

Statement of Commitment

Establishment Details

Name: Woore Primary and Nursery School

DfE Number: 8932113

Bridge: Arts Connect

Bridge details: <http://www.artsconnectwm.co.uk/index.php>

Context

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

Woore Primary and Nursery School is a small, LA maintained primary school in Shropshire, which includes a nursery. We are located in a rural village with our nearest town being 7 miles away. We currently have 81 pupils on roll with 65 children in school and 16 children in the nursery. There are four mixed age classes within the school, each supported with a teaching assistant. The majority of children are of White British heritage and of these, 22% of pupils are eligible for pupil premium and 22% are eligible for free school meals. The village is a largely affluent area, however recent affordable housing has brought children into school whose families are on a lower income. The proportion of pupils receiving support for special educational needs who are registered on the school census is 14%, however 34% pupils are recorded on the SEND register who receive additional educational support.

Question 1

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

Arts and culture are a huge part of our offer, our strapline of 'Aim High, because everything is possible' is at the heart of everything we do, and our aims and values ensure that everyone can reach their potential. We are committed to ensuring our pupils develop and sustain curiosity, discover, and nurture individual talents, creativity, and self-belief. Creativity provides our young people with the skills, ability, and confidence to enable them to succeed in the next stage of their education. (QP1)

Valuing Uniqueness

Our extra-curricular provision continues to include an emphasis on the arts to enable our pupils to express themselves and value their unique contribution to our school community. This year we have been able to provide several after school clubs, such as Art & Craft, Clay, Outdoor Nature Art, Modern dance, Street Dance and Glee club. (QPs1,3,4,5,7) These have been selected to encourage children to explore new areas, follow personal interest and realise the importance of the difference each of us can make.

Curiosity and creativity

Within our art and design curriculum we have a two-year rolling programme, covering all strands of art with a focus upon different artists within each unit. A progression document and policy are in place. This has been developed by a strong subject Leader with specialist subject knowledge (BA Hons Jewellery & Silversmithing) who has been able to support colleagues when planning, delivering, and evaluating the units of work. (QPs1,2,3,4,5) This has led to high-quality learning and outcomes where pupils are able to explore the various techniques and

follow their creative curiosity.

This is further enriched by additional experiences and workshops across the year in addition to the planned curriculum learning. We have provided the following experiences for the children: drumming workshop, Arc Theatre HS2 drama show, art enrichment days (e.g., making fabric pumpkins), visual storyteller visits and a yoga workshop. (QPs2,3,4,5) The variety of activities we can offer allow the children to experience events and interests that are new to many and again help to spark their imaginations.

Confidence and preparedness

We try to enhance their confidence and preparedness for the future through a variety of activities, notably building confidence by sharing their work to wider audiences through performance opportunities, such as the 'Schools' Gotta Dance' programme at Crewe Lyceum Theatre and events within the school such as our Christmas Nativity. (QPs1,2,3,4,5,6,7). This is complemented by providing access to peripatetic piano lessons and the development of curriculum music through the Charanga scheme where the children appreciate the dedication and resilience required to develop the required skills as well as giving the children the opportunity to complete the Discover Arts Award where they develop resourcefulness, respect, and reflection.

All of this is underpinned by our cross-curricular approach, for example, through history and geography, forest schools, ICT and R.E. where we aim for the children to become independent thinkers and life-long learners.

Question 2

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

To continue to improve and provide the pupils with the necessary knowledge and high-quality experiences, we have ensured that the arts are embedded into our school improvement plan as follows ~

School Improvement Priority - To ensure that teachers have the subject knowledge and training that they need to deliver the curriculum effectively.

Through this priority we will ensure that all staff have the necessary in-house and external training to enable them to deliver a broad arts curriculum effectively and confidently. This will be led from an initial skills and knowledge audit, from which further training will be developed and provided. (QP1)

Music has been a key focus on our School Development plan for the current academic year, however, due to lack of LA support we were unable to fulfil the targets, and this will be rolled over. Currently our staff lack expertise in music and require on-site lessons and CPD to further their knowledge to implement the scheme successfully. (QPs1,2,3)

School Improvement Priority -To widen the opportunities for children to experience hands-on learning through visiting professionals, educational visits and musical experiences following the restrictions of the pandemic. Our aim is to widen the experiences we offer in the arts to include museum visits and visiting professionals, to encompass the visual arts, drama and music. We intend to develop more partnerships with practising artists and musicians and bring to the school a wider perspective of cultural diversity and role-modelling the arts as a possible career opportunity. (QPs1,2,3,4,5)

School Improvement Priority -To further develop specific areas of the curriculum to provide children with the opportunity to embed key knowledge through implementation and practice.

We aim to ensure that those aspects of the curriculum which are less visible within the school and underdeveloped have a higher emphasis throughout our Artsmark journey. Following the development of staff;

pupils will benefit from a wider curriculum offer, to include a music curriculum which is fit for purpose, an improved experience within drama, wider experiences within art & design (including working with visiting artists) and opportunities to develop individual pupil engagement in wider opportunities and awards. (QPs1,2,3,4,5,6,7)

Our curriculum has always been broad, and we have been able to see our children flourish in the creative arts where they may not shine as much within the other subjects. The arts also support pupils' learning in other subject areas through our cross-curricular approach, encouraging a well-rounded, engaging experience. Children are encouraged to express their ideas, opinions, attitudes and values through a wide range of curriculum areas and various events and activities in the school calendar. (QP5)

Question 3

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

1. Values and ethos

Visual arts, dance and music are currently provided within our curriculum provision, however, we lack drama within our timetable, although we have offered drama through extended schools' provision. Our aim is to establish links with other schools/local theatres/cpd opportunities to develop staff expertise and discover how to best implement drama across the school. (QPs1,2,3)

2. Leadership

We have a strong art lead who shares her expertise regularly to develop subject knowledge and schemes of work. The visual arts are promoted well through the curriculum; community events; the website and social media. Recent staffing changes have provided more available time which has led to the Artsmark application, and we are in the process of naming an Arts Governor. (QP1)

3. Children and young people engagement

Children engage well in lessons and extra-curricular activities where wider opportunities are embraced. Our aim is to develop pupils' personal goals through 'Art Explore' and 'Art Discover' (once training is completed). We are also seeking opportunities with local and national competitions and festivals. (QPs3,4,5,7)

4. Curriculum Design

We offer a broad curriculum, including cross-curricular links and extra-curricular provision. To highlight the work, we are planning an annual arts week (starting with the Jubilee). The arts lead will organise and coordinate the week, culminating in a community show. Future dates will be set for the following academic year. (QPs3,4,5,7)

5. Range of Offer

Recent curriculum enhancements include drumming and yoga workshops, Arc theatre company and visiting artists. We aim to develop cultural awareness further by enabling pupils to visit art galleries and theatre productions. Further research and organisation would be required for this to materialise. (QPs2,3,4)

6. Continued Professional Development

Staff regularly attend art/music network meetings and CPD opportunities. An artist visit was organised through Meadow Arts to create a school sculpture which provided informal skill development. We plan to conduct a staff audit covering perceived strengths and areas of development within the arts and identify providers for PD Days/Twilight to increase their knowledge, skills and confidence. (QP1)

7. Partnerships

In the recent past we have partnered with the village community, parental expertise, and a local storyteller. We aim to continue these positive partnerships and will also engage the support of Shropshire Music Service to

enhance our music provision as well as exploring new relationships. (QPs2,3,5)

8. Equality and Diversity

We are fully committed to providing cultural opportunities for all pupils. Our PSED is a strength, and we engage all children with protected characteristics to engage in arts and cultural experiences, such as during our recent 'Well-being' days. As we progress, we intend to introduce greater cultural diversity within our curriculum through the introduction of a diverse range of artists from different backgrounds. (QPs4,5)

Question 4

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

Firstly, we would like to audit our arts provision. As well as gaining the views of our school community, we would like to determine the strengths and opportunities within our staff, pupils and parents with relation to their knowledge and skills. We will review this information regularly to help achieve our goals and we will complete a final audit towards the end of our Artsmark journey. (QP1)

We would like to develop staff confidence and skills when delivering art, dance and music. We intend to improve staff confidence by disseminating the knowledge of skilled staff within school and through bought in professional services during twilight sessions and PD Days. This will be developed over the 2022-23 academic year. (QP1)

We would like to enhance drama provision within the school. This will be achieved by providing staff with the knowledge of how to use drama successfully across the curriculum. For this to happen, training for staff is required and could be supported by the work of visiting artists/companies. This will enhance curriculum knowledge and bring lessons to life. (QP1)

We would like to strengthen local and national partnerships within the arts. We will promote arts within the community through an exhibition, build relationships with parents and local and national artists and story tellers and utilise the skills of the Shropshire Music Service to improve our music provision. (QPs2,3)

We aim to embed an annual art week linked to a cultural theme/specific country to promote diversity and appreciation of different artistic styles. We intend to establish this by setting dates and thoroughly planning the week well in advance and booking visiting artists/performers (as applicable).

The art audit will identify the strengths of other members of staff and volunteers so that these can be fully utilised in the arts week. (QPs1,3,4,5)

We would like to provide a wider experience of the arts for pupils through local and national experiences and competitions. We intend to plan educational visits to local and national art galleries and take part in local and national art competitions, as well as attending theatre productions. (QPs2,3,4,5)

We would like to celebrate individual achievements in art across the school by delivering the Arts Award programmes. We aim to provide the opportunity for pupils to gain individual arts awards within KS1 and KS2, specifically 'Art Explore and Art Discover'. We intend to receive appropriate training to successfully roll out the programme, through curricular and extra-curricular opportunities. (QPs6,7)

To develop leadership further we will appoint an Arts Governor to challenge and champion the arts within our school. (QP1)

Question 5

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

The arts lead and designated arts governor will audit the arts provision, taking feedback from staff, pupils and parents as well as other stakeholders. This will include the audit of the provision, feelings about the arts and personal strengths and weaknesses. To do this sufficient time needs to be identified to action and monitor this. (QP1)

The arts audit will be used to determine which subject areas require further support, some areas may be provided in-house, where further support is required, we will draw on expertise within the staff, parents and through external cpd providers. Time will be required to organise cpd, (delivered during PD Days and/or twilights). Budget will be required for bought in professional services. (QP1)

Sourcing appropriate CPD to support staff expertise in drama also requires a budget. Current internal staff would be required to share their expertise with others. (QP1)

We would look to link with local primary/secondary schools to receive further support by a drama specialist and/or work collaboratively on joint projects. (QP1)

To ensure that pupils are offered a wider experience within the arts, a budget will be required to fund artist visits, transport and entry to art galleries and theatre productions. We aim to use some school funding alongside voluntary contributions and fundraising. To introduce and develop children's participation in local and national competitions, we would need to set aside time to research such events and engage with the children. (QPs1,2,3,4,5)

The school has already set aside a substantial sum to enable a successful partnership with Shropshire Music Service to enhance the curriculum. Funding is required to secure visiting artists/theatre companies/storytellers etc. We hope to fund this through contributions and fundraising. Time will also be required to organise and maintain external partnerships. (QPs1,2,3)

Time and organisation are essential for the annual arts week. It may also require a reasonable budget through fundraising and voluntary contributions to invite visiting artists/musicians etc into school.

To roll out the delivery of the Art Discover and Art Explore awards for the pupils, it will be necessary to undertake training which again requires set aside time and budget to complete this. (QPs1, 6,7)

The headteacher will initiate the designated Arts Governor role and work with the governor on a regular basis. (QP1)

Question 6

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?

A clear action plan will have been devised, shared and implemented allowing us to successfully achieve the targets identified through the arts audit.

Staff confidence in teaching the arts is substantially increased, evidenced through pre and post training questionnaires, learning walks and lesson observations. The positive impact will also be noticeable through increased provision within the timetable as well as the levels of engagement and progress. (QP1)

Partnerships will be varied and include the engagement of the wider staff, parents, local community, visiting arts

professionals, galleries, museums, and cultural centres. This will include an annual exhibition of work. As a result of our partnership with Shropshire Music Service our curriculum provision and outcomes in music will have improved significantly and this will be evidenced through learning walks, lesson observations and pupil voice. (QPs1,2,3,4)

Likewise, staff confidence and expertise in drama will be improved following suitable professional development and implementation within the wider curriculum. (QP1)

Wider cultural experiences are regularly timetabled to ensure at least one art visit or experience takes place each term. Pupil voice is gathered to gauge enjoyment and knowledge and to inform future initiatives. We participate in local and/or national competitions with levels of participation being consistently high. (QPs1,2,3,4,5)

The annual arts week highlights the quality and variety of arts work covered within the school and wider community. New art forms or methodologies are experienced with an understanding and appreciation of the cultural associations. (QPs1,3,4,5)

The first cohort of children have successfully achieved their Arts Award and subsequent year groups will be well underway to completing theirs with the assessor growing in confidence and skill in supporting the pupils on their journey. (QPs1,6,7)

An Arts Governor will have been appointed and have worked with school staff to challenge and champion the arts provision. (QP1)

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)

Headteacher name: Michelle Ward

Chair of Governors name: Sarah Renshaw