

## Jerram School Fund Feedback from Teachers



Students in Year 10 and 11 have used the iPads to produce research and search for inspiration images for their artist pages. As well as to take quick photographs showing experimentation in their work. They have mainly used them for digital drawing and photo editing. They have really enjoyed doing this in order to experiment and expand on their ideas. This **has led to students becoming more engaged with art and in turn has allowed them to gain more marks for their GCSE coursework.** Students have also been using the iPads in afterschool sessions, where they have continued to explore digital drawing and photo editing. This **has really opened doors for their experiments.** Especially taking a photo of a drawing and then editing it and drawing into it on the iPad. – [Bristol Brunel Academy](#)

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 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](#)



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](#)



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 were 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 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**

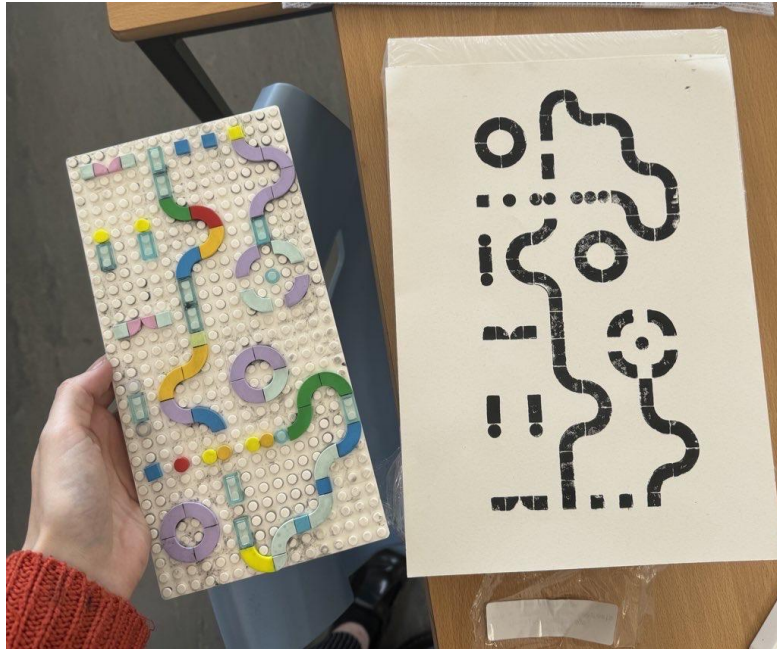
**The money provided has been a lifeline** this year in helping us not only upgrade but maintain standards we have been establishing **as central budgets have been cut**, reducing the materials we can afford and resources we can invest in - without the additional funding, sketchbooks (circa. 400 across 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**



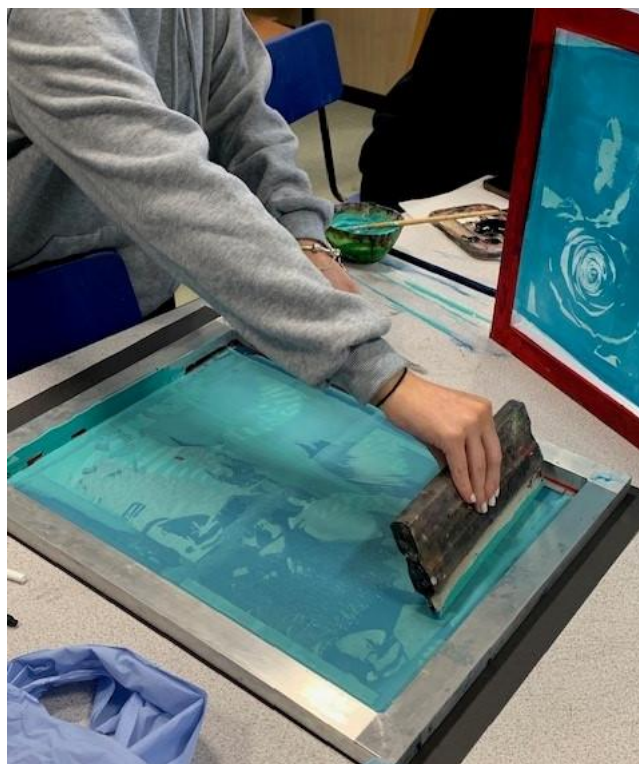
We find the students have excellent success when it comes to designing and cutting lino plates however it can be difficult to get consistent success when printing. With our new presses **printing has become so much faster and more successful**. The even pressure the presses give allows for better outcomes. The new tools allow for a more varied range of marks and are much easier to work with than the old ones. The presses were also a **massive success** when used as part of our open evening activities - potential students were given the opportunity to make a print to take home with them, the presses made the activity so much easier and students from Y10 were able to assist with the workshop. The GCSE cohort that just left Blaise and the current year 11s completed a term's work with a focus on printmaking. The presses were used **extremely successfully** for this. The funding provided by the Luke Jerram fund **has been so valuable to the staff and students in the art department** and we're excited to see how we can continue to use this new kit going forward. – [Blaise High School 2024](#)



Thank you again for this generous grant, **the students have been having a fantastic time making art!** Earlier in the year we purchased a class set of printing equipment (rollers, trays, and ink) alongside a quantity of Lego DOTS and Lego baseboards thanks to the Luke Jerram Studio Grant. None of the students had completed printing in art prior to the arrival of our equipment from the grant, and **being able to expose them to this method was amazing**. Students have been able to experiment with the Lego DOTS to create their designs, and then through trial and error discover the most successful ways to produce a print. As a small start-up school having this reusable method of printing allows us to introduce all our students to the process in a sustainable (and fun!) way which will be used for years to come, and **we're very grateful to the grant provided to us**. – [Oasis Academy Temple Quarter 2024](#)



We wanted to be able to give Art and Design students the opportunity to explore new printmaking techniques and to develop work through a wide variety of textile processes. **Having lost our Textiles Department several years ago due to budget cuts and staff recruitment challenges, students have been given very few opportunities to develop pattern-based design work on fabric.** Being able to purchase silkscreens, inks and squeegees has meant that **students interested in printmaking can now extend their work beyond paper much more easily.** GCSE students have screen-printed onto fabrics which have then become garments or soft furnishings. The immediacy and **high-quality results of screen-printing have created quite a buzz in the Department and have opened up a huge range of exciting possibilities;** we currently have students who have further developed their work by exploring ways in which silkscreen images can be transferred to ceramics by printing with glaze. **GCSE grades have increased and will continue to do so** because of this investment. We have also **seen greater numbers of students considering places on Fashion and Textile courses as well as Art and Design at Sixth Form.** — [Oasis Academy Brislington 2024](#)



We had a visit by BRAC (Bristol Refugee Artist Collective). The group visited us and spent the day working with our pupils. The **pupils really enjoyed the exposure to Art and Craft we do not have on the curriculum** and engaged with the group members positively whilst producing a variety of work. It was **highly valued by the pupils and they had an incredible experience**. It was **absolutely superb** and something we would like to make an annual event. The remaining of the funding has been used to purchase high quality specialist products for our GCSE pupils that are of a higher standard than what we usually purchase. This has **enthused the pupils and allowed them to realise their ideas to the highest standards**. The GCSE pupils across year 10 and year 11 appreciate the higher professional quality materials. It **allows them to feel their work is more valued** and because of this **they take much more care** in how they use them, using the higher quality materials **makes them feel that they are valued as artists**. - **St Bernadette Catholic Secondary School 2024**



We have purchased new equipment that **would have been impossible to provide for our students otherwise** due to current budget constraints. We were able to purchase two new photography studio lights and a wireless trigger, so **students have experience using professional grade equipment**. The **students are proud of their high-quality photographs**. Art and Design students have access to the equipment also; they are taking better photographs making them easier to draw from. The art supplies we purchased were POSCA pens, fine paint brushes for our GCSE students, Berol fine liners for pen and wash, spray paints, and ink palettes. We want our students to **have access to a range of mediums to enjoy experimenting with**. We know these items **engage the students in lessons and in their artwork**. Lastly, a great process we were able to get back up and running is screen printing! For years the school has had silkscreens, yet no further equipment. We were able to purchase a screen-printing press to hold the frames and inks in place. We are excited to keep using our new equipment and keep **seeing more varied and successful outcomes** from our students. – **Bedminster Down School 2024**

Briarwood Secondary SEN school received an arts grant which we were **so grateful** for. We have bought lots of **resources to make animation accessible** for the students and to aid and support them all in enjoying creating their own animations, both in groups and as individuals, as well as using these resources during family arts afternoons to **help encourage families to enjoy being creative together**. The resources included lots of interesting and exciting objects to animate, such as different sized blocks and characters like Duplo and Lego, which **could be used by students of different abilities**, and foil and modelling clay, which could be manipulated and modelled easily and affectively. We used animation apps which were downloaded onto iPads and adjustable holders which can hold the equipment steady and aid in accessing the resources. **Students have loved using all the equipment and we have now built in an animation topic into our curriculum, so students will be able to**

regularly enjoy this creative process. It has been fantastic to see the students so excited and engaged in the process of animation! – Briarwood Secondary SEN School 2024

We are fortunate to have a Masters qualified printmaker in our teaching team and we are seeking to build our print resources to enable our students to benefit from this expertise. Having the ability to build specialist printing facilities will **provide unique opportunities to strengthen our students' practical skill set, confidence and aspirations, valuable for pursuing careers in the creative arts**. Specialist screen printing equipment allows for **versatility within the classroom**, the materials can be used on different surfaces which suits many art endorsements, but also encourages self-exploration from our students. Using specialist screen printing equipment prepares students for real life scenarios and experiences. **Students get practical, hands-on learning** about production lines, colour separation and mass production as well as other **transferable skills** such as precision, using maths's calculations in real life situations and **creative problem solving**. Students will learn how to work together in a creative environment which differs from their other experiences. They will have to share screens, be patient and wait to clean frames or use the UV machine. This equipment **allows our department to expand our current GCSE Fine Art** to introduce other subjects such as photography and textiles with a view to providing students with **strong, professional portfolios, which demonstrate technical proficiency** to take to interviews for further education or work. Screen printing equipment builds students' entrepreneurial skills for those interested in running their own business, this equipment **will help teach and prepare students about creating and selling their own products**, manufacturing lines and the potential to **exhibit their work in ways they would not have before**. To conclude, the funding to provide additional equipment will have **an invaluable impact on the students who come from many diverse backgrounds, class systems and cultural identities**. Some of which would never have the opportunity to experience these techniques anywhere else. Accessing the experience in our school **will open up opportunities and career prospects they would have never considered before**.  
– Trinity Academy 2024

Thank you so much for generously providing additional art funds for our students. This money **makes a significant difference to the** children in our care, increasing our budget **has a huge impact** on what we are able to achieve. This year **the items purchased have made such a marked difference** to all students but particularly those with SEND and those who are disadvantaged. The materials have really been **worth their weight in gold and helped secure better grades** for those who would not be able to access this equipment at home. We simply cannot afford these without your donation. **As a result, our disadvantaged and SEND students this year made progress in line with their non-SEND/disadvantaged peers**. This is **absolutely terrific**. Additionally, we used some of the funding to order the class acrylic paint packs in a wider colour spectrum. This **stands us up brilliantly against the private schools**, as it allows students to select from an exciting range of colours. These slightly unusual colours give pieces of work that little extra boost and **help secure higher grades**. Again, we just can't order these packs ordinarily. Lastly, we have purchased some really brilliant embroidery feet for the textiles sewing machines. Textiles is an area we are trying to develop as historically it has been very old fashioned and we wanted it to be more 'art'. For art use we wanted to see the sewing machines become tools for creativity rather than just function. **Boys love using the sewing machines too and so an added bonus of this is that it will help keep that sense of gender diversity going in the subject too!** With **enormous thanks and gratitude**, whilst the leaders of our Trust and school are fully committed to being supportive of the Visual Arts in their budget allocation to us, their hands are tied by the funds which come in to them in the first place. **The Jerram donation really makes a significant difference to us all.** - Ashton Park 2024



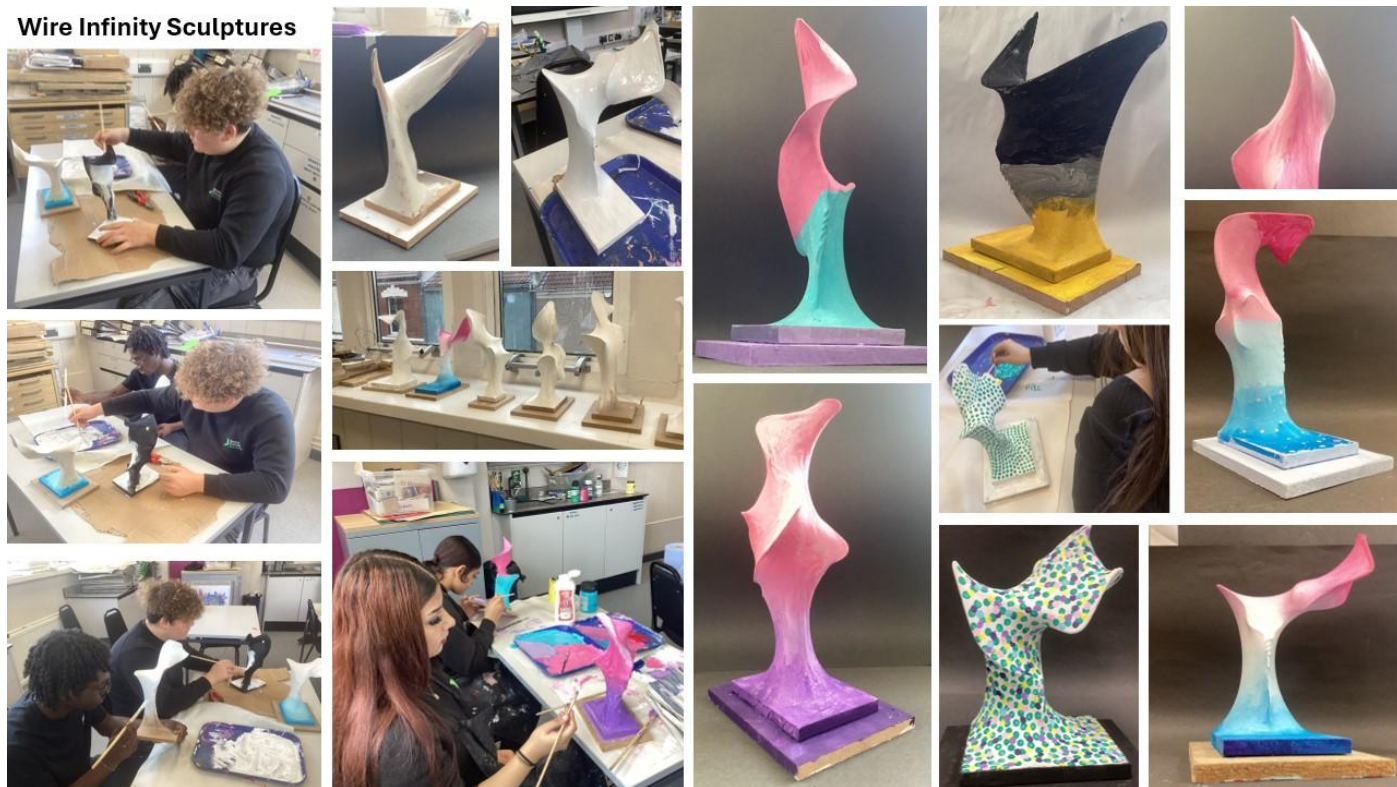
The materials have **helped students who were struggling with art to access it**. Students enjoyed using the materials and this excitement has encouraged others in the classes as well. Thanks so much for your support. I can see my students making amazing works which **wouldn't have been possible without your funding**. – **Bristol Brunel Academy 2025**

We wanted to build up the digital curriculum offer as the **GCSE photography course is getting bigger and we have more students opting for the course**. We felt that getting two extra Canon cameras would be extremely valuable and help us have better quality equipment for our photography and art students. It has helped lower ability students **create more sophisticated responses**. Thank you. – **Bristol Free School 2025**

The money went on DSLRs. **There were no cameras in the Art department** so having them has expanded that area of the course significantly to research and record, for creative purposes but also to learn and understand about the technical aspects of uploading, downloading, selecting and editing images for purpose. The bursary money has made a huge difference to the students' experiences in Art this year. We are a small school offering alternative provision and **the art education of my students has previously been minimal**. The money has **enabled me to**

offer the students an experience of art that is of great benefit. Thank you very much. – **Bristol Futures Academy 2025**

### Wire Infinity Sculptures



This equipment has **directly benefited six Art and Photography GCSE classes**, providing approximately **150 students** with access to professional-standard photography equipment. The cameras have **enabled students to develop independent creative projects with greater technical capability and confidence**. Students can now borrow equipment to plan and execute photoshoots outside the classroom, fostering autonomy and **creative problem-solving skills**. This is particularly valuable as our curriculum **encourages independent projects** rather than following prescribed exam questions, allowing each student to pursue their unique creative vision.

The impact has been especially significant for our high proportion of pupil premium students, who **now have access to industry-standard equipment that would otherwise be financially out of reach**. This access has been instrumental in preparing students for post-16 placements at digital and creative colleges in Bristol. The longevity of this high-quality equipment means **it will continue inspiring new generations of young creatives for years to come**, representing excellent value for the investment and truly embodying the fund's mission of making quality arts education accessible to all students. – **Bristol MET 2025**

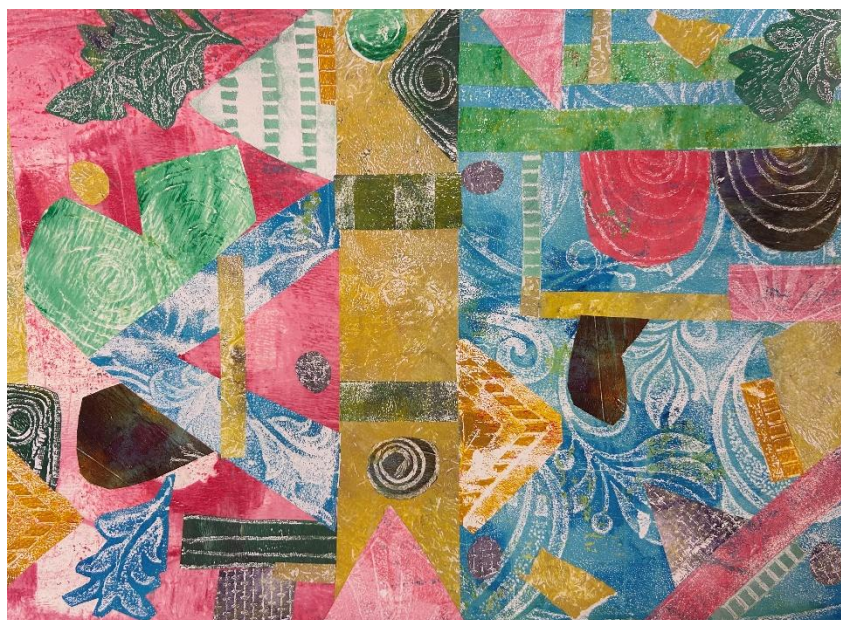
We wanted to be able **to give all students the hands-on and rather magical experience of working in a darkroom**. We have been able to purchase two enlargers, chemicals and photographic papers to transform our cleaner's cupboard into a fully functioning darkroom! **We have over 330 GCSE students studying Art and/or Photography** and we hope to give all students the opportunity of working in a darkroom. Year 10 students have been the first to benefit from the Art Fund's support and have been exploring the production of Photograms. **Students enjoyed the practical, hands-on experience of experimenting** with exposure and developing times rather than just simply using Photoshop to manipulate their images.

This work will **make a significant contribution to GCSE coursework units and overall grades**. It will also equip students with a familiarity of darkroom processes in preparation for Sixth Form Art and Photography courses. A massive 'thank you'! – **Oasis Academy Brislington 2025**



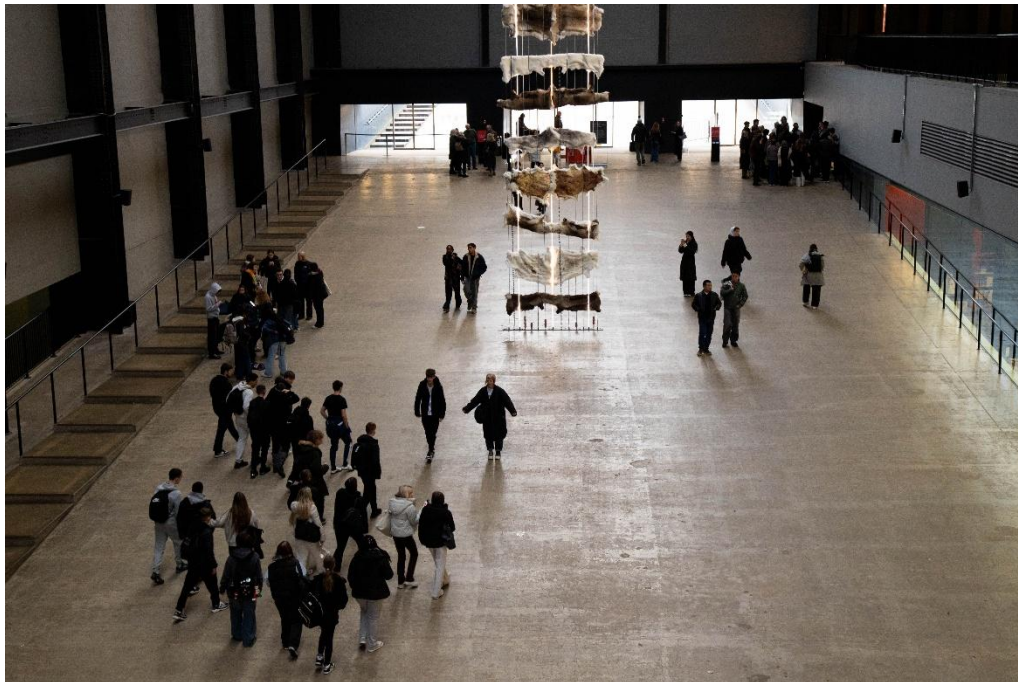
Impacts have been significant. With **our faculty budget having stayed the same now for the last 3 years and yet in that time numbers opting to study a Visual Arts subject for GCSE increasing by 35% here, money is tight**. We simply cannot afford to purchase, and have students experience, some of the nicer art luxuries, however, **this generous donation truly does enable that and the impact for us is huge and felt widely...seriously, on behalf of our students, our gratitude is deep**. - **Ashton Park 2025**

This experience **brought significant value to both the school and the students** by providing an insight into the realities of **creative practice beyond the classroom**. It allowed students to engage directly with a professional graphic illustrator and to understand how high-level artistic work operates in a commercial and collaborative context. By **seeing real client commissions and hearing how ideas are developed in response to briefs, students gained a clearer understanding of how personal creativity, experimentation and professional expectations can coexist**. The workshops helped students to **build confidence, take creative risks and loosen their drawing approach, skills that have had a lasting impact on their independent work**. This has raised aspirations and strengthened links with the creative industry. – **Bristol Cathedral Choir School 2025**



The funding has provided a significant boost to Cotham School's ability to enhance its learning environment. This vital contribution has enabled the purchase of **new basic resources and equipment**, directly benefiting all year

groups by ensuring they have access to up-to-date and necessary tools for their education. **This funding is crucial** in supplementing existing provisions and helping to address the ongoing challenge of providing quality resources in a climate of tight educational budgets. What's more, this investment has **also empowered our staff to plan new, exciting schemes of work for next year**, promising a fresh and engaging curriculum for our students. Thank you for your continued support in the Arts. – **Cotham School 2025**



We took 45 year 11 students to the Tate Gallery and then we walked all along the Thames on the way back to the coach. **It was an excellent experience for the students; they were talking about the art they loved** (and the ones they found strange!). **The vast majority of students had never been to an art gallery before, and some had never been to London.** It was great to see a dedicated Richard Long space too, as many years ago he attended Bedminster Down School! **It was a truly valuable experience** for the students and not only for their art/photography/textile coursework. – **Bedminster Down School 2025**



