

Statement of Commitment

Establishment Details

Name: Woore Primary and Nursery School

DfE Number: 8932113

Bridge: Goldsmiths

Bridge details: <https://www.artsmark.org.uk/support-resources/artsmark-support-and-training>

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 school in Shropshire and is part of Collective Vision Trust. We are located in a rural village with our nearest town being 7 miles away.

We currently have 80 pupils on roll with 64 children in school and 16 children in nursery. There are three mixed age classes, each supported with a teaching assistant. The SLT comprises of the headteacher alone.

The majority of children are of White British heritage, with 7.5% of pupils eligible for pupil premium and 11% eligible for free school meals. The village is a largely affluent area, however, newer affordable housing has attracted families on a lower income.

The proportion of pupils receiving support for SEND who are registered on the school census is 5%, however 14% pupils are recorded on the SEND register who receive additional educational support.

A variety of artforms are offered.

Question 1

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

Arts and culture is embedded at Woore, our strapline '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 a positive and inclusive experience for all our pupils (QP4). Our aims are to develop and sustain curiosity and creativity whilst allowing children to discover and nurture their individual talents and enable personal progression (QP6).

We use 'Access Art' as a basis of our art curriculum which ensures a progressive and highly creative curriculum. The arts leader and support arts leader both have specialist art subject knowledge (BA Hons Jewellery & Silversmithing/Fine Art). Subject expertise and leadership skills ensure colleagues are supported effectively to deliver the curriculum (QPs1,2,3,4,5). This has led to high-quality learning and outcomes and creative opportunities where pupils are inspired and excited by the creative process and the personal progression it provides. Our music curriculum is led by a specialist music teacher, ensuring excellent outcomes and skills progression.

Additional experiences and workshops across the year enrich our offer to pupils. For example: Big Band week, arts week, visits to art exhibitions, theatre visits and lunch clubs allow the children to experience a range of events and interests (QPs1,2,3,5). Opportunities to enter competitions and exhibitions, such as RCA Young Artists Summer Show, Rotary, theatre exhibitions and local community competitions, engage and inspire children to be creative and develop personal progression. (QPs2,3,5,6,7)

We recently started an art ambassadors group who meet weekly during lunchtimes. We endeavour to develop pupil voice further in the arts and give them freedom over their personal creative journeys. The group are

beginning to promote the arts within the wider school, e.g supporting the development of the annual arts week.

Extra-curricular provision continues to include an emphasis on the arts enabling pupils to express themselves and value their unique contribution to our school community. This year we have provided several lunch/after school clubs, such as choir, Art Award, art & craft, sketching, photography and dance (QPs 3, 4, 5, 7). These have been selected to encourage children to explore new areas, follow personal interests and realise the importance of the difference each of us makes.

We enhance our cultural collaborations through a variety of activities, notably building confidence by sharing pupils' work to wider audiences through performance opportunities, such as performing at 'School's Gotta Dance Show', choir singing at the local garden centre and at Christingle services, the Christmas Nativity and musical events. (QPs 1,2,3,4,5,6,7). This is complemented with access to peripatetic piano, keyboard/violin lessons.

Children appreciate the dedication and resilience required to develop the required skills as well as giving the children the opportunity to complete the Discover and Explore Arts Award where, alongside their creativity develop new skills and ambitions, resourcefulness and reflection. We are keen to ensure all children have access to this despite their SEND needs. The current group comprises of 30% of children with SEND (QPs 1,2,3,4,5,6,7).

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 in the arts, our school improvement plan includes several priorities as follows ~

School Improvement Priority – Leadership and Management- Continued Professional Development

1. Enhance support for neurodivergent pupils through a second year of engagement with the Partnership in Neurodiversity Programme (PINS) project.
2. SENDCO attends termly training to support children with SEND
3. Supporting the well-being of care-experienced young people
4. Provide staff cpd on adaptive teaching strategies

We will ensure that all staff have the necessary in-house and external PINS training and adaptive teaching strategies to enable them to support and engage neurodivergent children effectively and confidently. Enhanced training for the SENCO (Future in Mind) will develop a greater SEND expertise which will be cascaded down to other staff. Attendance at Virtual school training to support care-experienced children will help to ensure a positive and inclusive experience for all pupils in the arts and demonstrate equity, relevance and diversity for all (QP4,5,6).

School Improvement Priority – Curriculum Review and Implementation

1. Conduct a comprehensive curriculum review
2. Ensure curriculum is diverse
3. Refine Curriculum Intent and Progression
4. Enhance Curriculum Implementation
5. Inclusion and Accessibility within medium term planning

During our review of curriculum planning for Art and Design, we have opted to continue to use the high-quality programme of study offered by 'Access Art'. The CEO and Creative Director, Paula Briggs has recently been contracted by the DFE to help draft the new National Curriculum programmes of study, instilling confidence in

the curriculum provision. The units of work cover a wide range of artists and designers from a range of cultures and backgrounds, whilst also ensuring representation of artists with a disability (QPs1,2,3,4,5,6). Learning walks, sketchbook looks and pupil voice will outline the quality of delivery, outcomes and inclusive approaches to support equitable access for all pupils ((QPs1,3,4,5,6).

School Improvement Priority – Crucial Knowledge Planning

1. Begin to develop ‘Crucial Knowledge’ planning

Mirroring the ‘crucial knowledge’ approach developed in writing, we plan to use a similar approach in art & design. For each area of art we plan to build a progressive ‘crucial knowledge’ document based on skills and understanding. This will support teachers to understand the skills, techniques and knowledge required from the early years to KS2 and ensure our commitment to achieving excellence and enable personal progression (QPs1,6).

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, drama and music are currently provided within our curriculum provision, however, we are developing our pupil voice through the art ambassadors. Our aim is to put children’s thoughts and ideas at the heart of our Arts offer. (QPs1,5,7)

2. Leadership

We have a strong art lead and assistant lead who share expertise regularly to develop subject knowledge and practical skills with both staff and pupils. The arts are promoted well through the curriculum; community events; the website and social media. We would like to develop expertise amongst staff through practical guidance and team-teaching approaches. (QPs1,2,3)

3. Children and young people

Children engage well in lessons and extra-curricular activities and where wider opportunities are embraced, such as developing pupils’ personal goals through ‘Art Explore’ and ‘Art Discover’. We offer many opportunities for pupils to enter local and national competitions and events and become involved in promoting the arts (Art Ambassadors). Our aim is to develop the creative process and allow children to take risks rather than being focussed on an end product. (QPs1,2,3,4,5,6,7)

4. Curriculum Design and Delivery

We offer a broad curriculum, including cross-curricular links and extra-curricular provision. On an annual basis we showcase our work and provide further opportunities for creativity during an Arts Week. The arts lead organises and coordinates the week, culminating in an art gallery event. Arts lead will develop crucial knowledge documents for art & design. (QPs1,2,3,4,5,7)

5. Range of Offer

Curriculum enhancements include lunchtime Art Ambassadors club, theatre visits, Arts Discover and Art Explore, local and national competitions, choir club/choir in the community, dance club, local exhibitions. We aim to develop cultural awareness further by enabling pupils to visit local and national art galleries/organisations and through collaboration with professional artists. (QPs1,2,3,4,5,6,7)

6. Continued Professional Development

Leaders regularly attend art/music network meetings and CPD opportunities. Opportunities for artist visits are planned into the annual cycle and will provide inspiration and further professional development. We plan to

review the art units termly and provide hands on support to teachers through guidance and team teaching. (QPs1,2,3)

7. Cultural Collaborations

We have partnerships with Shropshire Music Service, the local community, parents, and a local library and theatre. We aim to continue these positive partnerships and will also enhance our arts provision by working with local care homes and village groups. (QPs1,2,3,4,5)

8. Equality, Diversity and Inclusion

We are fully committed to providing cultural opportunities for all pupils. Inclusion is a strength, and we aim to engage all children in arts and cultural experiences. Our work continues to strengthen through the inclusion element of our School Improvement Plan and exposure to a range of diverse artists through our curriculum delivery. We aim to develop further by using art as a means of therapy for children with SEND or who have experienced trauma. (QPs3,4,5,6,7)

Question 4

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

We would like to build on our Artsmark journey, having previously achieved the Silver Award, we feel we have embedded and further enhanced our provision in the arts. In a small school of 80 pupils (including nursery), it is always a challenge to maintain our provision with a small staff team. Our arts leads hope to provide staff with the necessary cpd, support and guidance which will enable further capacity to fulfil our goals. (QPs1)

Our focus on pupils' personal progression will continue through the Arts Award programmes, however, we will further develop pupil voice and inspire pupils' artistic talents by allowing the art ambassadors to take a key role in planning and developing our arts offer to all pupils. (QPs3,4,5,6,7)

Through the curriculum, we aim to inspire children to be excited and engaged by the process of the arts, not just by focussing on an end product. This will be achieved effectively through each unit of work, but will be particularly effective through an arts therapy experience for children who struggle with their emotions (QPs3,5). Inclusion is at the heart of our school offer and with an increasing number of children with SEND and emotional difficulties, we have received a package of cpd to support neurodivergent children through the PINS project. We would like to support these pupils further by providing art therapy experiences. (QPs4,5)

Our Arts week will continue to be a focus and highlight of our year, with our next Arts Week being further enhanced with the expertise of visiting artists, including a textile artist. Sculpture CPD undertaken during the spring term by the supporting arts lead will enable a whole school sculpture project, where each of the children have the opportunity to take part. This will improve children's experiences when working on 3D sculpture. The children's musical talents will be showcased to parents in a musical performance with the support of our music specialist from Shropshire Music service. (QPs1,2,3,4,5,6,7)

Following our Arts week, we will share our artistic masterpieces with a range of school stakeholders, including parents, governors and visitors. We aim to ensure that this is documented digitally and supports further sharing through our website and social media. (QPs2,3,5,7)

Alongside our commitment to bring in authentic experiences for children through visiting artists, we hope to widen our offer by arranging visits to local and national galleries/organisations such as Gladstone Pottery Museum and the Tate Liverpool. (QPs1,2)

To support our 'Access Arts' curriculum, the arts lead will develop crucial knowledge documents which will aid teachers planning and delivery of each element of art, ensuring key skills and progression are in place in line

with other subjects. This will help to support children's understanding and help them develop and improve their skills. (QPs1,3,6)

To add to our local collaborations, we intend to share our work and collaborate with local care homes/village groups to widen children's experiences and provide them with a sense of belonging and exciting experiences. This will provide others with enjoyment from the collaboration. (QPs3,5,7)

Question 5

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

The arts lead/ assistant lead will continue to evaluate the arts provision, taking feedback from staff, pupils and parents as well as other stakeholders. This will include the monitoring of units of work and talking with pupils about their feelings about the arts and their personal strengths and developments. To do this sufficient time needs to be identified to action this. (QPs1,5,6)

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. (QPs1,2,3,4,5)

Time will also be required to research, organise and maintain external partnerships with the local community and visiting artists. (QPs1,2,3)

In order for the effective organisation of the arts week, the arts leads will plan together to ensure an inspiring and achievable timetable which involves all pupils and teaching/support staff. Non-contact time will be needed to plan this well. We will aim to recycle resources where possible and request resources from families and the community in addition to providing a small budget for this. (QPs1,5)

We will need a clear plan of action to ensure we deliver our goals and ambitions within 12-18 months. Non-contact time will be required to do this. (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?

We will know we have achieved our goals and ambitions when we have seen evidence of most/all of our goals outlined above. We understand that certain goals may be adapted along the way according to circumstances and evolving plans, however we hope to cover all of our aims and goals.

Success will feel like our school has not only continued to embed existing features of our practice but also built on these with the additional plans we have in place. Success will be visible to all stakeholders and we will gather information from many of these to evidence our impact.

We hope to use a variety of methods to evidence the impact of our Artsmark journey, such as pupil voice during monitoring, MS form questionnaires, comments made on Facebook posts and via email. We will showcase our work on our website and social media. We will evaluate our work against our action plan on an on-going basis.

We hope that we will be able to build capacity and expertise amongst staff following cpd and this will help to ensure our plans come into fruition and are a success.

✓ 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: Robert Swindells- Trust CEO