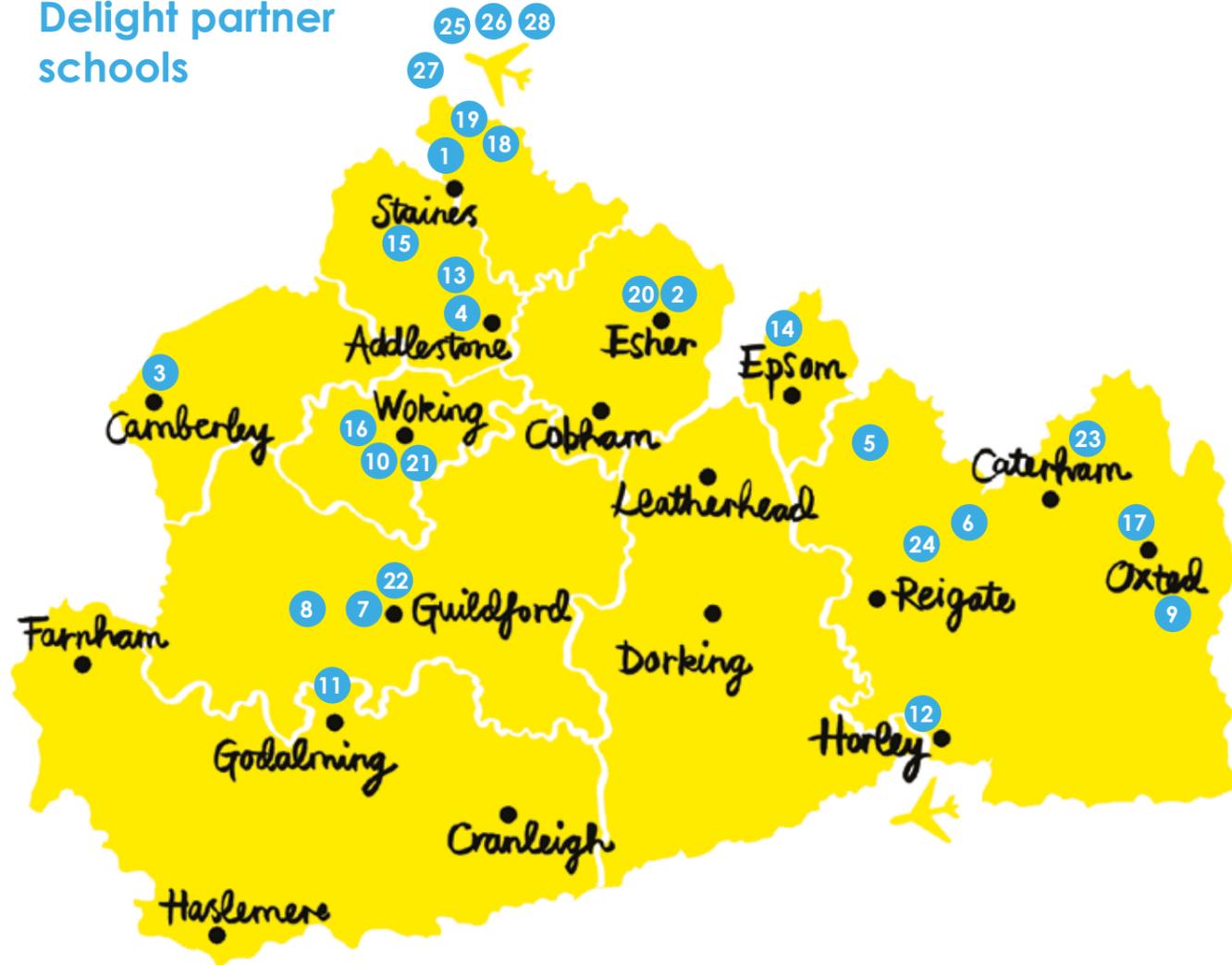


Delight partner schools



- | | |
|--|--|
| 1 Ashford Park Primary School | 16 St John's Primary School (Knaphill) |
| 2 Chandlers Field Primary School | 17 St Mary's Primary School, Oxted |
| 3 Cordwalles Junior School | 18 St Michael's Catholic Primary School |
| 4 Darley Dene Primary School | 19 Town Farm Primary School |
| 5 Epsom Downs Primary School | 20 Walton Oak Primary School |
| 6 Furze Field Primary School | 21 Westfield Primary School |
| 7 Guildford Grove Primary School | 22 Weyfield Primary Academy |
| 8 Hale Primary Academy | 23 Woodlea Primary School |
| 9 Holland Junior School | 24 Wray Common Primary School |
| 10 Kingfield Primary School | In addition to 24 Surrey school partners, we worked with 4 schools close to Heathrow airport: |
| 11 Loseley Fields Primary School | 25 Harmondsworth Primary School |
| 12 Manorfield Primary and Nursery School | 26 Heathrow Primary School |
| 13 Pycroft Grange Primary School | 27 Pippins Primary School |
| 14 Riverview CoE Primary School | 28 William Byrd Primary Academy |
| 15 Saxon Primary School | |



“The children were happier and more engaged on Delight days.”
TEACHER

A Year at Delight

Children’s lives and learning were continually disrupted by ongoing school closures and lockdowns throughout the 2020/21 academic year. At Delight, ensuring we continued our arts-based learning programmes whether children were learning in school or at home has been our greatest priority.

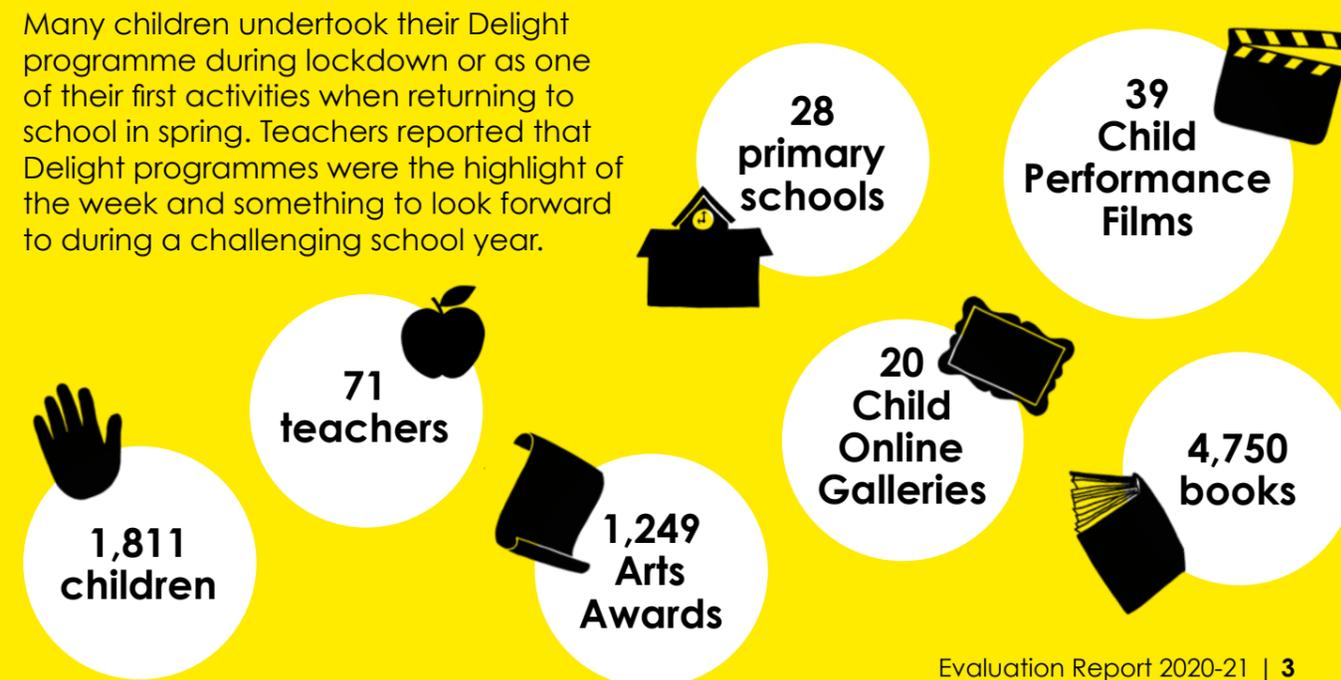
We therefore adapted Delight in Art, Delight in Dance, and Delight in Shakespeare into a Covid-resilient format blending online and in-school delivery. Delight in Reading was delivered through giving tote bags filled with books to a number of partner schools.

Many children undertook their Delight programme during lockdown or as one of their first activities when returning to school in spring. Teachers reported that Delight programmes were the highlight of the week and something to look forward to during a challenging school year.

Reflecting on the impact of our programmes over the past year, none of this would have been possible without the commitment, enthusiasm and support of the participating teachers, headteachers, arts partners, parents and carers, funders, volunteers, freelancers and suppliers. Our sincere thanks to everyone who has supported Delight’s work this year.

Looking ahead to 2021/22 and the easing of social distancing measures, we will return to in-school delivery and children will have the opportunity to experience the magic of the arts first-hand once again.

Kathryn Mills Delight CEO and Founder



“After the project, I felt more confident and happy. I feel a bit less shy. I like the part I played as it was funny and made me feel good. I also liked that everyone helped each other.”

CHILD



Using the joy of the arts to create magic in learning

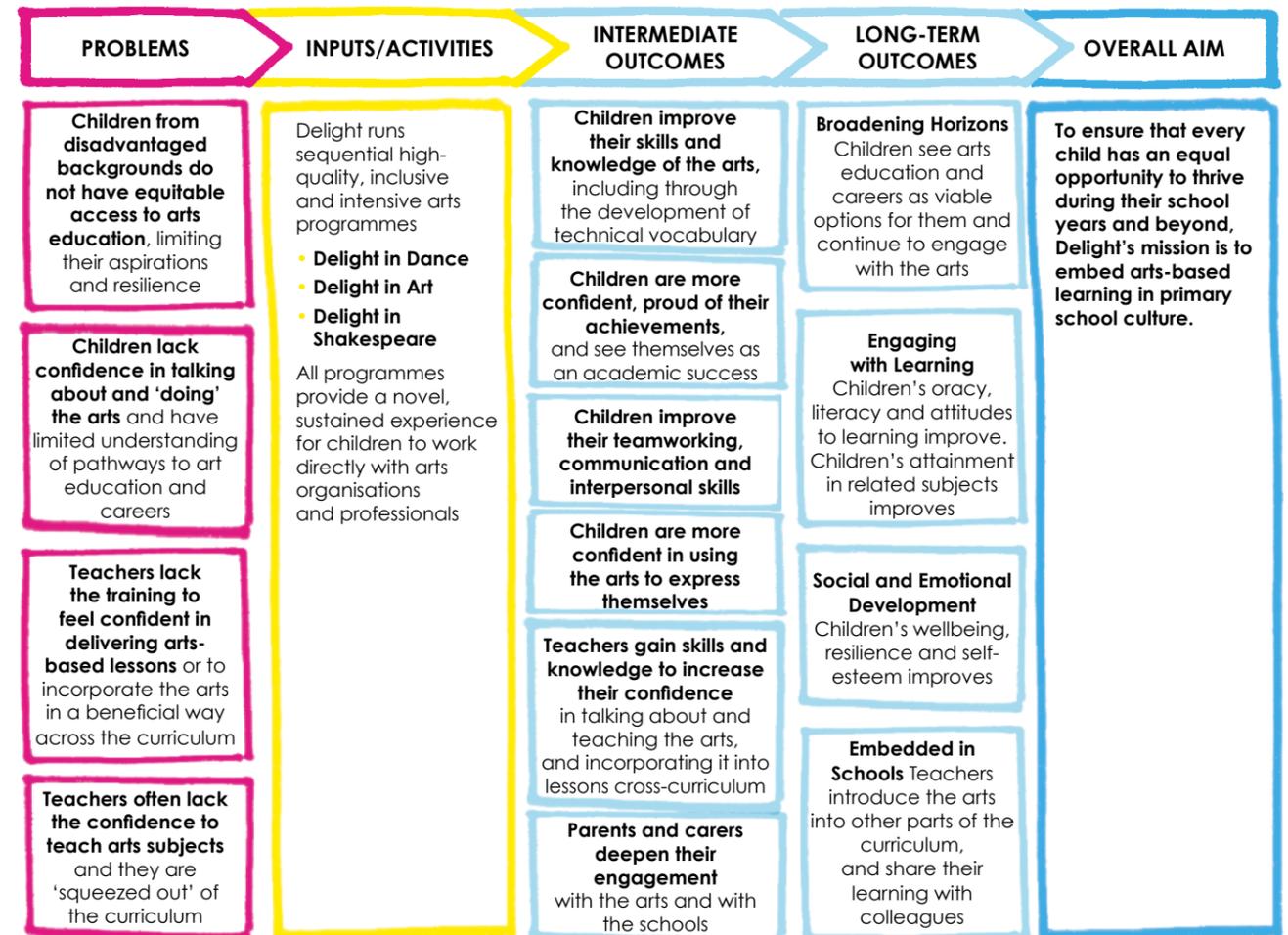
Delight’s intensive arts programmes help children build strong foundations for a brighter future. Our vision is for every child to have an equal opportunity to thrive during their school years and beyond, whatever their starting point or background. We do this by working in long-term partnership with primary schools and a range of arts partners to immerse children in the world of visual arts, contemporary dance, drama, creative writing and storytelling.

Each Delight programme is centred around robustly evidenced outcomes for children: helping them to engage better in learning, build essential life skills, experience improved wellbeing, explore their creativity and broaden horizons.

Over the past six years, we have developed an impactful programme model which, for many children, is full of firsts. Starting with a live arts experience, children are immersed in weekly creative workshops led by professional artists, dancers and actors as well as by their class teachers. Each programme culminates in a showcase performance or exhibition to celebrate children’s achievements with friends, family and the wider school community. Children have the opportunity to undertake Arts Award accreditation to acknowledge their achievements.

Teachers are proactively involved in our programmes to build their skills and confidence in running their own arts programmes. We also work with senior leaders to embed arts-based learning throughout schools and support them in securing Artsmark status – the creative quality standard for education settings.

DELIGHT’S THEORY OF CHANGE



“I would go as far as to say that it was what made remote learning so successful. This gave them something to look forward to that they would be successful in. It improved engagement in other remote lessons too as they could see it wasn't scary. It felt like a group project even though they were in their own bedrooms.”

TEACHER

Adapting to the challenges of Covid-19

Ongoing school closures, lockdowns and social distancing measures during 2020/21 presented Delight with a challenge for how to continue our arts programmes with the same level of artistic quality whilst ensuring the strongest outcomes for children's learning, wellbeing and creativity. We worked rapidly with our arts partners to adapt Delight in Dance, Delight in Art and Delight in Shakespeare. The result was a flexible blended model combining:

- New filmed immersive artist experiences
- New digital resources including weekly How To films, Meet the Artist videos, digital guides and learning materials
- Individually packaged children's art packs, script packs, and dance sets
- Live online workshops from our new Teaching Studio
- In-school workshops (where possible)

Our Covid-resilient model meant that children could access our programmes whether external visitors were permitted in schools or not. We could continue our programmes through lockdowns or if school bubbles had to transition to home learning. The effort to make these changes was well worth the investment, particularly when we had to abruptly shift to remote delivery with the sudden announcement of the January to March lockdown.

“Lockdown has made them not connect with their learning; they didn't remember how to learn. When we filmed it felt like a film-set, little groups gelled, and this programme really brought them all back together.”

TEACHER



Measuring the impact of Delight's arts-based learning programmes

We're passionate about measuring the impact of our programmes. Over the past six years, we have built a wealth of robust data to demonstrate the positive impacts of arts-based learning on children's wellbeing, learning engagement, and creativity.

2020/21 marked the start of Delight's new three-year partnership with ImpactEd, a non-profit which helps organisations evaluate, understand and improve their impact in education.

Thanks to funding from the Paul Hamlyn Foundation, Delight has appointed ImpactEd to undertake a three-year study to independently evaluate our programmes. They are looking at the impact on children as they journey through Delight in Dance in Year 3, Delight in Art in Year 4, and Delight in Shakespeare in Year 5.

We are using their findings to enrich our programme offer, expand our reach, and strengthen our impact. We'll also share their research to encourage and inspire other artists and educators to effectively embed arts-based learning within primary schools.



For children eligible for Pupil Premium*, evaluation looked at a range of factors across 3 themes:

Artistic Impact

- participation
- creative expression
- independent working

Social Impact

- engagement in learning
- resilience
- self-worth
- pride
- confidence
- communication
- teamwork

Academic Impact

- fluent speech
- understanding new concepts
- understanding words and phrases
- use of new vocabulary
- explaining new learning
- summarise main ideas
- following instructions

For all children, evaluation looked at a range of factors across 3 themes using recognised benchmarking tools:

- Grit scale**
- Stirling Children's Wellbeing scale***
- schools' attainment data
- enjoyment of the arts
- desire to participate beyond the programme
- awareness of creative opportunities and pathways

For teachers, evaluation looked at:

- increased confidence
- new skills
- willingness to teach skills independently
- programme enjoyment

* **Pupil Premium** is a government scheme aimed at closing the educational performance gap between disadvantaged children and their classmates.

** **Grit Scale** measures a child's personal sense of resilience.

*** **Stirling Children's Wellbeing scale** measures emotional and psychological wellbeing in children.

Key findings from our independent evaluators

Delight's in-depth annual evaluation combined with Impact Ed's independent study are set against a backdrop of ongoing disruptions to children's learning. Despite the challenges, the evaluation highlights a number of strong outcomes for children.

“All three Delight programmes had a positive increase in both social and artistic measures for pupils eligible for Pupil Premium, where most improvements were statistically significant ... The Delight programmes were successful in fostering pupils' confidence in performing, and ability to convey a story through art, drama or dance...pupils improved in areas of team-work, self-worth and engagement in learning.” ImpactEd



OUTCOME 1 Social and Emotional Development

“At the end of the year the school asks the children to complete a form about themselves, and they all said that they felt that their confidence had improved. Even a child who often chooses not to speak, said this.” TEACHER

Across the 3 programmes:

65% of children eligible for Pupil Premium experienced increased social outcomes.*

51% of children reported increased confidence.**

“Pupil confidence increased over the course of the programmes... Delight is providing a programme which is filling a gap within the standard schooling curriculum, and that for many pupils, it is an enjoyable and confidence boosting experience.” ImpactEd

“Teachers expressed that many pupils seemed anxious due to the pandemic and that the Delight programmes felt like a relief – a time of the week that pupils really looked forward to.” ImpactEd

“Measures of wellbeing and grit decreased slightly or remained largely stable across all three Delight programmes, with no statistically significant change observed. However, the ongoing impact of Covid-19 needs to be kept in mind when reading these results.” ImpactEd

OUTCOME 2 Engagement with Learning

“The children were happier and more engaged on Delight days.” TEACHER

Across the 3 programmes:

64% of children eligible for Pupil Premium experienced increased academic outcomes.*

82% of children rated their overall Delight experience as Excellent or Good.***

“Small but significant changes were captured in literacy among pupils eligible for Pupil Premium.” ImpactEd

“Reading and writing attainment data showed an overall improvement over the course of the programmes, especially for Year 3 pupils.” ImpactEd

“Pupils were able to equally engage in these creative activities, which levelled the traditional playing field. ... some pupils who did not normally take leadership roles in class, were now acting as leaders, ... those who normally struggled academically, got better with these creative activities.” ImpactEd

OUTCOME 3 Broadening Horizons

“For some of our Pupil Premium pupils, for someone to come into their life and tell them something new, I just think that opened their minds to possibilities of things they hadn't seen before. And so they really did embrace it. And I think it's made a difference in their minds about what is possible, what they are capable of. And also a little bit of what people do in the world.” TEACHER

Across the 3 programmes:

78% of children eligible for Pupil Premium experienced increased artistic outcomes.*

82% of children felt proud of what they had achieved.**

71% of children want to do more art, dance, or drama.**

“Programme enjoyment and excellence ratings was high amongst both pupils and teachers.” ImpactEd

“The Delight programmes broadened the horizons of pupils by exposing them to new perspectives and experiences around the creative arts and its associated industry. Seeing dance, drama and art as wider career opportunities by engaging with real artists, inspired children and broadened their perspective of what types of jobs were available.” ImpactEd

* Based on Delight's pre and post survey analysis of 176 children eligible for Pupil Premium.

** Statistics based on Delight's analysis of pre and post surveys by 581 children (increased confidence); 966 children (pride); 967 children (want to do more arts).

*** Based on Delight's post survey analysis of 565 children (experience rated Good or Excellent).

DELIGHT IN DANCE

Dance Detectives

84%

of children rated their overall experience as **Good or Excellent.***

* Based on feedback from 135 children

“I really enjoyed this. It wasn’t dancing like I thought it was going to be.” CHILD

Delight in Dance is a dance storytelling adventure for children in Year 3 (ages 7-8). The six-week programme builds children’s confidence, teamwork, dance skills, enjoyment of storytelling, literacy skills, engagement with learning, and introduces them to the world of contemporary dance.

Created by Delight with dance company Made by Katie Green, the programme was originally known as Delight in Libraries between 2017 and 2019.

Made By
**Katie
Green**

LIBRARY



“When they wrote their stories it was like magic, you could see a light bulb go on.” TEACHER

Delight in Dance kickstarted with an immersive filmed performance of “The Story Detectives” by dancers from Made by Katie Green. Set in Ashford Library, the dance production introduced children to the concept of creating stories through dance and movement and encouraged them to become “Dance Detectives”.

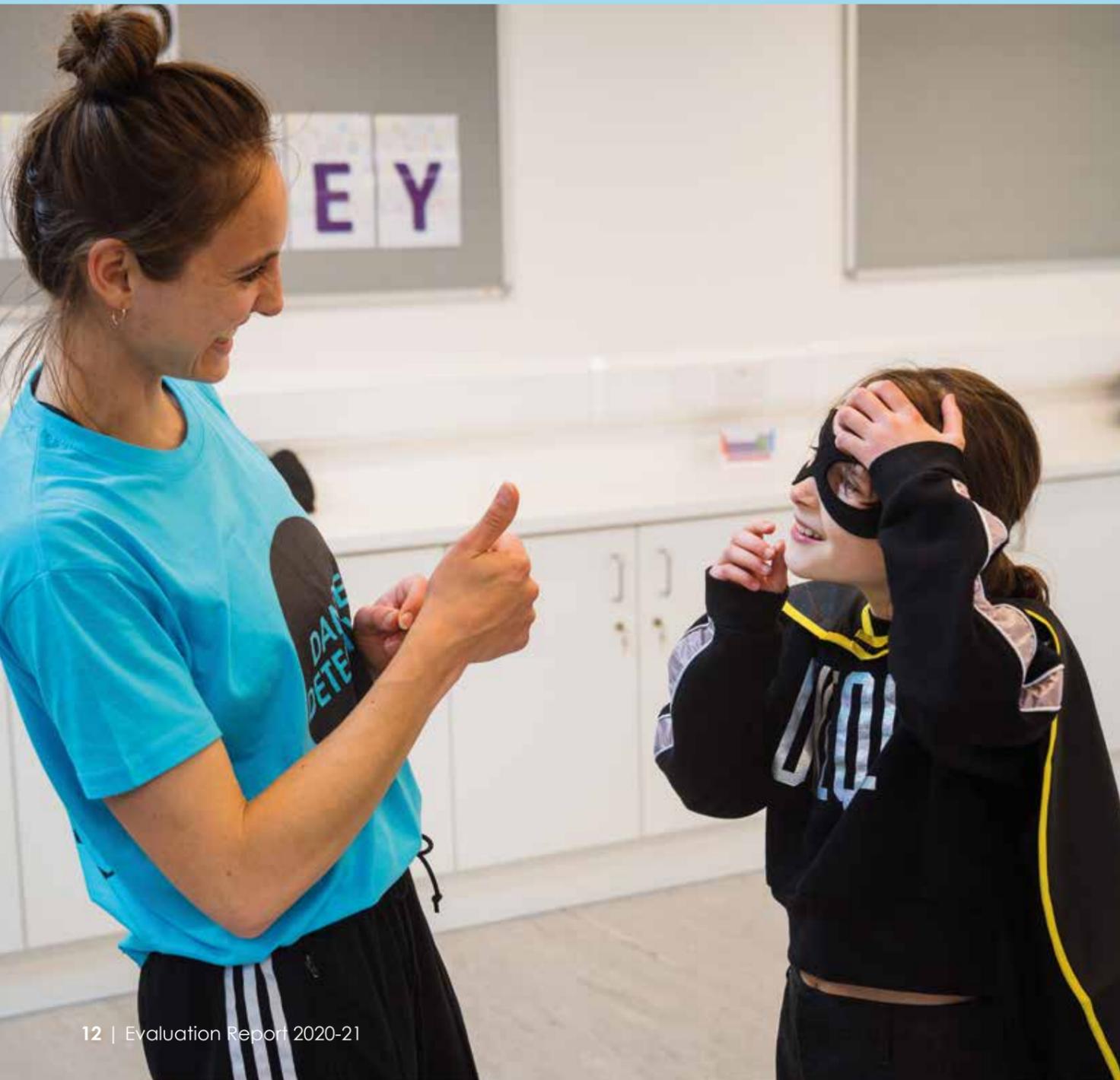
“The children loved [the film] and were delighted to spot Ashford Library as the location! The film drew them in and definitely set the tone for the programme.” TEACHER

Over the subsequent 5 weeks, children undertook dance and movement storytelling workshops (online or in school) based on the theme of Heroes and Villains. Most of the workshops were led by dancers and the choreographer from Made by Katie Green whilst some were led by teachers as part of our new Teacher Development programme. Children explored dance, movement and creative writing and developed dance skills, learnt dance phrases and created their own dance stories.

“I loved the Dance Detectives experience. I found it so fun...it was a fantastic performance and I loved working with my friends.” CHILD

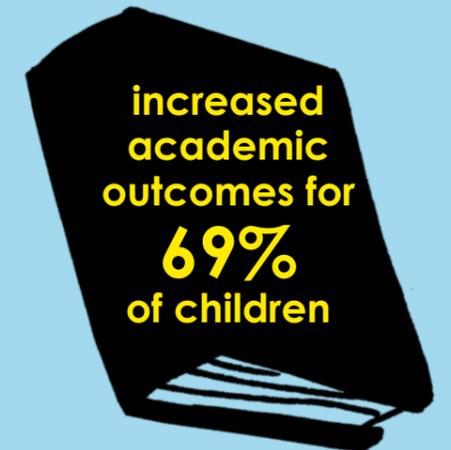
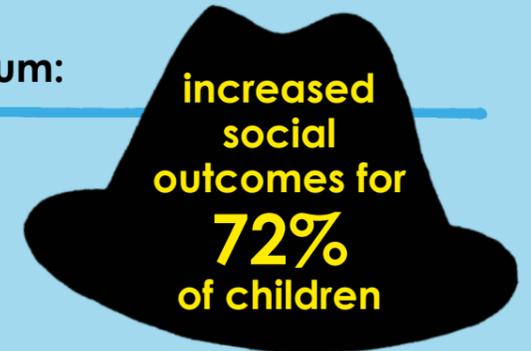
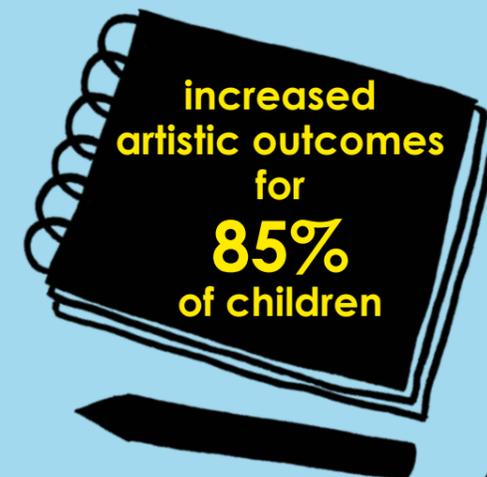
The programme culminated with the filming of the children’s choreographed Hero and Villain dance stories. Each class received a professionally edited film of their dance stories which the school could share with the children, their parents and carers, and the wider school community, to celebrate the children’s creative journeys.

Throughout the programme, children built creative writing and literacy skills which they documented in their Arts Award Journal. 390 children were awarded Arts Award ‘Discover’ in recognition of their achievements.



Amongst children eligible for Pupil Premium:

Based on 74 children



OUTCOME 1 Social and Emotional

Delight in Dance boosted children's confidence, motivation and teamwork. Many teachers reported how the programme brought quieter children out of their shells. Delight in Dance helped to support children's wellbeing and return to school following the third lockdown; whilst for those experiencing the programme during lockdown it was a fun and inclusive opportunity to bring the children together online each week.

"The sessions gave the children more motivation to work harder. It definitely helped the overall mood of the class which was great for wellbeing. I saw confidence rise so much during the programme. Some of my EAL pupils really flourished." TEACHER



OUTCOME 2 Engagement in Learning

Children built literacy, storytelling and writing skills. For some, this included writing long-form stories and recognising the concept of heroes and villains in other pieces of writing. Teachers reported engagement by even the most reluctant writers and dancers in the class. Evaluation has highlighted how Delight in Dance helped to boost children's engagement in learning, including for children with English as an Additional Language.

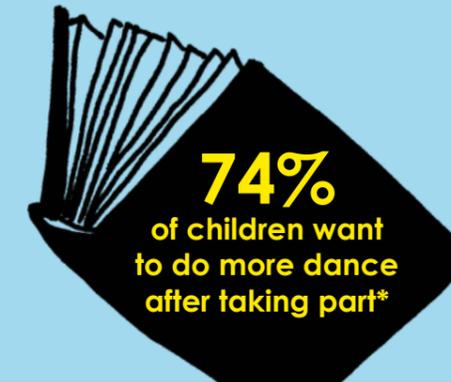
"The children loved writing their stories, suddenly reluctant writers (especially some of the boys) knew what to write about. The dance structure guided them and gave them space for their own stamp and imagination. The whole process of writing a story became easier and faster." TEACHER



OUTCOME 3 Broadening Horizons

Delight in Dance brought professional dancers into classroom learning during a period when external trips have not been possible. For many children, Delight in Dance was their first time meeting a professional dancer or choreographer. The programme introduced children to new ways of experiencing dance, breaking down perceptions of what dance is and who it is for.

"I loved learning the dances and being a character. I found some of the dances tricky but kept practising. I will carry on dancing in the future." CHILD



ARTS PARTNER TESTIMONIAL Katie Green, Choreographer, Made by Katie Green

"There were challenges around the constant adaptation of the work... however I think it also encouraged us to think creatively and come up with new solutions and ways to edit the material within the programme.

I remember all those children who completely surprised me in terms of how brilliant their performances were for the final film compared to how nervous or quiet they might have seemed at the beginning. I also remember those who we struggled to engage at all, who we never thought we'd get to the final performance, and then who made it against all odds.

OUTCOME 4 Teacher Development

100% rated their overall experience of delivering Delight in Dance workshops as Good or Excellent.

52% reported increased **willingness** to use dance in their teaching practice.

32% reported increased **confidence** in using dance in their teaching practice.

"I felt really nervous before the first teacher-led session, but the children were so engaged I really fed off that, their energy really helped me feel more confident" TEACHER



I remember the crazy moments of dancing with teddies or Christmas ornaments when one school had to lock down right at the end of their programme. But at the same time, I also remember the children at home dancing with their families – their siblings, their parents joining in, and what a huge ask it was of the parents to contribute to the programme in this way. I remember the teachers, so thankful to have other adults in their classrooms after so long distanced from all their colleagues; the lengths they went to support us and to have us in the room, and their tears when they saw how far the children had come."

DELIGHT IN ART
**OUT OF
THIS WORLD**

83%

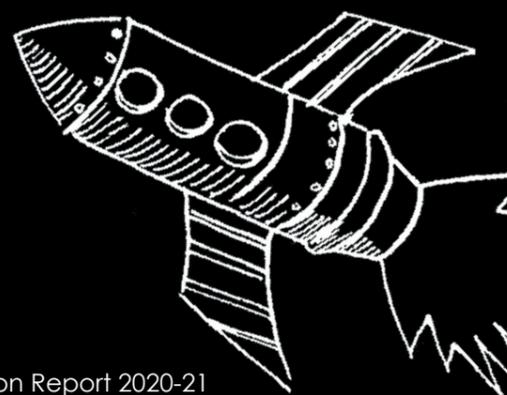
of children rated their overall experience of Delight in Art as Good or Excellent.*

* Based on feedback from 168 children

“The art packs were brilliant. There were so many little things in there that you would not think of.” TEACHER

Delight in Art is a 6-week visual arts programme designed to strengthen children's wellbeing, learning and life skills. Children in Year 4 (ages 8-9) work alongside practising artists and explore a range of art materials and techniques leading to a final exhibition to showcase their creative achievements.

Delight in Art was created by Delight and is delivered in partnership with visual arts organisation Paintbox and Watts Gallery – Artists' Village.



“I enjoyed everything. I would like to do more art in the future as I have learnt these skills.”

CHILD



Adapted to suit a turbulent year, Delight in Art was based around an 'Out of this World' theme and children explored stars, planets and deep space through a range of weekly activities. Pre-programme, Delight, Paintbox and Watts Gallery ran online training sessions for teachers and provided a package of physical and digital resources including Art Packs for every child.

“[At the CPD workshop], we basically ended up doing what the children would do, so when I looked at lesson plans or looked at the resources I knew what I was doing. It tied together well.”

TEACHER

The programme began with a filmed tour of Watts Gallery – Artists' Village led by its education team. During weekly workshops led by artists from Paintbox and class teachers, children explored visual art techniques and materials based around outer space. Children developed skills in drawing and composition, watercolour painting, creating 3D space scenes and dioramas, and making collages.

Their final artworks were brought together in fantastic exhibitions either in school classrooms or online to showcase achievements to family and friends.

Children documented their Out of This World experience in an Arts Award journal with 383 achieving Arts Award 'Discover' in recognition of their achievements.

Of the three programmes, Delight in Art was most adaptable to home learning and was delivered without alteration throughout all lockdowns, school and bubble closures. Teachers and parents and carers played a significant role in supporting children with the creative activities with artists delivering the majority of workshops live online rather than directly in school.

Alongside our Delight in Art programme with Surrey-based primary schools, we also worked with a group of 4 schools in the neighbouring Heathrow area as part of a Heathrow Community Trust commission for a Self-Guided version of the programme.

Amongst children eligible for Pupil Premium:

Based on 66 children

increased social outcomes for **63%** of children

increased academic outcomes for **51%** of children

increased artistic outcomes for **67%** of children



“I really enjoyed all the workshops and especially learning about the artists and seeing their artwork in our classroom.”
CHILD

OUTCOME 1 Social and Emotional

Boosting children's confidence, self-worth, grit and resilience were all key areas in which we were looking to make a difference. For the schools experiencing the programme remotely, teachers reported positive changes in children's behaviour and engagement in the sessions.

"They were totally absorbed in both classes. Absolutely loved it. They would turn up and already have it all laid out in front of them ready to begin the session." TEACHER

43%
of children experienced increased confidence

OUTCOME 2 Engagement with Learning

For schools experiencing Delight in Art during lockdown, teachers were pleasantly surprised by children's sustained attendance on their online platforms. Teachers reported that the relaxed and social atmosphere of the online sessions enhanced pupil behaviour and encouraged children to engage in other remote lessons as it took the anxiety away from remote learning.

"It was the highlight of our week, every week. Hannah's [Paintbox artist] sessions were the best attended of all our zoom sessions. Even the few who didn't attend watched the films and did the work later." TEACHER

83%
of children felt proud of what they had achieved*

OUTCOME 3 Broadening Horizons

The combination of the immersive filmed tour of Watts Gallery – Artists' Village combined with workshops led by practising artists which explored different art techniques, participation in Arts Award activities and the celebratory exhibition, were all designed to counteract creative opportunity deficits and develop children's artistic skills and knowledge. The sessions enabled children to take ownership of their artwork and feel proud upon completing it.

"Lots of them don't have any art materials at home so the experience is mind blowing." TEACHER



OUTCOME 4 Teacher Development

75% reported increased **confidence** in using visual arts in their teaching practice.

75% reported increased **willingness** to use visual arts in their teaching practice.

85% rated Delight in Art as Good or Excellent.

"I have new skills, definitely. Art skills and how to manage children's anxiety – how to reassure them that it is fine if they get it wrong and to think positively about their mistakes and not worry too much about it. We got so much info about how to support children with behaviour and skills."

TEACHER

80%
of children want to do more visual art after taking part*



ARTS PARTNER TESTIMONIAL Hannah Maiya-Mills, Artist & Paintbox Founder

"With most of the schools, we had to do remote delivery and there were many challenges with this... Remote delivery does make it extra difficult to communicate with the children however the videos really helped when live delivery was difficult."

When we ran remote sessions which children could join from home, you could see how happy they were to be with their friends (on zoom) and how much they appreciated having a fun activity to do. The children had everything they could need – all the art materials, an instruction book, access to 'How To' films and an opportunity for a live lesson. It was absolutely brilliant to have so many children join these remote lessons."

It has been a really challenging year for teachers and it was clear to see how much pressure they were feeling. Many of the teachers were really happy for their class to have an opportunity to do a creative project that they could see would have a positive effect on their wellbeing. Teachers were much more involved than in previous years and did a fantastic job on the activities that they were leading."

DELIGHT IN SHAKESPEARE

The Tempest

80%

of children rated their experience of Delight in Shakespeare as Good or Excellent.*

* Based on feedback from 398 children

“I was nervous to begin with... and by the end I was a lot more confident” CHILD

Delight in Shakespeare is a 7-week programme that strengthens children's wellbeing and learning, and increases their skills in drama, storytelling and understanding of heritage texts.

Created by Delight and delivered in partnership with Guildford Shakespeare Company, the programme empowers children in Year 5 (ages 9-10) to enjoy and feel ownership for Shakespeare, giving them a strong foundation for when they start secondary school.



“I thought the project was unbelievable. I learnt to say my words clearly. I liked that we all supported and helped each other.” CHILD

Our Covid-adapted programme kickstarted with a filmed production of 'The Tempest' by Guildford Shakespeare Company created especially for Delight. Teachers were tasked to bring the production to life in-class using a selection of props such as thunder shakers, a bubble machine and an electric fan.

“The children really loved watching the performance film and loved the 4D resources.” TEACHER

Over the subsequent 6 weeks, children worked together to learn about scriptwriting, drama and performance. Each child had their own script pack which they could annotate with the line for their part in the play. An actor from the Guildford Shakespeare Company led three of the workshops, whilst the other three workshops were led by the class teachers to build their skills and confidence in delivering drama programmes.

“The programme had a huge impact on the children. It started out as a bit of fun but the children took ownership and it became important to them. It has helped their confidence and changed the way they read out loud to the class. It’s helped those children living under the radar find a voice.” TEACHER

Children documented their Shakespearean journey through creative writing and literacy activities in their Arts Award Journal.

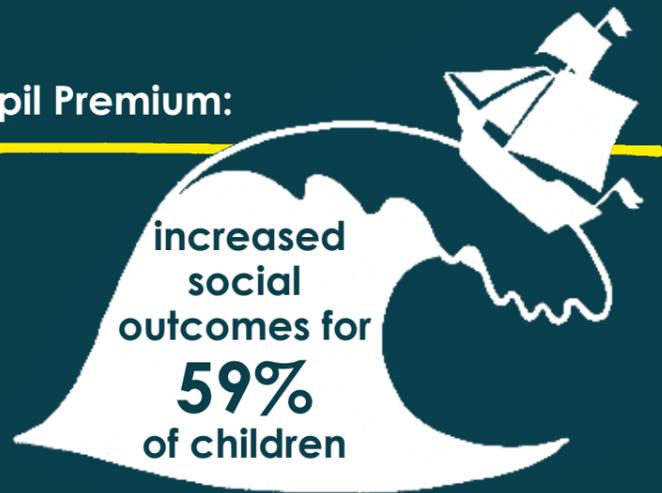
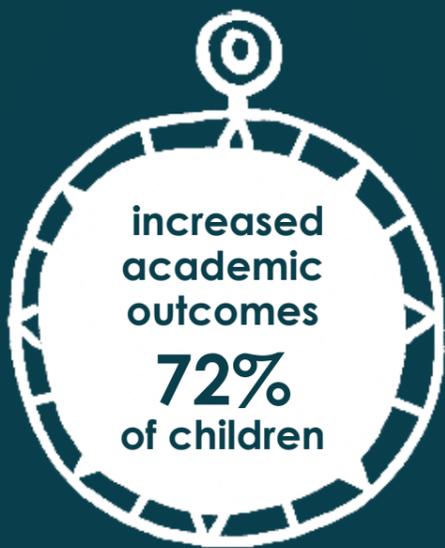
In Week 7, the children performed a scene from The Tempest which was filmed by the class teachers. It was then professionally edited for the school to share with the children, their family and friends as a lasting legacy of their achievements.

“I feel like my confidence built up as time went on. My favourite part was experimenting with lines when we rehearsed because it didn’t matter if I said them wrong.”
CHILD



Amongst children eligible for Pupil Premium:

Based on 39 children



OUTCOME 1 Social and Emotional

Increased confidence amongst children was a consistent theme across evaluation with our school partners including for children eligible for Pupil Premium. Teachers reported that children who were quiet or 'under the radar' in class found a voice when participating. Teachers reported that for some reluctant performers, being on film instead of in a live performance helped them feel safer. As Delight in Shakespeare coincided with children's return to school after lockdown, this provided a well-timed opportunity for the class to work collaboratively and create a filmed performance together.

"We saw a boost in confidence for some children, and the biggest surprises were with the children that had flat out refused to take part." TEACHER

51%
of children
experienced
increased
confidence



OUTCOME 2 Engagement with Learning

Children's ability to articulate their learning was demonstrated by the successful completion of their Journals. This resulted in 456 children receiving the introductory level Arts Award 'Discover' whilst 84 children achieved the entry level 'Explore' Award.

"The children became very good at writing about The Tempest and more comfortable with writing a play script. One child has dyslexia and in the past would never have dreamed of reading out loud to the class but she is now reading the same book as the rest of the class." TEACHER

76%
of children felt
proud of what they
had achieved*

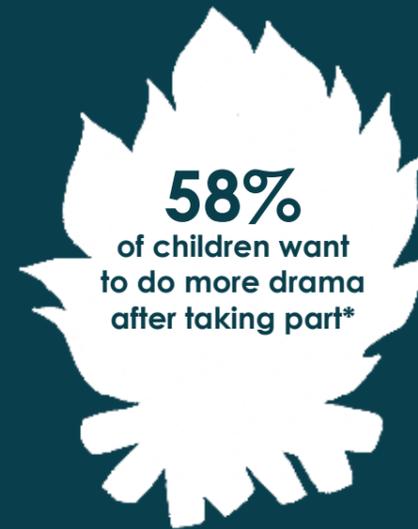


OUTCOME 3 Broadening Horizons

Watching the filmed Tempest performance and having a professional actor from the Guildford Shakespeare Company lead workshops was a special opportunity to become immersed in the world of theatre. Children were proactively involved in creating the filmed production of The Tempest.

"It was really good because Shakespeare uses language you don't see every day and some of his plays are really dramatic. It was better than I thought it would be because at first I didn't understand the story and when Dan came in and explained it really helped. I liked how there was magic in the play! I enjoyed everything! It gave me confidence to try drama in the future." CHILD

58%
of children want
to do more drama
after taking part*



OUTCOME 4 Teacher Development

88% reported increased **confidence** in using drama in their teaching practice.

75% reported increased **willingness** to use drama in their teaching practice.

86% rated their overall experience of delivering Delight in Shakespeare workshops as Good or Excellent.

"It was so much fun. It reminded me that drama can be used more in lessons and helped me feel more confident doing it in class. It got me out of my comfort zone!" TEACHER



ARTS PARTNER TESTIMONIAL Ant Stones, Guildford Shakespeare Company, Head of Education

"It was clear that several children really surprised their teachers with how much they came out of their shell. Some teachers really threw themselves into it. They certainly felt more prepared than

previous years (even considering the change of medium). It was brilliant to have a script. The children used these throughout, they changed and revised them and this really helped to reinforce script writing and stage direction. It would be great to replicate this next year when we return to theatre."

“Delight has given our school the opportunity to expand horizons and appreciate the creative arts within our curriculum offer. The impact, therefore, that these opportunities have on our school are extremely beneficial to our children’s wellbeing, engagement in the curriculum, parental engagement and cultural capital.” HEADTEACHER

Building a lasting legacy of arts-based learning in primary schools

Developing teachers’ confidence, skills and enthusiasm for using the arts in schools underpins all Delight programmes. Our programmes provide the tools for teachers to carry their experience forward in class and share their learning with colleagues. We don’t deliver the National Curriculum but encourage teachers to explore all possible links with other classroom learning. By working in long-term partnership with teachers and school leaders, our aim is to embed arts-based learning in schools and create a genuine arts legacy. We support many of our partner schools on their journey to secure Artsmark status – the creative quality standard for schools.

2020/21 marked the launch of Delight’s Teacher Development programme pathway. 42 teachers (59%) benefited from this new pathway which combines live training and access to learning resources with the opportunity for teachers to lead workshops themselves, with guidance and practical support from Delight and the relevant arts partner. The past academic year has been a very beneficial learning experience and enabled us to create a programme that can be scaled to increase the number of children, teachers and schools we reach in future years.

During 2020/21, 71 teachers took part in Delight programmes and benefited from a support package combining:

- **Pre-programme CPD training:** a practical online workshop led by Delight and the relevant arts partner.
- **Pre-programme 1:1 planning meeting and post-programme evaluation meeting.**
- **Teacher Resources:** a suite of digital and physical resources to enrich activities.
- **Mentoring and practical guidance from Delight and arts partners:** to build the skills and confidence of teachers.
- **Legacy support:** guidance for how teachers can run their own arts-based learning programmes in schools.



“Teachers reported an increase in confidence in teaching and using creative based lessons with their pupils.” ImpactEd



Outcomes for teachers and schools in 2020/21:

OUTCOME 1

Teachers gained skills and knowledge to increase their confidence in talking about, and teaching, the arts.

“I am definitely way more confident. Just from watching the artists, their approach. I feel a lot more confident. I had never used some of the skills before. Usually, we have 30 minutes to make art. I loved doing it over many sessions and giving it an end point and context.” TEACHER

85% of teachers reported increased **confidence** in delivering arts-based learning programmes.*

91% rated their overall experience of delivering workshops as Good or Excellent.*

OUTCOME 2

Teachers planned to include the arts into their teaching practice.

“Taking part...has given me more ideas to implement into the classroom. It is a very beneficial and rewarding program to be part of.” TEACHER

77% of teachers reported increased **willingness** to use the arts in their teaching practice.*

OUTCOME 3

Schools embed arts-based learning across all year groups.

“Delight in Shakespeare has shown huge impact on our children’s confidence and performance skills. This sequence of workshops and performances allows the children to develop their oracy skills and this is then transferred into other areas of our curriculum. As we have participated in Delight in Shakespeare for a few years, we have been fortunate enough to see how it has impacted the children in following years too and have witnessed it being an event in their time at the school that they frequently reflect back on as a fond memory.” HEADTEACHER

1,249 children received Arts Award accreditation.

5 schools are currently on their Artsmark journey whilst an additional 11 have expressed interest.

* Based on Delight’s pre and post survey analysis of 41 teachers across the 3 programmes.

Developing a positive support network for each child

“One child who does not have any parental engagement at home said that his mum practised with him and he loved it!” TEACHER

Delight involves parents and carers as much as possible in each programme to boost their engagement with their child's learning and help create a lasting and positive impact.

For children undertaking Delight programmes during lockdown, parents and carers played a vital role in supporting children during the live workshops.

“It has been lovely to see the project unfold, and my child has enjoyed it so much. She has really grown in confidence and takes every opportunity now to draw and paint – it really has inspired her to try new things and be confident in what she is doing.” PARENT

One of the main ways we create a community support network around children is through the children's final performance or exhibition. Covid restrictions meant that the way we delivered our programmes this year was different, and the children's final events were filmed or shared in an online gallery. Some schools also took the opportunity to create live events that they shared with other children at the school.

Schools shared the films and online exhibitions with the wider school community, parents and carers and it was fantastic that we could celebrate children's achievements at a time when in-school events were not possible.

“We did an exhibition in the hall. I was so proud, it looked amazing. All the teachers were commenting on how amazing it was. We left it up for a few days for the other classes to look at.”

TEACHER

DELIGHT IN READING

Delight in Reading brings books into homes where there may be few or none, helping to stimulate a love of reading for pleasure, contributing to children's development of essential reading skills and ability that will support them in learning and life.

Due to Covid, we took a different approach to Delight in Reading in 2020/21. Prior to Covid, we ran Book Fairs in schools where we provided free/very low-cost books to children and volunteering opportunities for older children to run the Fairs themselves. With ongoing social distancing measures, we shared our book stock of 4,750 books with 9 primary school partners. 1,450 children received a Delight tote bag with a minimum of 3 books, a mix of fiction and non-fiction, and books were packaged to appeal to children across different year groups.

Looking ahead, we are reviewing how we will build on the legacy of Delight in Reading over the past five years and how we can continue to nurture a love of reading amongst children.

“My son received some lovely books from your charity just before half term and he was so excited to have his own little bag with them in. He's just started reception class and loves stories, but as we haven't been able to go to the library as we used to it was such a lovely thing for him to receive those books.”

PARENT





Looking ahead: our future plans

Providing joyful opportunities for children to experience the magic of the arts is at the heart of our programmes and we are excited to be returning to delivering our programmes in schools once again.

In 2021/22, we will work with our arts partners and Surrey primary schools on Delight in Art, Delight in Dance, and Delight in Shakespeare. We will use many of the digital resources we created over the past year to enrich the learning experience for children and their teachers. We are also incorporating new access material to further improve the inclusivity of our programmes. This includes Sign Supported English content and translation of materials into languages spoken within our school communities.

As an Arts Award provider and Artsmark partner, we will continue to advocate for embedding arts-based learning in schools and supporting school leaders in their strategies for achieving this.

We look forward to working with even more teachers as we expand our Teacher Development programme pathway to a greater number of schools.

At present, Delight largely focuses on primary schools in Surrey, specifically those in communities affected by socio-economic disadvantage or with high levels of children with special educational needs. Thanks to funding from the Paul Hamlyn Foundation, we are expanding our arts-based learning model to schools in neighbouring Croydon from 2022. Over the coming academic year, we will build on our successful growth in Surrey to forge new Croydon school partnerships before rolling out Delight in Dance to five new schools from September 2022.

Delight's work is underpinned by robust impact measurement to ensure the highest quality artistic content and the strongest outcomes for children. We will continue to work with our evaluation partner ImpactEd over the year ahead and develop our evaluation tools and strategies to improve the quality of our work, expand our reach, and strengthen the impact of our programmes on children.

THANK YOU!

Our sincere thanks to every teacher, teaching assistant, headteacher, actor, artist, dancer, freelancer, volunteer and supplier with whom we worked over the past year. Thank you to all the parents, carers and siblings who supported children dancing and making art whilst learning from home.

We'd also like to say a big thank you to our funders not only for their financial support but for their insights, support, conversations, flexibility and commitment to our cause. From young people raising money for Delight through cake sales

and swimathons, to grants made by trusts and foundations – every donation has made a genuine difference.

Schools make a financial contribution to participate in Delight programmes. As a registered charity, we are able to subsidise these costs through our fundraising activities. In return, school partners are asked to demonstrate that the Delight programme will be used to support our core mission of closing the opportunity and attainment gap for children affected by disadvantage or those with additional needs.

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