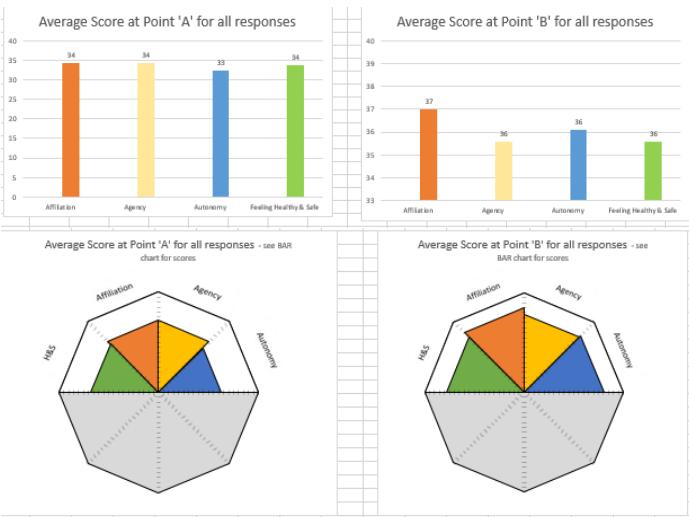


Case Study Template - Art Therapy

| School | St. Patrick's Primary School | | | | | | | | | | | | | | | | | | | | |
|--|--|----------|-------------|--------------|-------------|--------------|---------|----|----|----|----|------------------------|----------|----------|----------|----------|------------------------------|----|----|----|----|
| Contact details for enquiries (name and email) | Marianne Bradley marianne.bradley@eastayrshire.org.uk | | | | | | | | | | | | | | | | | | | | |
| Name of Intervention | Art Intervention 4 week block | | | | | | | | | | | | | | | | | | | | |
| Summary | <p>A brief summary of the issue identified, the actions taken to try to resolve the issue and the final results.</p> <table border="1" data-bbox="714 436 1612 651"> <thead> <tr> <th>Score</th><th>Agency</th><th>Autonomy</th><th>Affiliation</th><th>Safe/Healthy</th></tr> </thead> <tbody> <tr> <td>Point A</td><td>34</td><td>33</td><td>34</td><td>34</td></tr> <tr> <td>Indicate area of focus</td><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td><td>Yes / No</td></tr> <tr> <td>Point B (after intervention)</td><td>36</td><td>36</td><td>37</td><td>36</td></tr> </tbody> </table>  | Score | Agency | Autonomy | Affiliation | Safe/Healthy | Point A | 34 | 33 | 34 | 34 | Indicate area of focus | Yes / No | Yes / No | Yes / No | Yes / No | Point B (after intervention) | 36 | 36 | 37 | 36 |
| Score | Agency | Autonomy | Affiliation | Safe/Healthy | | | | | | | | | | | | | | | | | |
| Point A | 34 | 33 | 34 | 34 | | | | | | | | | | | | | | | | | |
| Indicate area of focus | Yes / No | Yes / No | Yes / No | Yes / No | | | | | | | | | | | | | | | | | |
| Point B (after intervention) | 36 | 36 | 37 | 36 | | | | | | | | | | | | | | | | | |
| Issue to be resolved | <p>Issue identified through GMWP data and through staff observations and family concerns. 6 young people who consistently scored lower than their peers in the wellbeing tools utilised. Each child had a unique set of needs but they all had a commonality in their passion for art. Issues ranged from low attendance, low levels of engagement, peer relationship challenges and difficulties accessing the demands of 2nd level curriculum.</p> <p>Outline what the issue was and how the issue was identified. For example did the results of a staff survey reveal staff concerns, or did data analysis identify any issues.</p> | | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| Action taken <i>Detail the actions you took in order to address the issue. Include details of any further consultations, initiatives or changes in policy and processes you made.</i> | 4 week programme with Diane Evans Artist. From the artist - : "The girls worked diligently over the four weeks, facing and overcoming challenges and expressing doubts and uncertainties. They were positively encouraged and were taught explicit skills e.g. shading, colour mixing and composition in order to support their learning and understanding and there were periods for reflection and celebration built in. At one point, we took the materials outside and the girls painted 'en plein air'. |
| Result <i>Outline the results of the action taken.</i> | There were increases in all wellbeing indicators for the group. Attendance increased and levels of engagement in the classroom were noted to have increased by class teachers. Parents also observed a positive effect on general wellbeing. The girls made the following comments – Q: <i>It's been fun learning how to do things like shading and painting outside. I like the one minute, two minute and five minute drawings.</i> Mi: <i>I liked going outside because we were in nature.</i> C: <i>I liked continuous drawing. It was the best ever because it helped me with my style.</i> Ma: <i>I liked painting because it's calming and relaxing.</i> L: <i>I liked painting, printmaking and going outside.</i> K: <i>I liked painting outside because it's fun to be with other people.</i> |
| Next Steps <i>Summarise any next steps you intend to take. For example, how you intend to maintain the momentum of the action you have taken so far or how you will monitor the success of your actions or how you intend to build on/create new initiatives to narrow the attainment gap or changes you intend to make based on knowledge gained.</i> | Continue to monitor GMWP data. Intention is to have the girls demonstrate the skills they have learned to others through class art lessons and also within a small group from others who benefit. Ensure work is displayed and shared to ensure that the success of the group is celebrated. Consider further use of PEF to implement a follow up programme. |
| Any other information | 6 girls took part in the programme and worked for one day each week over a four week period. |

Please detail here any further information you would like to add to be included in your case study.



PEF - Art Programme

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