

Schools Fund Feedback from Teachers 2023/24



The generosity of **this fund** has significantly changed the grades of many of our **disadvantaged students** as this year we chose to purchase art materials which could be lent out to those who do not have them at home. With the cost-of-living crisis students have taken advantage of this and used them to complete final pieces at home which otherwise they just could not have done. This in turn then meant we were able to use class time to help them push other work and fill gaps which they had in their portfolios, **securing those higher grades by doing so**. As a centre we believe that printing high quality photography outcomes is important. Many centres do not do this, **and often it is just something which the private schools do as it is so costly**. We believe that a printed outcome is a large part of the process of this subject and when the students see their work presented like this, as 'finals', **their pride is clearly visible to see**. This in turn then spurs them on with further work as they are so enthused. - **Ashton Park**

The City Academy's GCSE Photography program has witnessed **significant growth and successful outcomes** for our students, and **the funding from Jerram Studios has played a pivotal role in this success**. Starting with only six students in Year 10 in 2017, we now have 44 students in Year 11. Furthermore, there has been an increase in students pursuing creative subjects post-16, with increasing numbers of students recognizing the creative industries as viable career options. This is a significant change from 2017 when no students were pursuing Photography in further education. This success has been supported by the equipment we have purchased with funding from Jerram Studios which has helped to promote our courses to students and parents and enable high quality work to be produced. – **The City Academy Bristol**

Sadly, for our young people at Bristol Futures Academy, **'opportunity' is not a word they are used to hearing, let alone receiving**, and so we wanted to take this chance to tell you how grateful we are that you took a chance on us and **gave our students the opportunity to experience art and culture in ways that they would have missed out on** in their mainstream settings. - [Bristol Futures Academy](#)

The students have continuously borrowed the new DSLR cameras and taken some wonderful photographs in groups and individually. The funding enables students to borrow these cameras out of class time and spend hours working on coursework in their own time, **which always brings higher quality work and GCSE grades in the end.** - [Bristol Metropolitan Academy](#)



With the fund granted, **students from different key stages and groups in the school have been able to benefit from Art and Sensory activities**, some of them have started a new hobby – pottery; and a group of pupils (Post 16) has even been able to get started with their own pottery project. Having these enriched Sensory and Art sessions in our school, has been **a mind-opener to new ideas and expectations for pupils and teachers**. We have become **more ambitious** with the delivery and provision of these areas of the curriculum. It has been amazing to see how pupils' aspirations and goals have been achieved through activities and equipment that we now own and that will be used for future generations. We've realised the **substantial help these activities have meant for our pupils' mental health** and in general for their self-regulation. - [Kingsweston School](#)



The diversity and range of material has allowed our students to explore a wider range of artistic techniques than they would usually do in lessons, which has in turn enhanced their technical proficiency, **acquiring skills that extend beyond their regular curriculum**. It has enabled us to **increase access** for participation and engagement of students from a wider range of abilities and needs. It's been brilliant to see students being able to **express a newfound passion** for visual storytelling and artistic expression. It has **boosted confidence** for some of our SEND students and stretched our more able simply from using different materials and techniques. We've seen a **boost in students' confidence** in how they are developing thinking skills, analysing compositions and planning skills. – [St. Mary Redcliffe and Temple School](#)

Thank you so much for funding our recent trip to the Knit and Stitch Show at Alexandra Palace in London. Students were able to see, up close, the amazing work of textile artists. **This made such a difference to their understanding of the work**, its impact, scale and the layering of processes and techniques. Many of our **students had never travelled to London** and loved the views from Alexandra Palace of the whole of the city, spotting sights that they had previously only seen on the TV or in pictures. On return to school **discussions around their work were enriched due to their visit**. Students get out their phones and show me the work they liked the best or wanted to try to emulate. I could then talk to them about how this could be achieved and what was (and was not) possible. Conversations became meaningful and purposeful through this shared experience - they have been enthused and their ideas reignited by **seeing artwork first hand**. - [Bristol Cathedral Choir School](#)

Adebanji Alade, otherwise known as 'The Addictive Sketcher', a British artist of Nigerian heritage, came and taught a full day's workshop to a group of Y11, Y12 and Y13 art students. Many of our students originate from all parts of the world, including where Adebanji's family are from originally. They did relate to him fully regarding this. They had full tuition for the day and produced a portrait reflecting the skills that he taught. His energy, enthusiasm and teaching was something that the students embraced and their work is an added piece to their portfolio. For some students, **I can confidently say it has increased their chances of a higher grade**. - [St Bede's Catholic College](#)

The money provided has been a lifeline this year in helping us not only upgrade but maintain standards we have been establishing **as central budgets have been cut**, reducing the materials

we can afford and resources we can invest in - without the additional funding, sketchbooks (circa. 400 across various year groups) would have swallowed over a third of our budget and our printing costs would likely have swallowed most of the remaining budget. The upgraded materials and equipment were placed into our GCSE classes. We were able to invest in higher quality brushes and quality heavy body acrylics. This **saw a significant improvement in the quality of work** our pupils did and continue to produce. They take pride in using these materials and in the outcomes they produce. Previously we had been limited to using budget paints, which often dry dull and chalky, and budget brushes that quickly frayed and could not be used for delicate work. The new materials provide vivid colour and allow for delicate work, **helping the pupils realise their intentions, and be more ambitious in their art.** - **St Bernadette Catholic Secondary School**

