



Annual Report 2023-24

A year in numbers



7,425 children

engaged in weekly wellbeing and creative learning programmes.



8,910 hours

of weekly performing arts sessions delivered in schools.



2,568 hours

mentoring and training provided to our 79 specialists.

Celebrating our 20th anniversary with a bang!



2023-24 was a dynamic year for Artis. In our 20th year as an organisation, we expanded our reach, working in-person with thousands of children each week in 39 match-funded schools across London, West Midlands, Manchester, and West Yorkshire. These schools have greatly benefited from the generous support of philanthropists, foundations and companies who all share our commitment to nurturing creativity in every child.

This year was filled with growth, new partnerships and exciting events, including a concert at the Royal Albert Hall with Artis Ambassador Nitin Sawhney and an evening with Artis Patrons generously hosted by Béatrice and James Lupton. These events not only celebrated our achievements but also strengthened our community of creative learning supporters and advocates.

In May we launched our new positioning and branding, made possible thanks to our collaboration with Brandpie, who chose Artis as their foundation client and generously donated many hours of their time and expertise. They have helped us to reposition Artis as the creative learning specialists and set the stage for a more digital future.

We will strive to reach over 50 schools in the coming years and are piloting a transformative online learning platform which will help Artis to reach thousands more children.

We were also proud to participate in Anthropy at the Eden Project in November, where we joined other thought leaders in discussing how to inspire a better Britain through the power of the arts. This was a perfect opportunity for us to share our vision of how to shape a thriving society on a national platform.

Our partnership with the Portal Trust was established this year, a new collaboration to broaden our impact. Additionally, we worked with Guildhall Art Gallery, London on a new series of workshops called The Big Picture. It was an imaginative and popular project for primary schools running from November 2023 to July 2024 and showcased the transformative power of art in education using movement to discover maths.

We continue to prioritise equality and diversity within our organisation, ensuring that our work reflects our dedication to creating an inclusive environment for all.

After 20 dynamic years, the wonderful Nigel (Boing) moved from his operational role at Artis to an advisory one this year. Nigel has made an extraordinary contribution to the world of arts education, and his legacy will live on in our work and all the specialists he has worked with, not to mention all the children they in turn have nurtured creatively.

As we reflect on this extraordinary year, we are filled with a sense of achievement and anticipation for what lies ahead. Our 20th anniversary has not just been a celebration of our past achievements but about taking a bold step into a more digital future, where we aspire to amplify learning creatively.

Challenging geographic and budgetary constraints will be key strategic themes as we endeavour to create more spaces for creative learning.

Rebecca Boyle Suh (Buzz)
Chief Executive & Co-Founder

Mark Friend (Parp)
Chair

Our vision & values

Artis is a creative learning charity that enables children to sing, act and dance their curriculum. This experiential way of learning ensures sparks fly in the right direction!

4.3 million children in the UK are growing up in poverty, impacting their mental health and school attendance. Artis has a profound effect on children's wellbeing by prioritising the arts throughout learning, whilst supporting vital communication skills. Our mission is to nurture creativity in every child, everywhere, and shape a thriving society.

Our four main goals are to:

- 1 Bring the curriculum to life in schools.
- 2 Promote wellbeing and tackle social issues.
- 3 Discover and nurture artists as educators.
- 4 Advocate the importance of the arts in learning.



Bringing the curriculum to life

“Artis gives students an invaluable opportunity to express themselves and build self-confidence. They are doing in-depth learning but in a physical and expressive environment, where everyone can shine.”

Kate Dingle, Headteacher, St Mary Magdalene Academy

In 2023-24, Artis' creative learning programme transformed the curriculum in **46 primary schools**, engaging over **7,425 children each week**. This included an additional **996 children** through our Guildhall project, impacting their learning, wellbeing, and emotional development.

We provided **1,518 hours of Continued Professional Development (CPD)** to over **506 educators** across the UK, fostering a legacy of creative learning in our partner schools. Our free online CPD sessions were well-received, covering important topics such as:

- Supporting oracy through the performing arts
- Creativity for SEN inclusion
- Supporting English as an additional language (EAL) through creativity

We also worked with the Young People Foundation (YPF), delivering workshops to educators in community-led settings, primarily serving Black, Asian, refugee, and minority communities.



“The workshop was so good, and the resources will be so helpful. Thank you so much for arranging it and I look forward to the next workshop.”

CPD Workshop Participant, YPF Trust

“The children loved it (they are never this quiet and focussed!) and there were lots of opportunities for them to be active and for cross curricular links. We had a great time – thank you!”

Guildhall Art Gallery Workshop School Booker

“Thank you so much for such a brilliant workshop. I would never have considered bringing Year 1 children to the Guildhall before and this has opened up a whole new way of studying to us. Whirl was an amazing facilitator – we had an amazing time.”

Guildhall Art Gallery Workshop School Booker

Promoting wellbeing and tackling social issues

“Life-changing! Developed the self-esteem and collaborative skills of all children involved.”

Rachael Whitton, Deputy Headteacher
Lee Mount Academy

Through our co-funded weekly performing arts sessions, we provide creative education in areas of high deprivation, ensuring that children who might not otherwise experience the arts reap the benefits. Evidence shows that 82% of children engaged in participatory arts report better wellbeing.

We also continued to focus on the wellbeing of our own team. Initiatives like Tech Timeout Week and Self-Care Week helped us recharge and stay committed to our mission.

“The children have expressed how much more confident they feel speaking in class, how they are more open emotionally, and how they now understand the significance of creative arts like drama in their lives – all thanks to Artis.”

Jamal Islam, Interim Assistant Headteacher
Al Mizan School

Discover and nurture artists as educators

“I love to combine dance, music, and drama, and Artis helps me do this in a focused way. The training is fantastic for getting new inspiration and not feeling like a lonely warrior. Before Artis, I felt stagnation in my work. Now, I feel creatively energised and supported.”

Artis Creative Learning Specialist

This year, we welcomed **12 new talented performing artists** to our panel of **79 Artis Specialists**. Our significant investment in their professional and artistic development ensures a consistently high standard of delivery in schools.

We also provided over **2,568 hours of training and mentoring**, enabling our specialists to thrive as educators while continuing their careers in the arts.

“Artis has developed my practice in so many areas. The skills I have learned have been recognised by other employers, and I have much more confidence in my work. Personally, I also really love my work now – the support and development I have experienced mean I am a happier and more successful creative educator!”

Artis Creative Learning Specialist

Advocating the importance of arts in learning

“The gap at the end of primary school is the widest it has been since 2012, with a worsening picture for those who have been in low-income households the longest. The effects of the pandemic are also still being felt.”

Fair Education Alliance Priorities for a New Government 2024

This year we have become members of the Fair Education Alliance (FEA), a coalition dedicated to ensuring that no child's success is determined by their socioeconomic background. Educational inequalities persist, with children from low-income households starting school 4.8 months behind their peers and falling further behind by the end of secondary school.

We are excited to join this movement towards a fairer education system, aligning with the shared vision of an education system that prepares every young person to thrive in work and life and providing the best early education and care for every child. As stated in the Cultural Alliance Report Card (2024) we know that Expressive Arts subjects have an important, evidenced and unique role in contributing to improving outcomes for children and young people. Through our commitment to the FEA, we aim to advocate for new, effective strategies that close these gaps and ensure all children have equal opportunities to succeed.

“Artis's approach for me is brilliant. We need arts educators who are part of the fabric of every piece and every level and every dimension of the curriculum.”

Kwame Kwei-Armah (Wow), Artis Ambassador



What the children say about Artis

Artis is my favourite.

Year 6 Creative learner

I am not so shy now. I have started to put my hand up more.

Year 2 Creative learner

I now feel brave.

Year 3 Creative learner

Artis is so much fun!

Year 6 Creative learner

I like the movement parts. It helps me learn how to use my body.

Year 2 Creative learner

What the teachers we work with say about Artis

For many children, transformational.

Geoff Billing, Headteacher
Denby Dales First & Primary

Hearing the pupils' huge enjoyment and excitement from the hall every Wednesday is testament to the power of Artis!

Helen McGovern, Headteacher
Carterhatch Junior School

A catalyst for building the children's oracy and confidence.

Annabelle Kapoor, Headteacher
Drayton Park School

The children have enjoyed being creative in a different way.

It has allowed less confident children to shine and be proud of themselves.

Nicola Wright, Deputy Headteacher
Gorringe Park Primary

The impact is beyond any core subject lesson and has cross-curricular benefits.

Emma Bonnin, Headteacher
Pakeman Primary

Our impact

How are we doing?

As part of our commitment to continuously monitor and evaluate our impact, we are delighted to have completed our fourth year of data collection using the Pro Bono Economics (PBE) toolkit.

PBE concluded that the findings from this year's data align with their original research and reaffirms the cost-effectiveness of our programme. Significant improvements were again observed in pupils with high initial needs and those receiving Free School Meals. The mental health improvements in the sample group of 370 children also closely mirrored those of the previous year, suggesting that the Artis programme continues to deliver significant impact.

We have expanded the number of partner schools tracking children's progress throughout the school year in Artis sessions. This data-driven approach has been instrumental in highlighting the outcomes of Artis, as evidenced by the 2022 PBE report. We are also excited looking ahead, in particular to assessing the impact of Artis going online next year, which will further enhance our impact reporting.

£32

£32 in lifetime benefits generated from each **£1 of cost**.

£8.7k

£8,700 estimated average lifetime benefit for children with elevated needs.

£0.53 billion

£0.53 billion estimated lifetime benefits since established in 2004.

£3.3 billion

£3.3 billion each year generated if rolled out across all schools in the top 20% of deprived areas in England.

Stories about our impact

Artis is always interested to hear about how our work has impacted on a particular child's life. Here we share five case studies from our partner schools.

Case study 1: Child Z

A child in Year 5 with a diagnosis of ADHD struggles in the classroom on a daily basis – he is unable to sit still, engage in learning, listen to the teacher or his peers in a way that is supportive to his learning. Watching him engage with Bosh in an Artis session is incredible. Here he has a licence to move, to talk, to share his experiences. He is able to listen to others and share feedback to support others. He is eager to go back to class and use what has been shared and put it in his writing. He asked me at the school gate, "What day is it today? I replied it was a Tuesday. His response was, "YESSSS! It's an Artis day!" If my children in school show this much enthusiasm towards something that is actually supporting their learning, then we are certainly doing something right!



Case study 2: Child X

Child X was an introverted child with only one friend. He rarely spoke or joined in with class discussions and never had the confidence to share his ideas with anybody. During his Artis sessions, Child X came alive. Initially he was shy but as the weeks progressed, he became more confident and began to fully participate, sharing his ideas. He now confidently shares his ideas with the class, he has a wider circle of friends, and his academic ability is going from strength to strength.

Case study 3: Child H

This child has had some early childhood trauma and can struggle to regulate their emotions. H has expressed how much they enjoy the sessions as they like being able to move in different ways and it is fun to explore new ideas. The teacher has noticed that they are slightly more confident in sharing ideas in class as they worry about getting things wrong. The teacher has enjoyed seeing the child in Artis sessions and how much enjoyment they have.

Case study 4: Child P

This child struggles with managing their emotions and with confidence around others. They have been taking part in Artis sessions for a few years now and the impact of the sessions on the young person is obvious to see. It is noticeable that over the years P has increased their participation in Artis sessions but quite likely has a knock-on effect in class as well.

In class, P now puts up their hand more often. They also, in group activities/partner work, talk more readily and seem happier around school. This has included decreased number of visits to pastoral care for support.

Case study 5: Child Y

I have a child who struggles to speak and communicate. Y can copy short phrases but struggles to communicate his own ideas or needs. However, he is able to memorise words from songs and he loves Patter's songs. He is engaged in lessons and able to confidently join in like his peers. Using singing has been a way in which we have supported him to learn about how sentences are constructed and develop his memory.



Looking ahead

“We’ve always been under the radar, and I think it’s time for us to shout out a lot more about what we do because I know if we can do that, we can attract bigger opportunities to reach our goal.”

Rebecca Boyle Suh (Buzz), Chief Executive & Co-Founder

In the coming year, we are excited to broaden our impact by partnering with many primary schools across the country. As we look ahead, we remain dedicated to our mission: nurturing creativity in every child, everywhere and shaping a thriving society.

We are also thrilled to continue our partnership with the Guildhall Art Gallery in the City of London, delivering another series of workshops exploring the relationship between maths and the visual arts. These workshops also introduce even more children to the gallery, fostering creativity and critical thinking.

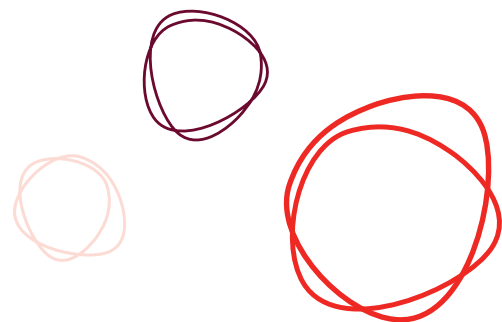
Following the success of our free online Continued Professional Development (CPD) workshops, which provide practical, accessible ideas that support schools’ current priorities, we are pleased to announce another series for next year. These sessions will continue to offer teachers the tools to embed creativity in their classrooms, enriching children’s learning experiences.

Next year will be the sixth year of support from our match funders. As we expand our Artis Patrons group, we are excited to welcome new members and continue toward our goal of match-funding 50 primary schools. We are also eager to launch our online subscription model enabling primary schools across the UK to access creative learning on-demand.

The year ahead promises growth, innovation, and new opportunities as we work to inspire young minds and make creativity a fundamental part of every child’s education.

“Artis is a fantastic charity. Every week children get exposure to creative learning. With the new positioning for the brand and the new identity, Artis has been able to present itself in a different way which can appeal to more funders, to more schools, and ultimately have much greater impact.”

Paul Donovan (Splash), Artis Patron & Adviser



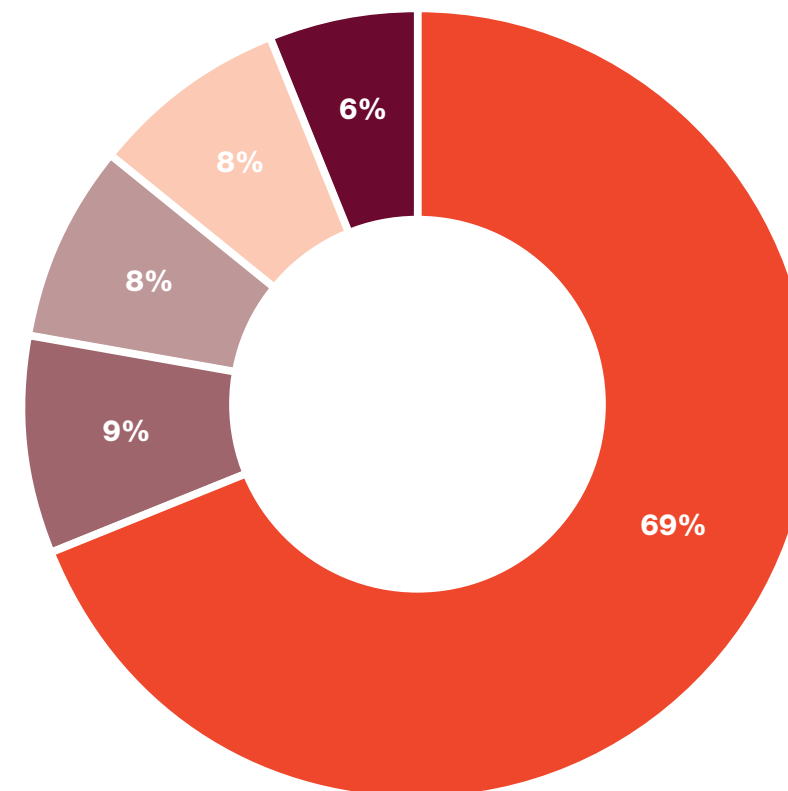
How we are funded

Artis relies heavily on the vital support of our funders, sponsors and partner schools who share our vision. Our work would not be possible without them. All donations received go towards growing our programmes for children facing disadvantage, developing teachers, supporting wellbeing through the arts, and nurturing arts educators.

Every donation and grant received by Artis is carefully allocated to ensure that our programme is delivered to the maximum capacity and value for money.

2023/24 Expenditure breakdown

Expenditure in the year to 31 August 2024



- 69% School activities
- 9% Discovering and nurturing artists
- 8% Advocating the arts
- 8% Support costs
- 6% Raising funds

Governance, people and partners

Leadership

Artis is led by a team with a broad set of skills from the education, arts, business and charity sectors. Together they make sure everything works...

Rebecca Boyle Suh (Buzz)
CEO & Co-Founder

Sam Matthews (Oompah)
Director

Susannah Rolls (Tap)
Programme & Training
Manager

Nicola Curtis (Wizzle)
Learning & Performance
Manager

Caroline Hotchkiss (Toot)
Learning & Performance
Manager

Carys Barnes (Cuckoo)
Partnerships & Impact
Manager

Michaela Butler (Tick Tock)
Project Manager

Emma Thorpe (Chirp)
Programmes Coordinator

Phoebe Brown (Ping)
Finance Coordinator

Cerian Eiles (Crackles)
Development

Artis Trustees

The Board of Trustees determines policy and, together with senior Artis staff, sets the strategic direction for Artis.

Mark Friend (Parp)
Chair

Joanne Millard (Splosh)
Vice Chair

Anita Masih (Kick)

Emma Bonnin (Atchoum)

Judith Cavanagh
(Knock knock)

Stacey Lamb (Bosh)

Toby Crooks (Plop)

Wendy Steatham (Whirl)

Ambassadors

Artis has an internationally renowned group of ambassadors and advisers who offer us wise counsel.

Baroness McIntosh (Ting)

Dame Evelyn Glennie
(Schwing)

John Tiffany (Rip)

Kwame Kwei-Armah (Wow)

Lord Bichard (Wham)

Lord Puttnam (Whirl)

Nitin Sawhney (Dhushum)

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Jon Franklin (Kerching)

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OBE (Leap)

Prof. Linda Merrick (Echo)

Matthew Huntington (Whirr)

Micheal McGarvey (Zap)

Nigel Mainard (Boing)
Co-Founder

Pip Llewellyn (Sparkle)

Ranjita Rajan (Swish)

Creatives

Our wonderful panel of talented Artis Specialists and Mentors are the ones who bring the sparkle into schools each week and are led by our Mentor Leaders:

Helen Riley (Splat)
Mentor Leader

Stuart Barter (Chime)
Mentor Leader & Specialist

Wendy Steatham (Whirl)
Mentor Leader

With thanks to our funders, supporters and partners

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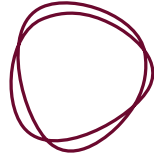
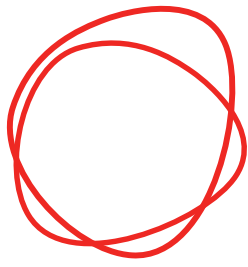
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T 0207 324 9880
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