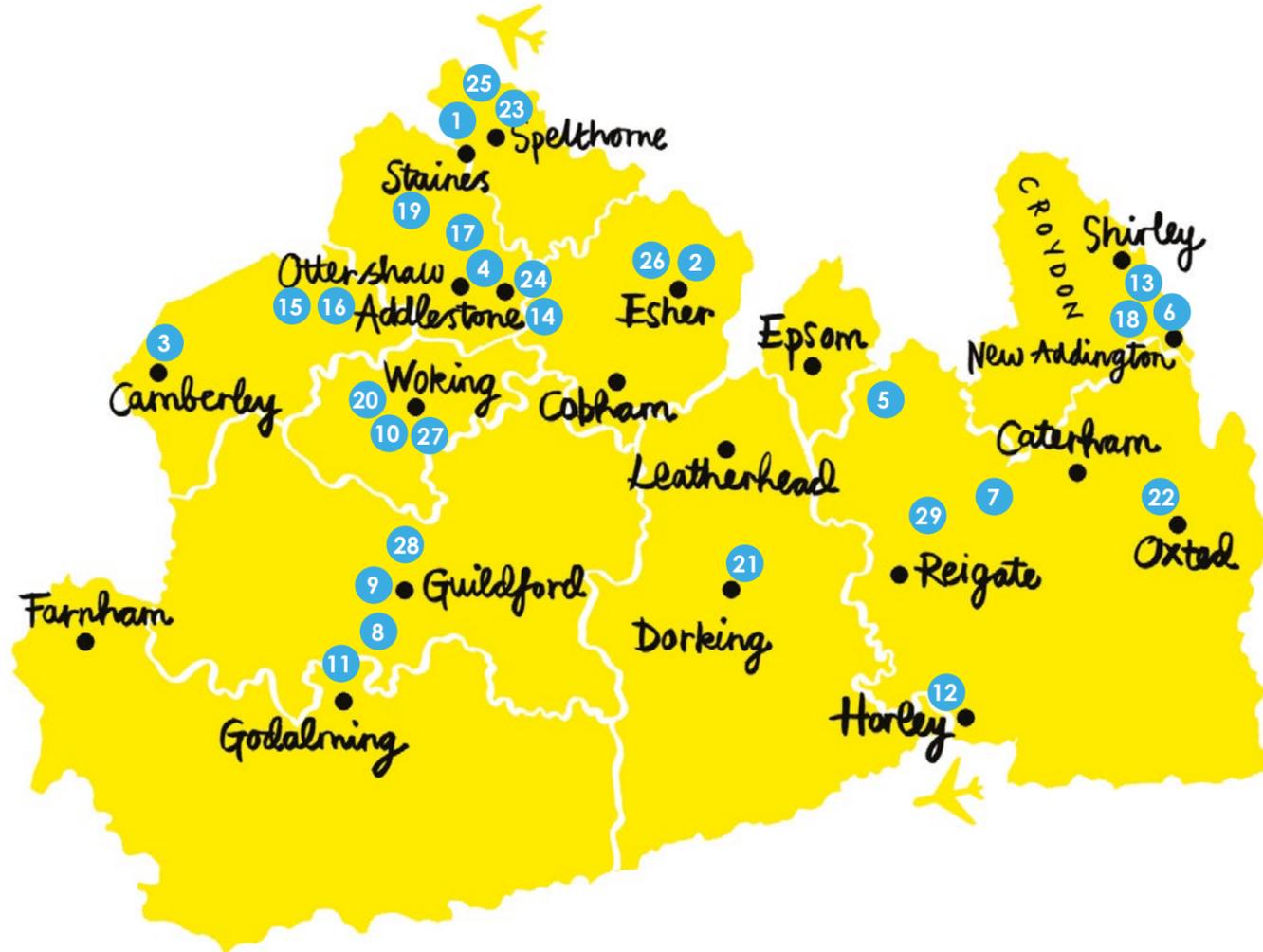




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Statistics Overview
Detailed Pupil Premium Data

Delight partner schools 2022-23



- | | |
|--|--|
| 1 Ashford Park Primary School | 16 Ottershaw Junior School |
| 2 Chandlers Field Primary School | 17 Pyrcroft Grange Primary School |
| 3 Cordwalles Junior School | 18 Rowdown Primary School |
| 4 Darley Dene Primary School | 19 St Anne's Catholic Primary School |
| 5 Epsom Primary School | 20 St John's Primary School, Knaphill |
| 6 Fairchildes Primary School | 21 St Martins CofE Primary School |
| 7 Furze Field Primary School | 22 St Mary's Primary School, Oxted |
| 8 Gosden House School | 23 St Michaels Catholic Primary School |
| 9 Guildford Grove Primary School | 24 St Paul's C of E Primary School |
| 10 Kingfield Primary School | 25 Town Farm Primary School |
| 11 Loseley Fields Primary School | 26 Walton Oak Primary School |
| 12 Manorfield Primary and Nursery School | 27 Westfield Primary School |
| 13 Monks Orchard Primary School | 28 Weyfield Primary Academy |
| 14 New Haw Junior School | 29 Wray Common Primary School |
| 15 Ottershaw Infant School | |

An Outstanding Year

I'm pleased to share the inspirational stories of growth and self-discovery from another outstanding year at Delight. From children like Michael finding a love of writing through *Delight in the Woods* to teachers like Miss Stone who discovered her inner artist whilst taking part in *Delight in Watts*.

This year our programmes have reached 2,227 children across Croydon and Surrey. We've had the privilege of working with 129 teachers from 29 primary schools and children have shared their creative achievements with 2,382 parents and carers.

As creativity becomes an increasingly sought-after skill by employers, we are committed to nurturing creative problem-solving and self-expression in every child through our arts-based learning approach ensuring that no child, regardless of their starting point, is left behind.

School leaders increasingly express concerns about children's wellbeing and mental health. In response, we are collaborating with arts partners to strengthen the wellbeing components in our programmes, particularly our visual arts pathways, to help children embrace the arts as a coping strategy to help manage their emotions and stress.

Magic in learning has always been our motto, for children first and foremost but also for the teachers that support their learning every day. My sincere thanks to all those who were part of creating the magic over the past year: from funders to creative partners, Delight staff team, and teaching staff across our partner schools.

Kathryn Mills Delight CEO and Founder

"I just wanted to say a HUGE thank you for a truly wonderful and engaging day. Thank you also for being so accommodating and flexible with our centre children. We are very lucky to be working with you."

TEACHER



Delight Methodology

Over the past 10 years, Delight has been levelling the playing field for children from disadvantaged backgrounds through arts-based learning.

Our robustly evidenced approach has been developed in partnership with professional artists, teachers, children and families.

Proven to result in strong outcomes for both children and teachers, our seven-step methodology is effective at closing the opportunity and attainment gap for children facing disadvantage and those with additional learning needs.



Inspiring arts experiences including professional theatre and dance productions in school, gallery visits and artist encounters.

Weekly creative workshops where children make and create with artists or their class teacher.



Empowering teachers through training and opportunities to lead workshops supported by artists, dancers and actors.

Children's exhibitions and performances to celebrate achievements with family and friends.



Evidence driven and continual evaluation to ensure maximum impact for children.

A legacy of creativity in schools by building teachers' arts-based learning skills and confidence via training and resources.



Long-term school partnerships as a catalyst for change in disadvantaged communities.



Tackling disadvantage

Many children we reach are from families affected by socio-economic disadvantage and have challenging home lives.

Headteachers are reporting increasing numbers of families affected by the cost of living crisis, further adding to children's worries as well as reducing their opportunities outside of school. Around one-third of the children we reach are eligible for the government's Pupil Premium support, a key indicator of disadvantage, whilst others narrowly miss the threshold but still face numerous challenges.

Disadvantage has a big influence on children's life chances:

- Socially and economically disadvantaged children are more likely to start school behind their peers and the attainment gap widens as they progress through school.
- Socially and economically disadvantaged children are more likely to face challenges with mental health, resilience, self-esteem, life satisfaction and confidence.
- A deficit of life experiences impacts disadvantaged children's aspirations and opportunities.
- Children with special educational needs and disabilities are more likely to be born into and grow up in poverty.

Of 2,227 participating children in 2022/23:

32%
were eligible for
Pupil Premium
support

22%
have English as
an additional
language

26%
have special
educational needs
and disabilities

Working with our independent evaluation partner ImpactEd and using our robust impact measurements, we can evidence the significant benefits that our programmes bring to children who experience disadvantage.

Summary of findings by ImpactEd

- Delight is providing a programme which is filling a gap within the standard schooling curriculum.
- Delight programmes had a particular effect on pupils' oracy and literacy especially amongst those with special education needs and/or Pupil Premium.
- Children eligible for Pupil Premium showed an increase in artistic and social outcomes.
- Parental engagement for children eligible for Pupil Premium increased across most programmes.
- All programmes led to a confidence boost and provided pupils with the opportunity to work hard at and to overcome a challenge. This led to an increase in self-esteem and provided them with resilience that can be used across their other subjects at school.
- Children's confidence, teamwork and communication skills increased.
- Programmes contributed to pupils' views of, and confidence in, future engagement with the arts.
- Teachers' confidence and skills in delivering arts-based learning programmes increased.
- Parents saw Delight as a positive experience, where they believed that taking part in a Delight programme had a positive impact on their child's social and emotional learning and engagement at home.



Key areas of impact

Our 2022/23 evaluation is based on comprehensive data received from 236 children eligible for Pupil Premium, 1,543 participating children, 95 teachers, and 837 parents and carers across 29 partner schools.

“It was incredible: I felt really powerful and brave!”

CHILD

1 Improving children’s social and emotional wellbeing

91% of children eligible for Pupil Premium showed improved social outcomes including resilience, self-worth, pride, confidence, communication, teamwork, learning engagement.

83% of all participating children felt proud of their achievements.

80% of parents and carers have seen a positive difference in their child’s social and emotional skills.

80% of parents and carers have seen an increase in their child’s self-confidence.

2 Increasing children’s learning engagement and motivation to learn

74% of children eligible for Pupil Premium showed improved learning outcomes including fluency of speech, understanding new words, phrases, and concepts, use of new vocabulary, explaining new learning and ideas, and following instructions.

1,592 Arts Awards presented to recognise children’s fantastic achievements.

91% of parents and carers said their child talked about their Delight project at home.

3 Raising children’s aspirations and broadening horizons

92% of children eligible for Pupil Premium showed improved artistic outcomes including participation, creative expression, and independent working.

For 54% of children this was their first time meeting an artist, actor or dancer.

For 37% of children this was their first time seeing a live professional performance or visiting an exhibition.

4 Building a legacy of arts-based learning in schools

88% of teachers reported increased confidence in using arts-based learning techniques in their teaching practice.

91% of teachers said that they will use arts-based learning approaches after taking part.

5 Building a positive support network around each child

2,382 parents and carers saw children’s performances or exhibitions.

50% of children eligible for Pupil Premium experienced improved parent/carer engagement.

90% of parents and carers said the Delight programme was a positive experience.

84% of parents and carers say they feel more encouraged to enjoy art, dance or performance with their child on a regular basis.

“All pupils have grown in confidence and that, in turn, has made them more motivated at school and with their schoolwork. It is like they suddenly feel that after Macbeth they can do anything now and are less worried about trying new things.”

TEACHER

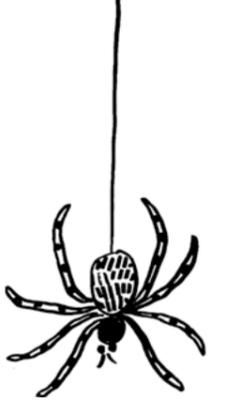
Delight in the Woods

A NATURE AND STORYTELLING ADVENTURE



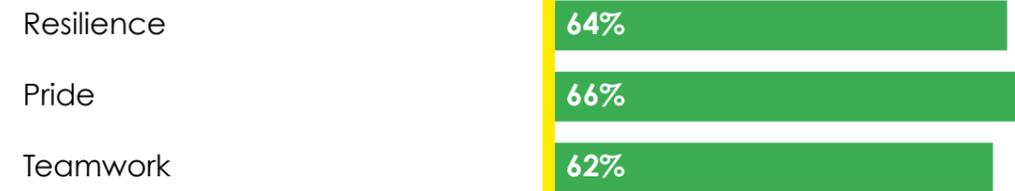
Delight in the Woods is a 6-week storytelling adventure in partnership with immersive theatre company ZooCo and the National Trust.

The journey begins unexpectedly on a trip to Box Hill woods, where children are led through the Enchanted Tree only visible to 'The Best Storytellers in the World'. Over the following weeks, guided by bespoke props, audio recordings and films, the children must help poet William Wellington grow his Story Plants and save Story Land.

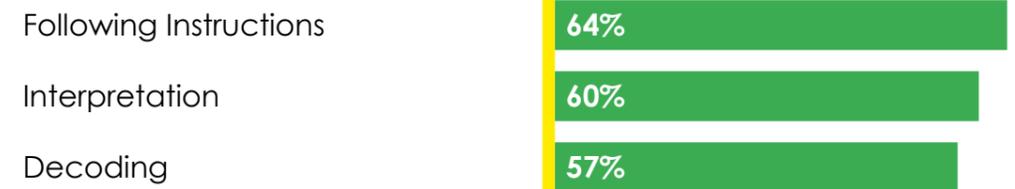


The percentage of participating children eligible for Pupil Premium who showed an improvement in the following areas:

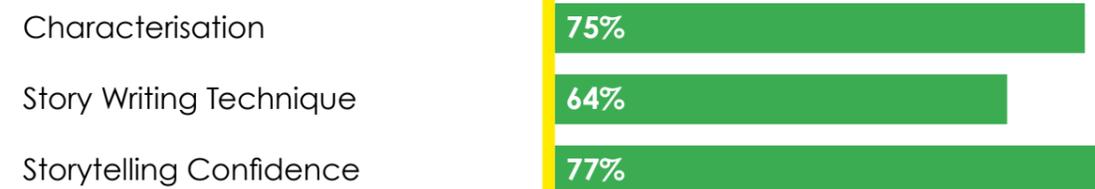
Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



Comprehensive data gathered from 47 children. More detailed data on Delight in the Woods can be found on page 47.

“My daughter talked daily about the fun she had and the updates from William in Story Land. It was so lovely to come into the classroom this morning and share the magic!”

PARENT



Michael's Story

A PUPIL PREMIUM CASE STUDY

Before Delight in the Woods, Michael showed little interest in reading or writing. He preferred watching videos online to engaging with books and struggled to relate to his peers. Michael needed a lot of encouragement just to participate in classroom basics, let alone creative writing.

However, through writing letters to help the fictional William and creating his own imaginative stories, Michael began connecting with storytelling, growing more confident in composing, sharing, and revising his work. Reading aloud to help the story plant grow brought his writing to life even more.

By the end of Delight in the Woods, he had fully embraced fiction reading and writing. His parents have noticed his increased engagement with books, as well as a newfound passion for writing stories – growth they believe stems directly from what he experienced during Delight in the Woods.

“I like writing stories about the woods and the animals there. I like to make them talk.”



Development Areas

Social & Emotional Wellbeing

Before Programme

After Programme

Self Worth

1 2 3 4 5

1 2 3 4 5

Pride

1 2 3 4 5

1 2 3 4 5

Confidence

1 2 3 4 5

1 2 3 4 5

Learning Engagement

Before Programme

After Programme

Explaining

1 2 3 4 5

1 2 3 4 5

Interpretation

1 2 3 4 5

1 2 3 4 5

Speech

1 2 3 4 5

1 2 3 4 5

Creative Development

Before Programme

After Programme

Characterisation

1 2 3 4 5

1 2 3 4 5

Story Writing Technique

1 2 3 4 5

1 2 3 4 5

Storytelling Confidence

1 2 3 4 5

1 2 3 4 5

Parent & Carer Engagement

Before Programme

After Programme

Learning Engagement

1 2 3 4 5

1 2 3 4 5

Home Support

1 2 3 4 5

1 2 3 4 5

Delight in Dance

HEROES VS VILLAINS

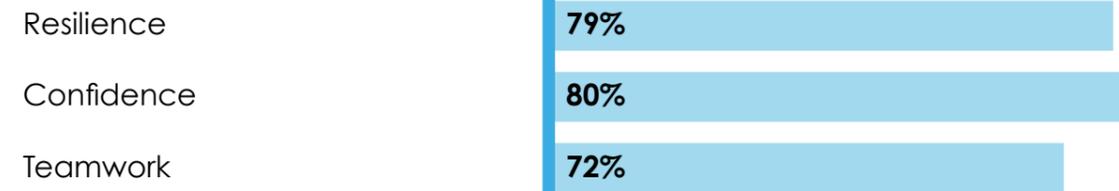


Delight in Dance delivered in partnership with contemporary dance company Made by Katie Green and Croydon Libraries uses dance to bring stories to life whilst building literacy skills.

Children are recruited to help the "Story Detectives", dancers Playful and Particular, search for the "most important story". Over 6 weeks, professional dancers and teachers develop children's dance techniques and storytelling confidence to choreograph Heroes vs Villains dances to perform for families.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas:

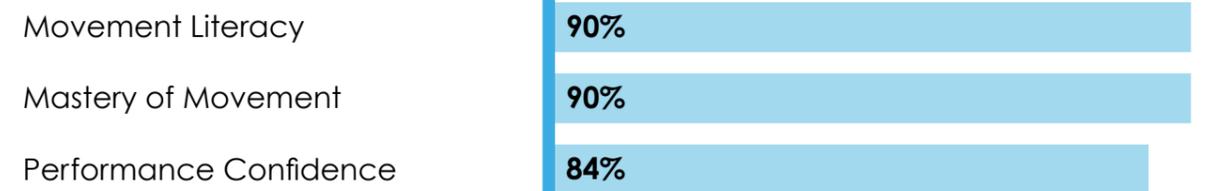
Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



Comprehensive data gathered from 39 children. More detailed data on Delight in Dance can be found on pages 47 & 48.

"Delight in Dance helped pupils improve in their overall social confidence."

ImpactEd



Ayden's Story

A PUPIL PREMIUM CASE STUDY

When Ayden began Delight in Dance his teacher shared that he struggled to engage both with classmates and teachers. Diagnosed with autism spectrum disorder (ASD) and still learning English as a second language, Ayden had difficulty communicating and connecting with others.

Over the weeks, as the children created a dance routine to tell the story of a hero overcoming a villain, a subtle but profound transformation happened, and by the end of the programme, Ayden had begun to emerge from his shell. He participated eagerly in both dancer and teacher-guided sessions, soaking up the choreography and according to his teacher, his social and emotional development has improved significantly.

Parent engagement improved slightly but still remains a challenge but Delight in Dance seems to have unlocked a joy in Ayden. He has discovered an expressive outlet in dance and connection with classmates through movement.

“The delight in dance was great. I liked the heroes and villains, and I would like to do more dancing.”



Development Areas

Social & Emotional Wellbeing

Resilience

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Confidence

1 2 3 4 5

1 2 3 4 5

Teamwork

1 2 3 4 5

1 2 3 4 5

Learning Engagement

Speech

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Interpretation

1 2 3 4 5

1 2 3 4 5

Words & Phrases

1 2 3 4 5

1 2 3 4 5

Creative Development

Movement Literacy

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Mastery of Movement

1 2 3 4 5

1 2 3 4 5

Performance Confidence

1 2 3 4 5

1 2 3 4 5

Parent & Carer Engagement

Learning Engagement

Before Programme

1 2 3 4 5

After Programme

1 2 3 4 5

Attending Events

1 2 3 4 5

1 2 3 4 5

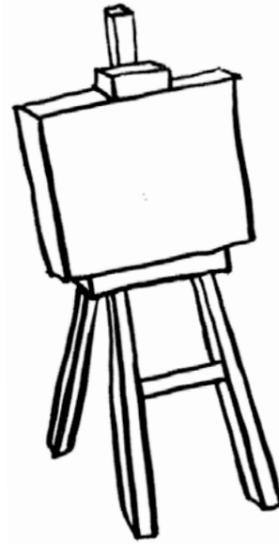
Delight in Art

WATTS



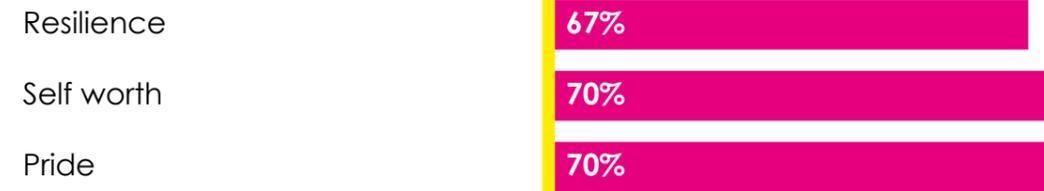
Delight in Art – Watts is delivered in partnership with Paintbox and Watts Gallery – Artists' Village.

The programme begins with a guided Watts Gallery tour where children explore topic-related artworks. Over the following weeks, professional Paintbox artists lead workshops that encourage children to create original artworks reflecting their expanded creative confidence. Children's paintings are showcased at a private exhibition for family and friends back at Watts Gallery which remains on public display for several weeks.



The percentage of participating children eligible for Pupil Premium who showed a development in the following areas:

Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



Comprehensive data gathered from 27 children
More detailed Delight in Art – Watts data can be found on page 48.

“I was amazed when I saw my art on the wall at Watts Gallery because it’s a gallery that lots of people can go to and our paintings were there.”

CHILD



Delight in Art

RAINFOREST RETREAT

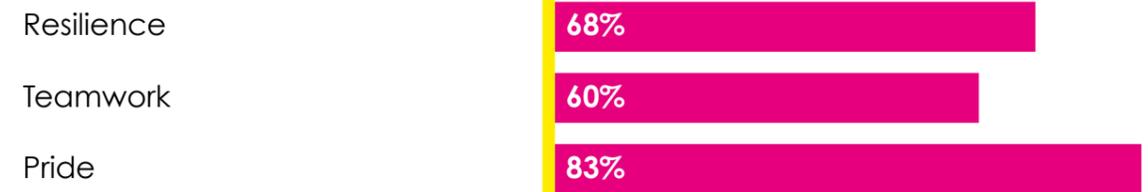


In Partnership with Paintbox and Watts Gallery – Artists’ Village, Rainforest Retreat transforms classrooms into immersive jungles, nurturing visual arts skills alongside nature themes.

Taking inspiration from legendary arts activist George Watts, children begin their experience with a Watts Gallery visit. Over the following 6 weeks, blending hands-on workshops with professional artists and teacher-led art lessons, children build observational skills and develop self-expression, crafting Rainforest flora and fauna for a classroom installation that is shared with parents and carers.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas:

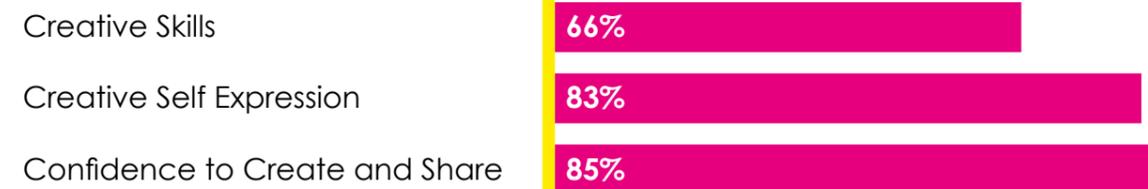
Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



Comprehensive data gathered from 47 children. More detailed Delight in Art – Rainforest Retreat data can be found on page 49.

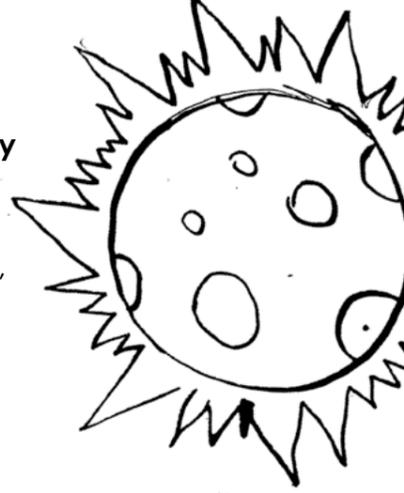
“It was great to do a multi-week activity so they can build skills over a longer timeframe rather than the usual quick art lesson at school.”

TEACHER



Delight in Art

OUT OF THIS WORLD

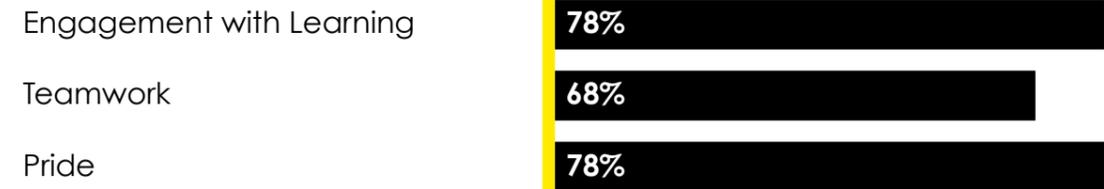


Out of this World guides children on an arts adventure spanning galleries and galaxies in partnership with Paintbox and Watts Gallery – Artists' Village.

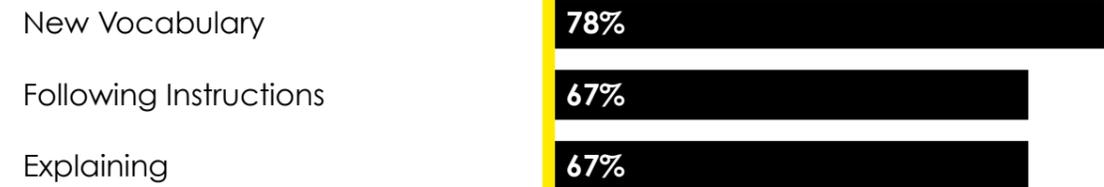
Children begin their creative journey at Watts Gallery, discovering how space inspired legendary painter George Watts. Over 6 weeks, professional Paintbox artists lead drawing, painting, and collage workshops. These hands-on artist-led sessions interweave with teacher-led art lessons, guiding children to create space-themed artwork which is exhibited to share with families and friends.

The percentage of participating children eligible for Pupil Premium who showed a development in the following areas:

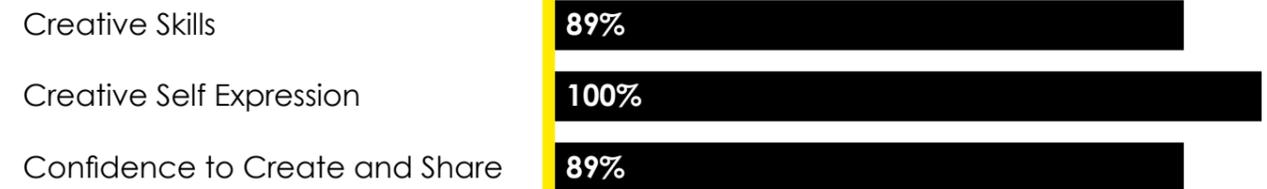
Social & Emotional Wellbeing



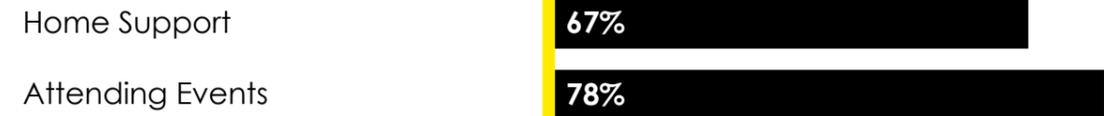
Learning Engagement



Creative Development



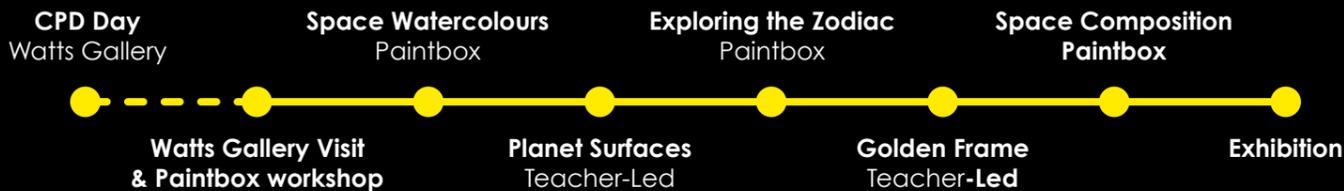
Parent & Carer Engagement



Comprehensive data gathered from 9 children. More detailed data on Out of this World can be found on page 50.

“It was definitely one of my best experiences at school. I would love to do it again if I could.”

CHILD



Crystal's Story

A PUPIL PREMIUM CASE STUDY

Before Crystal began the Out of this World visual arts programme, she frequently displayed challenging behaviours and low self-esteem. Yet over the 6-week creative process, her teacher witnessed a remarkable transformation on both an academic and personal level.

Crystal often had difficulties connecting with traditional academic subjects but through Out of this World she found a way to confidently express herself. Her teacher observed a key emotional shift as Crystal became more willing to ask for help when she hit obstacles – a huge step forward.

During the exhibition Crystal spoke about her final art piece with newfound pride and confidence, showing huge progress in how she viewed something she had created.

The change in engagement shown by Crystal's parent was also significant. They came to the exhibition, stayed for the whole time, engaged with Crystal's artwork and both Crystal and her parent enjoyed looking at the other pieces of art made by other children.

“Out of this World was good fun. I enjoyed the water colours the most.”



Development Areas

Social & Emotional Wellbeing

Engagement with Learning

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Resilience

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Pride

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Learning Engagement

New Vocabulary

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Following Instructions

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Explaining

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Creative Development

Creative Skills

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Creative Self Expression

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Confidence to Create and Share

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Parent & Carer Engagement

Learning Engagement

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Attending Events

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Delight in Shakespeare

MACBETH



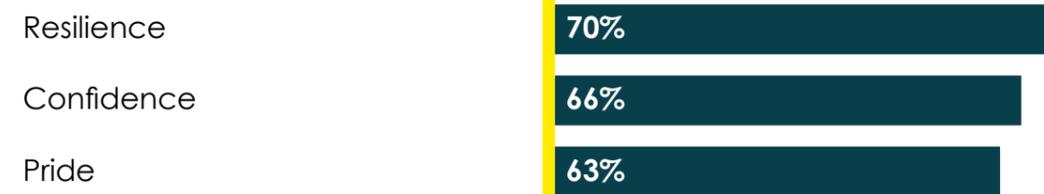
Delight in Shakespeare ignites a passion for Shakespeare, beginning with Guildford Shakespeare Company's relaxed performance of Macbeth, scripted specifically for a young audience.

Over 7 weeks, professional actors and teachers help children unlock Shakespearean language, devise scripts, craft sets and props, and design costumes, culminating in an original production of Macbeth to share with families. Delight in Shakespeare helps children to become comfortable and familiar with Shakespeare's texts before moving on to secondary school.

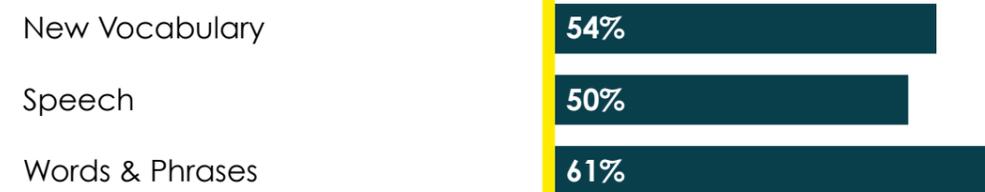


The percentage of participating children eligible for Pupil Premium who showed a development in the following areas:

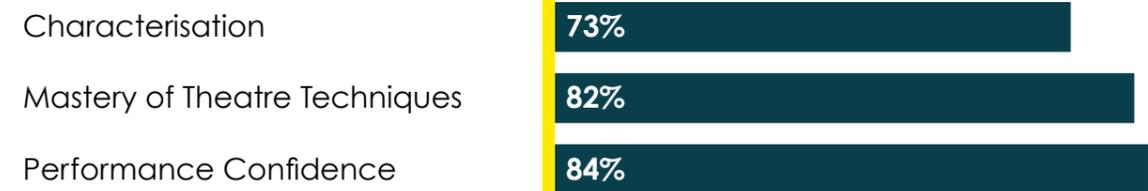
Social & Emotional Wellbeing



Learning Engagement



Creative Development



Parent & Carer Engagement



Comprehensive data gathered from 56 children. More detailed Delight in Shakespeare data can be found on page 50.

“We had one school refuser who came in for the whole programme and has been in school ever since.”

TEACHER



Joel's Story

A PUPIL PREMIUM CASE STUDY

Joel began Delight in Shakespeare as a gentle boy who didn't always raise his hand or step into the spotlight. Though perfectly capable, he didn't fully recognise his own potential and value. His teachers hoped that the experience of creating a class production of Macbeth would allow him to see how valued he is and develop his confidence.

After landing a leading role as King Malcolm, Joel excelled. He dedicated himself wholeheartedly to doing justice to the pivotal part, surpassing all his teacher's expectations.

According to his teacher, Joel returned to the classroom filled with new confidence. He now puts himself forward more, especially during role-play activities. Delight in Shakespeare allowed Joel to show himself and others what his teacher always knew - that his intrinsic nature brings value to everyone.

Most touchingly, Joel speaks about his experience with pride. Bonding with classmates while bringing the classic play to life created wonderful memories he says he'll always cherish. His only sadness is that he no longer gets to see the actor they worked with.

“I liked that we all came together to put on the play for the school and our families. I do wish we got to see Izzy [GSC actor] more though.”



Photograph for illustrative purposes only, children featured are not Joel.



Development Areas

Social & Emotional Wellbeing

Teamwork

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Confidence

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Pride

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Learning Engagement

New Vocabulary

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Speech

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Words & Phrases

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Creative Development

Characterisation

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Mastery of Theatre Techniques

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Performance Confidence

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Parent & Carer Engagement

Learning Engagement

Before Programme

1	2	3	4	5
---	---	---	---	---

After Programme

1	2	3	4	5
---	---	---	---	---

Attending Events

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

“In my 10 years of teaching, this was one of the highlights of my career! I loved how all the SEN children achieved the same as everyone else.”

TEACHER

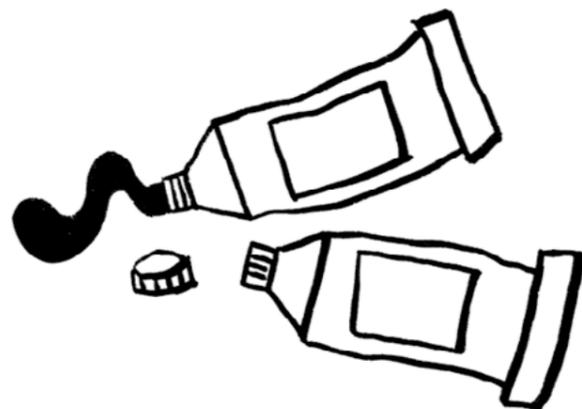
Access and Inclusion

Schools are increasingly booking Delight programmes to support children with special educational needs and disabilities (SEND) in both mainstream classes and specialist centres.

Last year, 26% of participating children had identified special educational needs and disabilities, with many more with undiagnosed needs. We also worked with children from our partner schools' specialist units, and for the first time, a specialist school for young people with learning and additional needs.

A huge benefit of arts-based learning is that it is such an inclusive approach that really connects with children who struggle with traditional teaching styles. Delight is committed to making all parts of our work accessible to all children, helping everyone to celebrate their achievements whatever their starting point. Through constant conversation and evaluation, we continue to develop and refine our programme content to ensure that every aspect is accessible to all children.

Our experience in working with schools with high proportions of children with learning needs, has taught us that offering different ways to learn can benefit everyone.



Making our work accessible

Who we work with

- Mainstream primary schools where some children have special educational needs and disabilities, English as an additional language, children experiencing socio-economic disadvantage.
- Mainstream primary schools with attached specialist education centres where children spend time in both the centre and mainstream class.
- Specialist education centres attached to primary schools where pupils spend the majority of their time in the centre.
- Specialist education schools.

Programme sessions

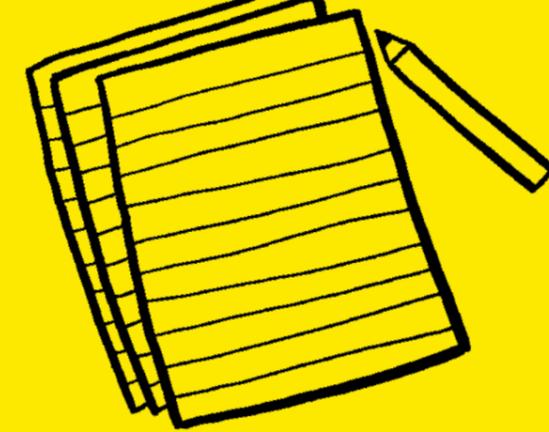
- Relaxed performances as standard.
- Sessions delivered by artists experienced in supporting children with a range of learning or physical needs.
- Planning meeting with teachers to identify any programme adaptations needed.
- Kinaesthetic learning benefiting children that struggle with more traditional classroom learning and children with English as an additional language.

Programme resources

- Journals use a dyslexia friendly font, designed to support visual learners, with sentence starters and optional drawing response.
- “How-To” videos for each session support visual and auditory learners and children with delayed processing.
- All “How-To” videos incorporate British Sign Language/Sign Supported English to support D/deaf learners.
- Accessibility sheets offer a scaffolded way to complete journals.
- Vocabulary acquisition within creative workshops and journal content supports children with English as an additional language.

“The videos helped him to know how to make everything and when he got stuck these helped him to keep trying.”

COIN TEACHER



“Some teachers reflected that the Delight programmes encouraged impressively high levels of engagement amongst parents and carers.”

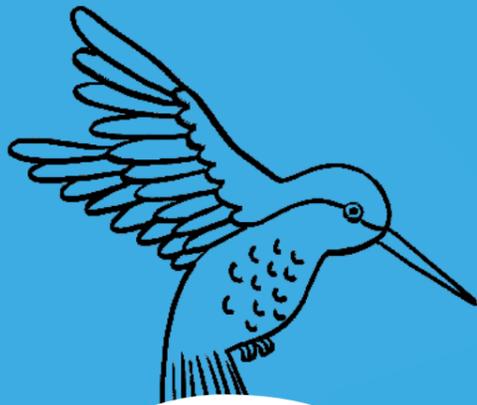
ImpactEd

Engaging parents and carers

Many of our partner schools report challenges with parent engagement. Every Delight programme incorporates opportunities to involve and engage families through children's performances and exhibitions.

We saw increased parent and carer engagement amongst 50% of children eligible for Pupil Premium based on positive changes in:

- regular contact with class teacher
- engagement with child's learning
- supporting learning at home
- attending child's participation in events/activities



95%

of parents and carers said that their child talked about the Delight project at home

87%

of parents and carers feel more encouraged to enjoy art, dance or performance with their child on a regular basis

96%

of parents and carers believe Delight is a positive experience for their child



Developing teachers' skills and confidence

Delight aims to empower teachers to deliver creative lessons independently beyond their Delight experience.

We offer a range of training and support to teachers including CPD workshop days, working alongside arts professionals, quality learning resources and opportunities to independently lead creative workshops in school. With every programme, we provide teachers with comprehensive guidance and all the materials they need for their class to ensure their experience is accessible and enjoyable.

We've observed the strongest outcomes for children when teachers are proactively involved in creative delivery. In response to this, we are incorporating more opportunities for teachers to lead creative workshops, benefit from high-quality arts training and access resources to support and empower them.

This year, we tested two new ways of supporting teachers as part of our long-term plans to expand our teacher development initiatives.

129

teachers participated in Delight's arts-based learning training in 2022/23

88%

of teachers reported increased confidence in using arts-based learning techniques in their teaching practice

91%

of teachers said that they will use arts-based learning approaches after taking part

ImpactEd

Independent Evaluator

Independent evaluation by ImpactEd found that:

- Teachers increased confidence in delivering arts-based education.
- Teachers' skills and knowledge associated with arts-based learning improved between 19% to 63%.
- There was an increase in teachers who felt that arts-based learning was integrated as part of the wider-school curriculum.
- Teachers reflected positively on the impact and quality of the programmes in the endline surveys, scoring 4.4 or more out of 5.



“Headteachers unanimously agreed that after participating, teachers in their school had an improved sense of confidence and knowledge in delivering arts-based learning.”

INDEPENDENT EVALUATION BY ImpactEd

Pilot programmes

Drama for Writing

A new "Drama for Writing" workshop series was run with a group of schools in Addlestone (Surrey) as part of an Artswork commission (Arts Council England, South East). During four weeks of workshops, 40 teachers developed



tools for using drama to increase children's writing skills and creative storytelling. We had a focus on tactics for connecting with reluctant writers through games and activities.

Amongst 75 children eligible for Pupil Premium

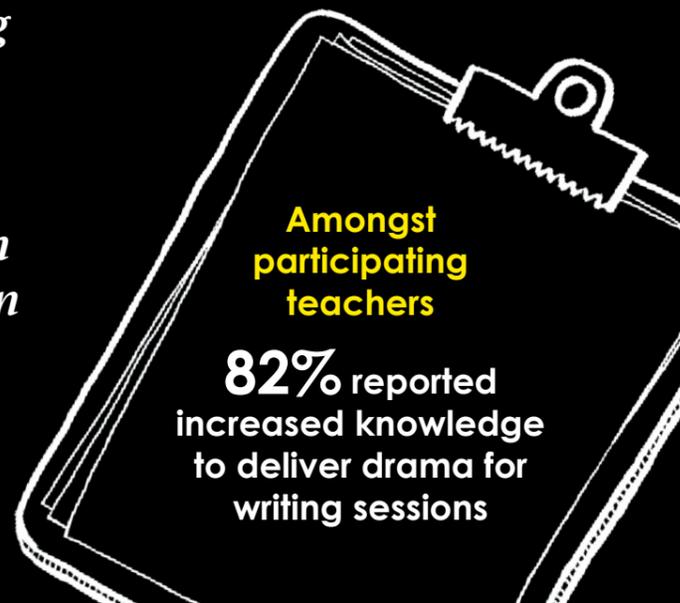
81%
improved understanding of a story

88%
improved engagement with writing

91%
improved writing skills

"Since using drama-based writing techniques, Rene is more able to achieve as the writing task is memorable. It has encouraged him in his writing, and given him motivation to succeed, even when there is no drama involved."

TEACHER



Amongst participating teachers

82% reported increased knowledge to deliver drama for writing sessions

Rainforest Retreat Teacher-led



Over the coming years, we plan to roll out more teacher-led Delight programmes to expand our reach, enable more children across different ages and demographics to benefit from our range of programmes and provide lower-cost opportunities for schools.

A teacher-led pilot of our popular Rainforest Retreat programme with 49 children aged 6-11 showed positive outcomes for teachers and children. One of the two partner schools was a specialist centre for children with autism and the experience has also informed our plans for developing the inclusivity of our programmes.

Amongst 11 children eligible for Pupil Premium

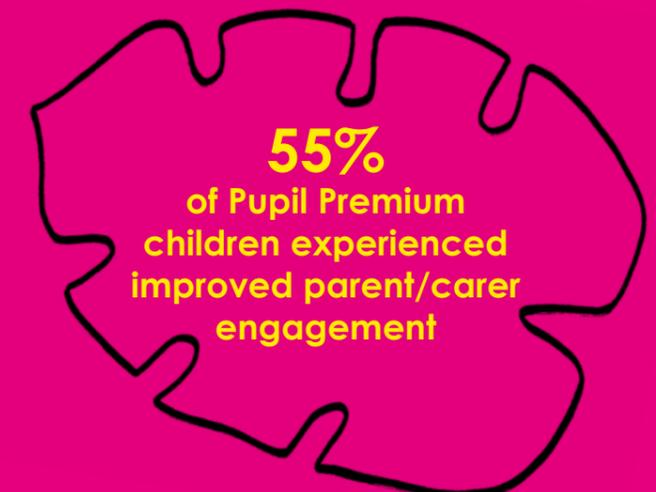
100%
showed improved social outcomes

91%
showed improved artistic outcomes

100%
showed improved academic outcomes

"The programme has helped me as a teacher and has uplevelled my art skills."

TEACHER



55%
of Pupil Premium children experienced improved parent/carer engagement

Arts legacy

Within school

Delight works in long-term partnership with state primary schools, using the arts to help close the opportunity and attainment gap for children affected by disadvantage. Working closely with headteachers and senior leaders we support schools with creating a genuine arts legacy that will benefit children in years to come.

Many schools book Delight programmes to support their Pupil Premium strategies. At the end of their programme, we provide each school with a tailored impact report about the social, academic and creative outcomes for participating children eligible for Pupil Premium at their school. This not only helps build a strong school-wide case for using arts-based learning and cultural capital but helps to provide transparent and targeted evidence of the value of the school's financial investment to stakeholders.

We are hearing more and more from headteachers and school leaders about the ways that participating in Delight's programmes is enriching wider class learning. Indeed, we work with a whole class rather than specific children as this is proven to have stronger outcomes for all children. Our high-quality resources and materials are designed to make creative teaching easier rather than something additional to fit into the school day. Beyond each Delight programme, we offer advice and support for teachers on using arts-based learning across the curriculum including via our newsletter where we showcase creative initiatives and resources that can be used in the classroom.

Beyond school

We work with a fantastic group of arts organisations spanning the visual arts, dance, and performing arts. Part of our creative process is commissioning the development of new creative content and we are happy for our partner organisations to develop and deliver this work beyond working with Delight. Our vision is for all children to have access to high-quality cultural and creative experiences and we want to support our partners to maximise this.

The Story Detectives on tour!

Made by Katie Green's interactive dance adventure The Story Detectives went on tour to 19 libraries across the south-east and south-west of England this year. 48 performances took place at weekends and in the school holidays, engaging 2,448 audience members.

The Story Detectives was originally commissioned by Delight and it forms the week one professional dance performance for children participating in Delight in Dance.

Paintbox holiday workshops

Our visual arts partner Paintbox offers substantial discounts on their holiday art workshops for children who've participated in any Delight programme.

Over the past year, 41 arts workshops during school holidays have been attended by 16 children who have worked on a Delight programme providing further opportunities to expand their creative skills and experiences.



THANK YOU!

We extend our heartfelt thanks to everyone who has been part of our work over the past year. Thank you for your enthusiasm, commitment and generosity.

BOARD OF TRUSTEES

Steve Brown
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Arts partners and creative team



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2022/23 in Summary

ALL CHILDREN	% increase for 1,543 children
Enjoyed taking part	85.8%
Feel proud	82.4%
Want to do more art/dance/drama	71.2%
Confidence	54.6%
Know they could be an actor/dancer/artist	48.6%
Wellbeing	42.3%
Resilience	37.5%

PUPIL PREMIUM	% increase for 236 children
Artistic outcomes	92.4%
Social outcomes	90.7%
Academic outcomes	74.2%
Parent engagement	50.4%

PARENTS Questionnaires completed by 837 parents	
My child has talked about their Delight experience at home	95.0%
I feel more encouraged to enjoy art/dance/performance with my child on a regular basis	87.0%
I have seen a positive difference in my child's social and emotional skills since having taken part in Delight	72.6%
I have noticed an increase in self-confidence in my child since taking part in Delight	74.4%
Believe Delight is a positive experience for my child	95.7%

TEACHERS	% increase for 95 teachers
Increased art/dance/drama confidence	88.1%
Use in future teaching	91.0%
Adapt new skills to wider curriculum	23.9%

Detailed Pupil Premium Data

Delight in the Woods Number of children surveyed: 47	
Social & Emotional Wellbeing	
Engagement with Learning	57.4%
Resilience	63.8%
Self-worth	53.2%
Pride	66.0%
Confidence	59.6%
Communication	55.3%
Team work	61.7%
Learning Engagement	
Speech	55.3%
Concepts	46.8%
Words and phrases	53.2%
New vocabulary	55.3%
Decode	57.4%
Interpretation	59.6%
Explaining	55.3%
Following instructions	63.8%
Creative Development	
Characterisation	76.6%
Story Writing Technique	63.8%
Storytelling Confidence	76.6%
Parent and Carer Engagement	
Teacher contact	38.8%
Learning engagement	46.8%
Home support	40.4%
Attending events	44.7%

Delight in Dance Croydon Number of children surveyed: 12	
Social & Emotional Wellbeing	
Engagement with Learning	50.0%
Resilience	83.3%
Self-worth	66.7%
Pride	41.7%
Confidence	75.0%
Communication	50.0%
Team work	66.7%
Learning Engagement	
Speech	50.0%
Concepts	41.7%
Words and phrases	33.3%
New vocabulary	41.7%
Decode	58.3%
Interpretation	50.0%
Explaining	33.3%
Following instructions	41.7%
Creative Development	
Movement Literacy	91.7%
Mastery of Movement	91.7%
Performance Confidence	83.3%
Parent and Carer Engagement	
Teacher contact	25.0%
Learning engagement	25.0%
Home support	25.0%
Attending events	50.0%

Delight in Dance Surrey Number of children surveyed: 27	
Social & Emotional Wellbeing	
Engagement with Learning	74.1%
Resilience	74.1%
Self-worth	70.4%
Pride	81.5%
Confidence	85.2%
Communication	74.1%
Team work	77.8%
Learning Engagement	
Speech	55.6%
Concepts	51.9%
Words and phrases	48.1%
New vocabulary	48.1%
Decode	51.9%
Interpretation	59.3%
Explaining	55.6%
Following instructions	51.9%
Creative Development	
Movement Literacy	88.9%
Mastery of Movement	88.9%
Performance Confidence	85.2%
Parent and Carer Engagement	
Teacher contact	33.3%
Learning engagement	33.3%
Home support	33.3%
Attending events	44.4%

Delight in Art Watts Number of children surveyed: 27	
Social & Emotional Wellbeing	
Engagement with Learning	51.9%
Resilience	66.7%
Self-worth	70.4%
Pride	70.4%
Confidence	66.7%
Communication	48.1%
Team work	55.6%
Learning Engagement	
Speech	37.0%
Concepts	40.7%
Words and phrases	48.1%
New vocabulary	40.7%
Decode	44.4%
Interpretation	59.3%
Explaining	55.6%
Following instructions	48.1%
Creative Development	
Creative Skills to use art materials	77.8%
Creative self expression	74.1%
Confident to create art and show others	77.8%
Parent and Carer Engagement	
Teacher contact	22.2%
Learning engagement	25.9%
Home support	18.9%
Attending events	48.1%

Delight in Art Rainforest Retreat Number of children surveyed: 47	
Social & Emotional Wellbeing	
Engagement with Learning	53.2%
Resilience	68.1%
Self-worth	57.4%
Pride	83.0%
Confidence	51.1%
Communication	44.7%
Team work	59.6%
Learning Engagement	
Speech	38.3%
Concepts	42.6%
Words and phrases	36.2%
New vocabulary	29.8%
Decode	34.0%
Interpretation	29.8%
Explaining	42.6%
Following instructions	38.3%
Creative Development	
Creative Skills to use art materials	66.0%
Creative self expression	83.0%
Confident to create art and show others	85.1%
Parent and Carer Engagement	
Teacher contact	27.7%
Learning engagement	31.9%
Home support	34.0%
Attending events	51.1%

Rainforest Retreat Teacher Led Number of children surveyed: 11	
Social & Emotional Wellbeing	
Engagement with Learning	36.4%
Resilience	81.8%
Self-worth	72.7%
Pride	100.0%
Confidence	90.9%
Communication	63.6%
Team work	72.7%
Learning Engagement	
Speech	45.5%
Concepts	54.5%
Words and phrases	90.9%
New vocabulary	81.8%
Decode	72.7%
Interpretation	81.8%
Explaining	90.9%
Following instructions	72.7%
Creative Development	
Creative Skills to use art materials	100.0%
Creative self expression	72.7%
Confident to create art and show others	81.8%
Parent and Carer Engagement	
Teacher contact	36.4%
Learning engagement	63.6%
Home support	36.4%
Attending events	90.9%

Delight in Art Out of this World Number of children surveyed: 9	
Social & Emotional Wellbeing	
Engagement with Learning	77.8%
Resilience	55.6%
Self-worth	55.6%
Pride	77.8%
Confidence	44.4%
Communication	44.4%
Team work	66.7%
Learning Engagement	
Speech	33.3%
Concepts	55.6%
Words and phrases	44.4%
New vocabulary	77.8%
Decode	55.6%
Interpretation	44.4%
Explaining	66.7%
Following instructions	66.7%
Creative Development	
Creative Skills to use art materials	88.9%
Creative self expression	100.0%
Confident to create art and show others	88.9%
Parent and Carer Engagement	
Teacher contact	44.4%
Learning engagement	66.7%
Home support	66.7%
Attending events	77.8%

Delight in Shakespeare Number of children surveyed: 56	
Social & Emotional Wellbeing	
Engagement with Learning	57.1%
Resilience	69.6%
Self-worth	58.9%
Pride	62.5%
Confidence	66.1%
Communication	37.5%
Team work	53.6%
Learning Engagement	
Speech	50.0%
Concepts	48.2%
Words and phrases	60.7%
New vocabulary	53.6%
Decode	50.0%
Interpretation	48.2%
Explaining	50.0%
Following instructions	48.2%
Creative Development	
Characterisation	73.2%
Mastery of Theatre Techniques	82.1%
Performance Confidence	83.9%
Parent and Carer Engagement	
Teacher contact	39.3%
Learning engagement	37.5%
Home support	32.1%
Attending events	55.4%

