[](http://www.artsmark.org.uk/)**Statement of Commitment**

Application paperwork 1 of 2.

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| **Name of school/education setting** | **Upper Beeding Primary School** |
| **DfE number** | **938 / 2070** |

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| **Support**  We are here if you need us. |
| Download our guidance on how to complete your Statement of Commitment:  <https://www.artsmark.org.uk/about/artsmark-award-document-downloads>  Get in touch with your Bridge organisation, who offer support throughout your Artsmark journey. Their details can be found online: <https://www.artsmark.org.uk/Bridge> |



**Context** – up to 150 words

Describe the context of your school or education setting (for example your phase of education, establishment type, location, number on roll and so on).

Upper Beeding Primary is an outstanding village school in the heart of the South Downs, West Sussex. Since 2016 the Headteacher has been an NLE and consequently the school was designated as a NSS. We currently have 351 children ranging from 4-11 years of age in mixed year groups – Y1&2, Y3&4, Y5&6. 13% of children are pupil premium, 22% have identified SEN and 5.5% are EAL. We are a Platinum sing-up school (first in WS), Gold Arts Mark school and Gold Sports Mark school. We have achieved Basic Skills Quality Mark for the last 10 years and hold the Autism Aware Award.

Since our last Arts Mark, our school roll has seen an increase of 6%. Prospective parents have commented one of the main reasons is due to the amount of creative activities our school has to offer.



**Question 1** – up to 500 words

How do arts and culture currently play a role within your setting’s strategic values?

*(Enter your answer here)*

Our broad and balanced curriculum is innovative, creative and fun. It is taught through exciting projects underpinned by our learning values, excellent Arts provision and outstanding pastoral care. We enjoy involving parents and the community as much as we can and are proud of all our achievements.

Our aim is to enable children to be motivated, effective and independent life-long learners. By offering a wide, varied, stimulating and carefully structured experience in the arts, we enable each individual pupil to develop the capacity and the capability for artistic thought and critical awareness, and develop the necessary skills to enable them to succeed. We recognise that if our children have access to high quality experiences this will ultimately raise standards and promote accelerated learning. Visiting theatre companies provide an engaging and fun environment which support and enhances their learning whilst showcasing their talents through role play.

Our vision is to equip each child with the tools to enable them to play a future positive role in the wider community. We do this by nurturing our children to become ambitious learners so that they demonstrate passion about their learning and are motivated to achieve the best they can both now and in the future. Through the arts, we like to stretch the children to reach their full potential, and recognise the development of self-esteem and confidence. We offer a wide range of external opportunities to celebrate children’s talents in these areas.

Our aim is to provide a stimulating and enjoyable curriculum which is broad, balanced, relevant and shows progression and continuity. Children become confident individuals and have a sense of self-worth and personal identity. They start to recognise their talents, relish challenges and are ambitious for their learning.

Upper Beeding Primary is a village school in a predominantly white area. Many children are unable to experience cultural diversity so it is important that we celebrate this through our creative curriculum. Arts Week provided us with an excellent opportunity for children to access a variety of modern artists from around the world, which inspired other arts-related activities. Artwork emulating specific artistic styles, a celebration of world music and a whole school dance routine inspired by Shakira’s ‘Waka Waka’ was performed. Our Art Leader’s choice of modern artists allowed teachers to contact the artist directly resulting in video and personal messaging to the children.

Reception children celebrate Diwali and create a vibrant corridor display to showcase their artwork. They celebrate Chinese New Year with Chinese students from the local secondary school, travelling through the school in a ‘dragon line’ singing songs as they go.

As part of the ‘Horsham Year of Culture’, our school was selected to write a song with songwriter Emily Barden, focusing on the local area. This song will be included in a songbook due for circulation to all schools across West Sussex.

**472 words**



**Question 2** – up to 500 words

How and why will your Artsmark journey contribute to the priorities in your strategic improvement plan?

*(Enter your answer here)*

We have three development areas. Briefly these are: Curriculum Design, Maintaining high quality provision and Maintaining outstanding leadership and management. The Artsmark journey compliments and supports each development area:

Priority 1 Curriculum Design, ensuring that we are delivering quality-learning experiences across the school in every subject. We are working towards a bespoke, relevant, responsive and diverse curriculum. The Artsmark facilitates and supports this review and enhances our aim of fuelling creativity and fostering an appreciation of different approaches to the Arts through regular arts and cultural educational visits, and projects linked to local, national, world events or initiatives. Subject leaders are reviewing the curriculum design to ensure it meets the needs of our children and will monitor and measure the effectiveness of our curriculum provision and outcomes for all children. This will be done through learning walks, pupil interviews and observations. We view the Arts Mark as an integral part of our vision to bring arts and culture to life.

Priority 2 Teaching and Learning – to maintain high quality provision for all children to meet all learners’ needs. We strongly believe in developing the whole child and all children should receive a quality education in every subject. The Artsmark enables us to support this priority and reflect on the professional development we have in the Arts; how we can support our staff to further develop their skills and knowledge; and engage children in developing a love of the Arts whatever ability. As a school we strongly believe in using research to help us enhance and reflect on provision – the Artsmark journey supports the time to look at what else is out there that we could bring back into our school and support our children to excel in the Arts.

Priority 3 Leadership and Management – to maintain outstanding leadership and management. We have very strong Arts leaders who are effective in role and make an impact on children’s outcomes. To ensure we maintain our high standards we actively use audits and awards to challenge and reflect on our leadership – Artsmark is one of these. Arts leaders actively promote the arts and would like to generate more working partnerships with other arts organisations. We are committed in sourcing new opportunities, for students and teachers alike, e.g. Years 3&4 will be working with a local artist to create an external Gaudi inspired mosaic. As part of this priority we are looking at our internal skill set and giving talented teaching assistants an opportunity to be responsible for planning and delivering an exciting and engaging art curriculum. **423 words**



**Question 3** – up to 500 words

Looking at the Artsmark Award criteria, where does your setting currently have strengths and where would you like to develop?

**We** offer a range of experiences and opportunities that reflect our **core values and ethos of creativity, curiosity, enjoyment, independence, respect and teamwork. Children** experience working alongside **theatre companies i.e. WestEnd in Schools and the Rainbow Theatre Company and other arts professionals. The Arts Award has proved to be an invaluable resource as a means of celebration and recognition.**

**Strong leadership throughout the school has enabled us to seek the best opportunities. We have an identified Arts Leader and Governor who take responsibility for arts and culture. Our Head is a driving force to ensure that the arts are firmly embedded throughout the curriculum and beyond. Strong subject leaders demonstrate exemplary practice and support other staff members either through peer observations or at staff meetings. Our partnership with the Music Service has led to o**ur Music Leader being selected to provide CPD for teachers within the local area. This is an exciting new national project, designed to support **quality singing**and**creative music** inspired by songs from Snape Maltings’ Friday Afternoons. Our Arts Leader is also a recognised Arts Award moderator. We have valued links with the local schools e.g. KS2 Music Festival and Year 2 Singing Festival, and our Art Leader has worked hard to engage the help of local artists to work with the children.

**We promote equality and diversity by encouraging children to take risks and take ownership of their learning. Pupil voice is key to planning and adapting our curriculum. Listening to students helps us design our curriculum ensuring that skills are relevant for the world that they are growing up in. Children are encouraged to act as ‘singing monitors’ and lead whole class singing throughout the whole school. Every child is valued and has the chance to engage in a variety of Arts and culture through the curriculum and extra-curricular activities**

**We offer a range of opportunities from singing at the O2 and Chichester Cathedral to** working with local artists e.g. Year 6 students watched the creation of glass sculptures and designed their own nature inspired sketches. Children take part in local art competitions e.g. a Poppy painting competition using mixed media with winning pieces displayed at the Steyning Arts Gallery and celebrated with the local community. Children can watch live performances e.g. Worthing Symphony Orchestra, a range of music artists through the Young Voices concert along with the street dance group, Urban Strides. We have a strong boys’ vocal choir who recently won ‘Choir of the Year’ at the Arun Young Musician Festival.

We have identified key areas for development including extending our drama provision through external companies i.e. after school clubs. We would like to organise theatre trips/workshops and develop links to local theatre companies. We are exploring how our art monitors can share their expertise and provide support in our after school art clubs thus developing their art skills and techniques. We would also like to develop links with Steyning ARTS, working collaboratively with the Steyning ARTS trail in May 2020.



**Question 4** – up to 500 words

What are the goals and ambitions for your Artsmark journey and what steps will you take to achieve these?

We are proud to have achieved Artsmark Gold Status and are committed to developing and extending the Arts experiences we offer to achieve the platinum award. The continuation of Artsmark status would further support and celebrate the unique contribution that the Arts has in enriching each individual child within our school.

Through the Artsmark journey, we feel it is not only an excellent way of auditing our current provision but also identifying where to go to next. Our School Development Plan focuses on key teaching and learning priorities, building upon our work to strengthen the curriculum. Our strategy is to further embed opportunities in the expressive arts to ensure that children are given a broad range of authentic learning experiences, gaining skills that will enhance their language acquisition, build confidence and encourage purposeful discussion.

We are looking to provide photographic opportunities for children. We are hoping to work alongside local company, Photoworks, to explore how cameras can be used in a creative way in the classroom. We will link this to the Arts Award, which will allow us to monitor progress and evidence the children’s work whilst celebrating their achievements.

We recognise that studying cultural education subjects helps to develop a child’s personality, abilities and imagination. They enable young people to gain valuable knowledge and skills that stay with them for the rest of their lives. Through the Artsmark training day, we are looking at setting up a partnership with the Hastings and Rother Arts Education Network to help us to further enhance our children’s cultural education. This will not just be confined to our own school, but our Headteacher is going to actively engage the other local schools.

We are planning an Arts Week in June 2020 with a focus on recycling. Our Art Leader has contacted some local artists to work with the children using a variety of art forms and we are hoping to bring a local musician into school to work with the children to create a Stomp-inspired piece using everyday objects. Some of our Governors will come in and watch first-hand the children’s progress, leading to a display of work for parents.

Having participated in a Shakespeare Week in 2016, we will be following this up with another Shakespeare Week which will be organised through the Shakespeare Birthplace Trust. This was a highly successful week which we are keen to repeat. Using resources and ideas from the website, we are also hoping to contact some artists to work with the children.

Progress and impact will be carefully monitored through our strong embedded systems of capturing pupil voice, governor visits, leadership reviews and learning visits as well as through senior leaders reviewing impact on academic attainment and progress.

**Words 452**



**Question 5** – up to 500 words

What support will you need and what resources will you commit to achieve your goals and ambitions?

*(Enter your answer here)*

**ARTS WEEK**

Each arts area will be led by the subject leader who will generate ideas and feed these to staff members. They will identify any support needed and ensure that staff feel fully equipped to deliver a week packed with engaging, high quality activities. We will have a series of staff meetings to set up the timetable and agree on the week’s activities, ensuring that all staff feel confident in their delivery. Time will also be given to subject leaders to resource activities. We have budgeted some money for extra resources but additional needs may be sought via our parents organisation.

**PROJECT ONE DOT**

Our music leader is being supported and trained by the West Sussex Music Service, through a series of twilight sessions. She is due to deliver her first workshop in September 2020. The music service will promote and advertise this CPD training to schools. These are after school workshops so she will not require any time during the school day for preparation.

**PHOTOWORKS**

This recommendation came from the Artsmark training day. Our arts leader has a contact within the organisation and has already spoken to her about the possibilities of working with the school. Some of the resources such as cameras will be provided by Photoworks; any additional costs will be provided by parents.

**ART PROJECT**

Local artist, Janet Butterworth will be working with children in Years 3&4 to create a Gaudi-style mosaic on an outside wall. We will be approaching local suppliers for broken tiles and looking for parental support for additional financial costs. The artist has already agreed to work with the children for a minimum fee.

**HASTINGS AND ROTHER ARTS EDUCATION NETWORK**

As this will be a locality project, we will need agreement from the other primary schools on participation and agenda. Key personnel from all schools will be identified and time will be given to organise a series of activities with the support and guidance from the Hastings and Rother Arts Education Network.

**SHAKESPEARE WEEK 2021**

We will provide some of the funding through next year’s budget. Any additional funding will be sought from our parents’ organisation and through parental support. Key personnel will be identified and time given to plan activities and source visitors.

Through out School Development Plan, time has been allocated to subject leaders to assess quality and provision across the school. This has been identified as a whole school priority to recognise the value and impact Artsmark has on children. The Artsmark is a driving force in our decision-making and acts as a reminder that there is always room for improvement. Financial support has been gained through local charities and businesses, which has enabled us to seek experts to support new projects.

**454 words**



**Question 6** – up to 500 words

How will you know you have achieved your goals and ambitions? What will success look like and how will you evidence it in your Statement of Impact?

*(Enter your answer here)*

At Upper Beeding Primary, our aim is to provide all our students with a memorable and quality arts experience that will provide them with an array of tools for their future lives. The benefits of a quality arts experience, particularly to children who find academic subjects challenging are huge. From increased fine motor skills i.e. learning to hold a drawing pencil properly, using a paintbrush and learning to play an instrument. This also brings skills such as improved confidence and concentration and a love of learning. We can monitor the progress of these elements throughout our Artsmark journey through a variety of measures including academic attainment and pastoral voice.

In order to help us to evaluate the impact of our journey, our initial plan is to circulate a questionnaire to students, staff and parents at the start of our process. We will then send out the same questionnaire at the end, which will allow us to assess whether we have met the needs and provided arts experiences that our children deserve.

Children will have the opportunity to engage in the Arts Award at specific points, which will serve as recognition not just for the wonderful work that they produce but also the quality activities they have participated in. It will additionally help us to evaluate the delivery of our arts curriculum.

Of course, our ‘key evaluators’ will be the children. Arts leaders will listen to feedback given by the children throughout our journey. They will ‘interview’ children of varying academic abilities and diverse backgrounds to ensure that the arts activities provided are easily accessible to everybody. Class teachers will take photos and inspire the children into producing quality pieces. Governors will also take an active part and assess the level of enjoyment demonstrated during the activities whilst engaging in conversation with the children to determine the purpose of their activities. These observations will then be fed back to the whole governing board. Our school Arts Council will be involved in some of the decision-making as they are the voice of the whole school. Senior leaders will assess attainment data and we know that the Arts provision can make a difference to academic outcomes at the end of a child’s primary journey

Success will be: children who leave Upper Beeding Primary with skills such as confident decision- making, perseverance, the ability to collaborate and accountable for their own learning. Just like collaboration, children learn that they are accountable for their contributions to a group. It is important that they realise that it is important to take responsibility - mistakes are a part of life, and learning to accept them, fix them, and move on are attributes that will serve them well as they grow older. We will feel a sense of achievement, watching our children leave with an interest and passion in the arts, and are now looking forward to extending their skill set at secondary school.

**477 words**

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| **Approval** Click the box to agree to the statements and enter the name and date this was approved. |
| I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey  I agree to the Artsmark Award Terms and Conditions  (These are available online at [artsmark.org.uk/terms-and-conditions](file:///C:\Users\jclarke\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\I8RR1CC2\artsmark.org.uk\terms-and-conditions))  **Headteacher Name:**  **Date:** |
| I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey  I agree to the Artsmark Award Terms and Conditions  (These are available online at [artsmark.org.uk/terms-and-conditions](file:///C:\Users\jclarke\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\I8RR1CC2\artsmark.org.uk\terms-and-conditions))  **Chair of Governors Name:**  **Date:** |

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| **Checklist** Make sure your Statement of Commitment is complete before you submit to us. |
| My school/setting name is written at the top of this document  My DfE number is at the top of this document and matches the one I registered with  My answer to the Context question has no more than 150 words  My answers to Questions 1-6 have no more than 500 words each  The Headteacher and Chair of Governors have approved this document |

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| **Ready to submit?** |
| You should submit your Statement of Commitment within **three months** of attending your Development Day training.  Email your Statement of Commitment as an attachment to [artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk?subject=Our%20Statement%20of%20Commitment)  We will confirm receipt within five working days. |