Map

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**Church Lane Academy of Arts in association with Dance Lobo**

Intent

The purpose behind Church Lane Primary School launching the Academy of Arts, is to provide a collaborative approach between Church Lane Primary School & Dance lobo, in order to solve a historic problem in primary education.

Some children are more creative than academic, which can cause problems at Primary level, as most of the day is based on core subjects due to this being the foundation to their educational journey.

Children who are less academically able can suffer from low level behaviour problems, attendance issues and suffer with their mental wellbeing.

The project is designed to tackle and improve these areas by giving each child an opportunity to be proud of their work and abilities.

The academy will be separate from school and attendance cannot be used as a punishment for low level behaviour in school.

Children in will be offered the opportunity to take classes indifferent areas of the Arts, guided through the project and given the option to undertake specific accredited exams at the end of each year, building confidence and sense of achievement.

The option to perform live will also be available to build their confidence and self-esteem. They will learn how to mange emotions, express themselves in different ways along with strategies of learning and retaining information.

Needs Assessment

Not every child is academically gifted and as described and noted in a number of research papers, this in turn can cause a number of issues within the school day. Mental wellbeing in a child can be affected dramatically if they do not feel able, worthy, capable etc, which in turn can lead to disruptive behaviour, poor attendance and a negative attitude in general towards learning.

Mental health problems in early childhood and adolescence increase the risk for poor academic performance, indicating the need for awareness and treatment to provide fair opportunities in education.

NHS research suggests that [1 in 6 UK school children struggle with mental health.](https://www.gov.uk/government/news/79-million-to-boost-mental-health-support-for-children-and-young-people) Mental health challenges make it difficult for children to achieve high grades . Peer to peer relationship building can also be affected if a child does not value their self-worth.

Positive self-esteem provides a firm foundation block for learning, so the earlier this is addressed the better.

Children who struggle with their mental health can be prone to irritability and emotional outbursts.

The National Centre of Biotechnology Information carried out a study on Mental health and academic performance: a study on selection and causation effects from childhood to early adulthood

The results indicate that social selection mechanisms are present in all three periods studied. Behavioural and emotional problems at age 3 were associated with performing below grade at age 12. Similarly, mental health problems at age 12 were associated with lack of complete final grades from compulsory school and non-eligibility to higher education. Academic performance at ages 15 and 19 did not increase the risk for mental health problems at age 20.

This concludes that the earlier we can intervene, the more chance we have of making a positive impact on educational outcome.

The Evidence Based Practice Unit, a partnership between UCL and the Anna Freud National Centre for Children and Families investigated the link between mental wellbeing and academic performance during middle childhood and early adolescence.

Dr Jess Deighton (EBPU, Division of Psychology and Language Sciences) led the study to investigate the link between internalising symptoms (i.e. those that are focused inwards, such as depression and anxiety); externalising problems (i.e. those that are directed outwards, such as aggressive behaviour); and academic attainment during childhood in two age groups: middle childhood (ages 8–9) and early adolescence (ages 11–12).

The study’s results highlight mental wellbeing factors can influence academic achievement for primary school students. They also suggest that interventions aimed at addressing challenging behaviour could also help to enhance academic achievement.

* [Full article, “Longitudinal pathways between mental health difficulties and academic performance during middle childhood and early adolescence,” *British Journal of Developmental Psychology*](http://onlinelibrary.wiley.com/doi/10.1111/bjdp.12218/epdf?author_access_token=SZ2bEHBhtGFtLaW2wD70LYta6bR2k8jH0KrdpFOxC651yG4EzAdTJZCFXt-qyNXbVcGgvuzkHabuUSSA6bpuDsK_mHQYIJjxXNCU26-SM89jIUUaRVKgKCZcTqTM9Z9E)
* [Evidence Based Practice Unit](http://www.ucl.ac.uk/ebpu)
* [Division of Psychology and Language Sciences](http://www.ucl.ac.uk/pals)
* [Anna Freud National Centre for Children and Families](http://www.annafreud.org/)
* [Dr Jess Deighton’s IRIS profile](http://iris.ucl.ac.uk/iris/browse/profile?upi=JDEIG68)
* [Mental health at the Faculty of Brain Sciences](http://www.ucl.ac.uk/brain-sciences/faculty-strengths/mental-health)

Reasoning

It has been recorded by a number of research departments, including School Days, that children who take performing arts classes benefit from improvements to their abilities in many different areas.

Performing arts develops creativity, allowing children to be innovative, imaginative and broad minded. Classes stimulate and challenge the brain, encouraging creativity and expression.

The National Alliance for Arts, Health and Wellbeing actioned a 2-year research programme concluding that Creative activities can have a calming effect on the brain and body. The research also showed that people who play an instrument have better connectivity between the left and right part of their brain. This can help to improve your cognitive function (the way your brain works).

Performing arts can help children to overcome anxieties. By going on stage, giving a successful performance and receiving positive feedback, children will be able to believe in themselves and have a sense of achievement.

This can also help in core subject for example, problem solving skills improve as children are faced with unexpected situations and must work out possible solutions.

Exposure to music allows children to easily access their emotions as they are used to constant changes in feelings and emotions through songs. The aim would be to increase the ability children have to express themselves and talk about their emotions, enabling us as adults to support them more effectively.

Children will learn how to work in groups and individually and become more confident in both situations.

Another area we are addressing is the opportunities each child is given and opening this up to be inclusive. Within our school, we have 44% of pupils that are classed as deprived. We want to give every child the opportunity to explore extracurricular activities with the aim of achieving a recognised award, without any financial burden to the families. Another factor to families for exploring this area is time.

Within our working families, several work at weekends when the classes typically take place or have other commitments. By adding the classes onto the end of a school day, this will hopefully open the opportunity up to more pupils, release the extra pressure from parents/carers and increase the positivity of home life.

This area of learning is touched upon in primary education but cannot be fully explored without financial and parental contribution until secondary School. By introducing this at primary level, we aim to target the children’s interests and abilities at a younger age, build confidence to help with secondary transitions.

This project will take us a step closer to ensuring each child has the quality of diverse education that they deserve.

Project Implementation

The Academy will be launched in September 2022 at Church Lane Primary School & Nursery. Each child will be given the opportunity to apply for a place.

Dance lessons will be held on a Wednesday Evening and conducted by Dance Lobo (all persons to be safer recruited following school policy).

Children will work towards an accredited NATD award in Free Style dance as well as a main show performance.

Vocal coaching will be offered on a Friday evening By Sophie McCordick. Children will work towards accredited grading within the popular music Genre.

Staffing structure see appendix C

If the Academy is successful, we will aim to introduce classes for Drama, Music and Art & Design. These classes will then be held on different days, so children have the opportunity to experience each area if they wish.

Prior to the launch date parents and children will be informed of the academy and given the opportunity to apply.

Assessment data will be collected and evaluated throughout the process in conjunction with the main school class teachers.

Areas evaluated will be:

* Behaviour
* Focus
* Attendance
* Ability
* Attainment
* Confidence & Self esteem
* Outlook/ Work ethic

See appendix A & B

The effects of the academy will be evaluated on a termly basis looking primarily at the areas listed above. Full effects are not expected to be noticed until at least one full term has been completed.

Each child will be evaluated by the Art Curriculum lead, teacher(s) of the area of arts that the child participates, and the main school class teacher.

The overall performance and progress of the academy as a whole will be evaluated by Callum Clay, Gemma Blanchard, Charlotte Massingham and Cheryl Lobo. The evaluation will be written up and provided to the Governing body on a regular basis.

The future of the academy will be discussed on an annual basis at the end of each academic year. Factors will include financial situation, uptake, and effect.

Appendix A

Map

Description automatically generated

Academy of Arts -Self evaluation

Your name…………………………………………………………………………

Year group …………..

Term …………..

How would you score yourself on the following areas: 1 is low, 10 is high.

1. Confidence with your friends

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in making new friends

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in playing with others

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in talking to adults

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in contributing in class

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in Maths

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in English

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in PE

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence other subjects

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. How happy are you at school?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Score total: ………………….

Appendix B

Map

Description automatically generated

Academy of Arts -Teacher evaluation

Child’s name…………………………………………………………………………

Year group …………..

Term …………..

Please use the following evaluation to score the children on the areas below using the following number system: 1 is low, 10 is high.

1. Confidence in class contributions

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Attitude towards learning

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Confidence in communicating with peers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Communication with adults

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. General behaviour

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Please add the scores to show a total: ………………….

Please rate their attainment in the following areas:

Maths

|  |  |  |
| --- | --- | --- |
| Working towards | Working At | Working Above |

English

|  |  |  |
| --- | --- | --- |
| Working towards | Working At | Working Above |

Non core

|  |  |  |
| --- | --- | --- |
| Working towards | Working At | Working Above |

PE.

|  |  |  |
| --- | --- | --- |
| Working towards | Working At | Working Above |

Appendix C

Key Personnel

Headteacher Callum Clay

Business Manager Gemma Blanchard

Art Curriculum Lead Charlotte Massingham

Ambassador Robin Windsor

Patron/Dance Instructor Cheryl Lobo

Voice Coach Sophie McCordick

**Callum Clay** will lead the academy in line with the schools’ policies and procedures. Callum will oversee the educational and pastoral benefits of the academy and report to the Governing body on a regular basis.

**Gemma Blanchard** will oversee the financial and strategical side of the Academy as well as the administrative side. Gemma will arrange marketing and promotional events as and when necessary.

**Charlotte Massingham** will conduct all evaluations throughout the academic year and report on progress as and when needed, liaising with class teachers.

**Robin Windsor**, Professional dancer, and previously a star in Strictly Come Dancing, has agreed to be an ambassador to the project.

Robin will be able to give an extra confidence boost to the children and show what can be achieved in this area and will be conducting visits and zoom calls/messages to the children with words of encouragement.

As the ambassador, Robin has also agreed to partake in promotional interviews and photoshoots. The aim here is to promote the school and academy whilst opening opportunities for future funding which enable the expansion of the academy, resources and opportunities.

**Cheryl Lobo** is the owner of Dance Lobo and has connections within the National Association of Teachers of dancing.

As an experienced and successful dance teacher, Cheryl will be leading the dance sector of the academy guiding the children and supporting them though assessments.

As the Patron of the Academy, Cheryl will also be involved in future developments and expansions of the Academy.

**Sophie McCordick** is currently employed by the school as the SENDCo and Music Curriculum Lead.

Sophie has numerous qualifications within music including a degree in popular and world music and a BTEC in music Performance with 3 distinctions. Sophie will be Leading the Voice coaching lessons and working towards developing children’s abilities to an examination standard as well as supporting them through the examination/grading process.