[](http://www.artsmark.org.uk/)

**Statement of Commitment**

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| **Name of school or education setting** | **Poverest Primary School** |
| **DfE number** (seven digits) | **\_305 \_ \_ / 2080\_ \_ \_ \_** |

Guidance

Fill in this Statement of Commitment once you have attended a Development Day. There are six questions which are designed to summarise your current and future commitment to developing arts and culture within your school or setting, and a ‘context’ box which allows you to give some background information about your setting. This Statement of Commitment will be the foundation of your Artsmark journey and should show a direct link between your setting’s:

* arts planning and provision
* long-term strategy and vision

Make sure you consider our [Self-Assessment framework](http://www.artsmark.org.uk/about/artsmark-award-document-downloads) before filling in this Statement of Commitment. We will only consider the information you have written in this document when assessing your submission, we cannot accept any hyperlinks, pictures, additional evidence documents or appendicies. Your submission will be returned if your answers run over the word limits, you have not included your setting’s name and DfE number, and the document is not signed.

You should send your Statement of Commitment to Arts Council England within one term of attending the Development Day. Please email your filled-in Statement of Commitment to Arts Council England at [artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk)

Or you can post a copy of it to:

Artsmark

Arts Council England

Brooklands

24 Brooklands Avenue

Cambridge

CB2 8BU

If you need any help, you can look on our website at [artsmark.org.uk](http://www.artsmark.org.uk) or contact your local Bridge organisation. Our network of Bridge organisations are there to support you throughout your Artsmark journey. Find your local Bridge organisation on our website at [artsmark.org.uk/Bridge](http://www.artsmark.org.uk/Bridge)

**Context**

Please describe the context of your school or education setting (for example, your phase of education, establishment type, location, number on roll and so on). This will give the Artsmark assessors an overview into your specific setting. Do not use this to answer any of the questions below. ***Do not write more than 150 words.***

**Our Primary School has 370 pupils, with 2 forms of entry up to Year 4, completing the transition in 2020. We has an ASD Provision for 20 children. 25% of our pupils are pupil premium and 17% have SEN. Our school is situated on the edge of a council estate and with the increase in size we are now taking pupils from a more affluent area also. We have received two ‘Good’ judgements from Ofsted which is unprecedented here. The reputation has improved hugely since 2013 and we believe that the Arts Mark will help to address the areas we need to make our school an outstanding experience for all our pupils.**

**Question 1**

Please explain the central importance of the arts to your setting, both in terms of principle (values/curriculum/developing the whole child) and pedagogically (effect on improving the quality of provision/teaching and raising standards). In your answer, refer to:

* current provision
* plans for future development of the arts

***Do not write more than 500 words.***

**We wish to develop the Arts in our school to enrich the lives of our children, particularly those who have a very limited experience of the Arts outside of school. We wish to celebrate the ‘hidden talents’ which many may not have exposed to us yet!**

**We believe that by improving self esteem through success in the Arts that this will impact on improving progress in all areas of school life and raising standards in the core curriculum too.**

**We have worked hard to improve writing but believe by developing Drama and the other Arts that this will also develop the children’s imagination and provide a rich variety of experiences to impact positively on their creative writing.**

**We have, at present, an Arts/Music and P.E. specialist teacher who has trained in dance. We run an Arts, Choir, Glee Club and also many sports clubs. We would like to train our teachers to teach Drama as this is an area where many of our teachers lack confidence. We would like to run a Drama Club and see evidence of this in English lessons.**

**We welcome our parents in to learn how to support Phonics and to read with their children. They also come in for special ‘weeks’. We find that the ‘hard to reach’ parents don’t tend to attend these. We believe by encouraging our parents to join in with the Arts that those parents with limited skills with reading and writing will enjoy the experience and help to build their confidence with ‘contributing’ to school life. Their children will also ‘love’ seeing them coming into school too.**

**Question 2**

Following on from your answer above, please describe how and why Artsmark will contribute to your strategic improvement plans. ***Do not write more than 500 words.***

**It will contribute to our two Ofsted objectives 1) that our pupils in Key Stage 1 achieve stronger attainment, moving in line with the attainment of pupils nationally. 2) for the number of disadvantaged pupils outcomes to be closer to all pupils nationally.**

**We believe that by threading the Arts through our Curriculum, it will raise its profile and make it more interesting and enjoyable for all the children and their families and build on the progress they have made so far. We hope to plan activities which have a real purpose so that the children can see a value to what they are learning. We hope that these will lead to some of our children embarking on a lifetime career with the Arts and fulfilling an exciting and interesting life. We intend to share practice and expertise to develop all our stakeholders understanding and awareness of the Arts.**

**Question 3**

Please set out your setting’s strengths and areas for development in relation to the eight Artsmark Award criteria, as explained in the Self-Assessment framework. ***Do not write more than 500 words.***

1. **Values and ethos – democracy everyone can share their viewpoints without fear. The pupils regularly vote on various issues and events. They take on the responsibility of being leaders and organise our ‘Poverest Has Talent’ concert , the rule of law - the children use role play to understand the roles and responsibilities of police officers and our parents who work for the Police Force come in to share their work with the children too, individual liberty - The international primary curriculum that we cover encourages the children to take ownership of their learning through making a variety of choices about where their learning journey will go , mutual respect - We aim to ensure that all pupils treat everyone with respect regardless of their gender, faith, culture, belief or difference, tolerance of those of different faiths and beliefs Alongside our RE and PSHE curriculum we have a Multicultural Week each year where children learn about customs and traditions based on the faiths and beliefs of the children at Poverest and the wider world. We are proud of our traveller community and include learning more about traveller life during this week.**
2. **Leadership – we need to develop the leaders who will promote the Arts throughout the school and within our curriculum. We have recruited experts in Art and Music and now need to develop a member of staff to lead on improving the quality of drama education. We bring in specialist Dance teachers and our PE teachers have received dance training too.**
3. **Children and young – an annual gallery celebrates art, concerts showcase music, productions and assemblies celebrate drama. PE is showcased through our Sports Days/competitions. We want to develop particularly drama further**
4. **Curriculum design – we deliver a rich and varied curriculum but intend to thread-in further foundation subjects into our core curriculum**
5. **Range of offer – we would like to introduce a Drama Club and to encourage, still further, more participation of extra-curricular activities for our pupil premium children and their parents**
6. **CPD – we plan to meet the objectives of our School Improvement Plan and our development plans will meet our new objectives for our new curriculum.**
7. **Partnerships – we have recently become a Foundation Trust joining three other Bromley schools. We continue to work with other local schools but would like to develop links further a field, particularly with those who have strengths in the areas we need to improve.**
8. **Equality and diversity – we promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities with particular reference to issues of equality and diversity.****We reduce prejudice and increase understanding of equality through direct teaching across the curriculum. We promote cultural development and understanding through a rich range of experience, both in and beyond the school. We narrow the gap between all groups e.g. pupil premium, EAL, gender etc in reading, writing & maths. We eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.**

**Question 4**

Thinking of your future work, what steps will be essential in order for your setting to complete your Artsmark journey? What will your action plan look like? This might include, but does not need to be restricted to:

* auditing current provision
* establishing whole-setting planning for the arts (for instance where the arts are used to improve teaching and learning in other curriculum areas, or where other curriculum content links to the arts curriculum)
* developing a CPD programme
* building partnerships with other settings and arts and cultural organisations
* developing approaches to gathering evidence of impact and evaluating progress

***Do not write more than 500 words.***

**We need to audit our current provision and see where there are areas to develop. We need to review our curriculum so that we can increase the multi-cultural/diverse society arts influences.**

**Plans will incorporate distinct identification of foundation subject skills rather than being taught a ‘topic’. Weaknesses within teacher’s confidence should be established when teaching the Arts so that professional development can be found and delivered. We need to establish better links with inner city schools containing a more diverse community so that we can learn from them and see how they have enriched their curriculum to embed a diverse curriculum. We also need to establish links with more arts and cultural organisations that can help to influence and enrich what our children learn about through the Arts. We intend to welcome members from our community into school to discover their creative talents, particularly encouraging our ‘hard to reach’ parents who often shy away from school activities because they have poor literacy or maths skills.**

**Our audit will establish starting points that we can measure from when evaluating our progress and the impact of our new scheme of work and programme of studies. We are going to monitor registration of clubs for pupil premium pupils and their parents to see if these help to improve their performance and attainment.**

**We need to develop our culture so that the children have more opportunities to perform, debate, create media; enjoy and compare live performances of different mediums; have experiences that the children would not be offered in their home life. With increased confidence, we would expect the children to evaluate and compare artworks in a range of media and be able to offer an opinion.**

**Our pupils to gain a much wider appreciation for the Arts world and to share this with their families.**

**For our children to aspire to be look to the future with a career within the Arts.**

**In order for this to be successful we need to appoint a governor who will take on the responsibility for working with the team on achieving The Artsmark.**

**Question 5**

What support will your setting need to maximise your chances of fulfilling your Artsmark objectives? This might include, but does not need to be restricted to:

* overall funding for the arts in your setting
* investment in CPD
* opportunities for whole-setting planning
* external expertise – technical or otherwise

***Do not write more than 500 words.***

**We are going to need to plan carefully for space and time to plan and organise a new scheme of work for each year group and an overarching one for the whole school. We will need to consider the costing implications for this and the costings for training, resources, etc. Expertise within the staff will need to be identified and exploited where possible. Consideration will need to be made for any new equipment to be purchase. Exploration for funding opportunities will be necessary as well as considering accessing equipment and expertise through our local secondary schools.**

**It is vital that we create an effective system which we can draw on to fulfil the objectives for our Artsmark.**

**Question 6**

The Artsmark Award will help create a network of like-minded settings. What areas of expertise will you share with other settings on their Artsmark journey and how will you achieve this?

***Do not write more than 500 words.***

**The school is already linking with other subject leaders in our Foundation Trust as well as Orchard Primary school in Bexley and Bromley High GDST. The leaders have been busy looking at the requirements for the new curriculum and working together for linked opportunities e.g. Year Four choirs concert.**

**We can share the expertise of our Music, Art and P.E. teachers with other settings and enjoy exploiting the expertise that other settings may provide e.g. specialist lectures from universities.**

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| **Signatures**  By signing this document you agree to the Artsmark Award Terms and Conditions. These are available on our website 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)  We cannot accept changes of font or signatures on behalf of the Headteacher or Chair of Governors. |
| Headteacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Chair of Governors’ signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |