



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Name of school/ educational setting	Upper Beeding Primary School
DfE number (seven digits):	938 / 2070

The questions below are designed to generate a summary of your current and future commitment to developing the arts within your school. The statement will be the foundation for the Artsmark journey your school will embark upon and should create a direct link between a) arts planning and provision and b) your school's long term strategy and vision.

Question 1 – Please explain the central importance of the arts to your school both at the level of principle (in terms of values/curriculum/developing the whole child) and pedagogically (in terms of impact on improving the quality of provision/teaching and raising standards). In your answer, please refer to both:

- (i) current provision and
 - (ii) plans for future development of the arts
- (No more than 500 words)

CURRENT PROVISION

We believe that all Upper Beeding Primary children have artistic potential; therefore we must ensure that this creativity is nurtured and developed. 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 are committed to providing this through the visual arts, music, drama, dance, creative writing and story-telling and across all aspects of the school curriculum. We recognise that if our children have access to high quality experiences this will ultimately raise standards and promote accelerated learning. Here are some examples:

- Talk for Writing (learn chunks of text through actions) Our English Leaders attended a Pie Corbett conference and delivered an INSET session to train staff. Older children do 'free writing' allowing freedom to write about any subject / genre. This has contributed to improved writing.
- History is brought alive with hot seating; teachers have gone into character to give a more authentic feel.

- WOW days to kick start a topic e.g. children dressed as Victorians experience life in a schoolroom including strict Victorian teachers
- Music is used to enhance all subject areas e.g. Maths. The power of song has impacted the learning of different maths concepts in a fun way i.e. Percy Parker to learn times tables. This has revolutionised the way in which tables are taught and has led to a significant improvement in results.
- Annual Arts Week (recently celebrating 'Shakespeare Week')
- Children use songs to enrich their topics through the use of the Sing Up website and other sources. These songs are also performed as part of their whole class assembly to the school and parents.
- A range of annual productions:
 - **Harvest Festival** (Y3&4) two performances; one for whole school and parents (am) and one to the community (pm)
 - **Christmas show** – Reception and KS1 each put on their own Christmas nativity and ks2 come together for songs, poems and reading. Community members are invited to the KS2 performance.
 - **Summer Production.** Children achieve a high level of performance from quality singing with good diction and tuning with varying complexities of style; confident actors and well-choreographed dances. We have staged some ambitious musicals e.g. We Will Rock You
- The children have benefited from various teaching staff who are passionate about art. The high level of work produced is testimony to this. The children have experimented with a range of styles and techniques from Pop Art to 3D large sculptures.
- External dance teacher for KS1 lessons

Future provision

Through talking to our Arts Ambassadors and through pupil interviews, we are looking at alternative arts not currently available such as:

- An external artist to tackle areas of art that we have not yet encountered
- A boys' locality choir
- Extend children's writing - entering writing competitions and look at opportunities of inviting more authors to work with the children (liaise with the local bookshop)
- Digital animation
- Drama club

(500 words)

Question 2 – Following on from your answer above, please describe how and why Artsmark will contribute to your strategic school improvement plans?

(No more than 500 words)

The Arts Mark is not only an excellent way of auditing our current provision but also where to go to next. Alongside the teaching team, we look at ways of not only enhancing our existing curriculum but where appropriate ways in which all staff can benefit from extra training and thus developing their own CPD. This is something we put into place a while ago when applying for our first Arts Mark. It has proven to be extremely beneficial and has subsequently seen the growth of the Arts through our curriculum and beyond.

- Each arts subject is led by a member of staff who monitors and observes the delivery throughout the school which enables continuity and progression.
- To ensure that the arts continue to be delivered in a fun and creative way, the subject leaders also produce an action plan, give an input during staff meetings, meet with the Governors and most importantly talk to the children. The pupil voice is featured quite heavily through a number of ways.
- Through informal learning walks and material i.e. photographs, video and work inform subject leaders about the provision.
- At the end of the academic year, the subject leader meets with a cross section across the school to find out the positives but also areas for development. All of these tools aid future planning and ensure that children access a challenging but enjoyable curriculum. In turn it also informs the SDP.
- Subject Leaders meet with a cross section of children to comment on curriculum delivery. These aid future planning and ensure that children access a challenging but enjoyable curriculum.
- Our Pupil Premium funding has helped groups and individual children to access the arts e.g. all our Year 3 children have a weekly African Drumming session, a Year 5 autistic child receives piano lessons and our after-school Art clubs are run by talented teaching assistants.
- We will look at how we can build relationships with other schools outside of our locality to aid us in our journey. Through the briefing meeting, we had the opportunity to discuss ideas with fellow like-minded colleagues.
- Our SMSC policy written by the Head with input from staff and governors cites the arts throughout the document. It demonstrates the impact these subjects have across the curriculum and through a child's spiritual, moral, cultural and social well-being.

"Pupils' cultural development is considerably enhanced by the school's strong focus on the arts, especially music." (Ofsted, 2015)

(405 words)

Question 3 – Referring to the self assessment tool, in your view, what Artsmark level best characterises your school at the moment?

(No more than 500 words)

LEADERSHIP / EQUALITY AND DIVERSITY

- Two named 'Arts' Governors observe the arts and meet with children/staff. A report is presented to the FGB. The Arts Leader meets with locality teachers and is aware of arts delivery across the primary schools.
- A named SMSC Governor and policy highlighting the impact of the arts.

CURRICULUM DESIGN

- Time to Dance – a forum for children across West Sussex
- Beeding in Bloom and 'Poppy' Art – annual local art competitions.
- Art Clubs across all year groups – some of our Y5&6 group has had work displayed in the community.
- Annual O2 Young Voices concerts
- Children's Concert – live symphony orchestra
- Y5 Vocal Workshop at Christ's Hospital
- Vocal workshop at Chichester Cathedral (sacred music) – Y5 boy chosen to sing a solo

PUPIL ENGAGEMENT

- Y5&6 children - help in a KS1 recorder club and run a KS1 Storytelling Club.
- Arts Ambassadors (pupil voice within the arts)
- Digital leaders - support within computing lesson.
- As a Platinum 'Sing Up' school volunteer 'Singing Monitors' in every class are responsible for leading whole class singing. Weekly Sing Up trophies are awarded to classes for the most sung songs.

"The quality of pupils' singing, and of their work in art and design on display around the school, shows that they are reaching equally high standards in these areas." (Ofsted, 2015)

RANGE OF OFFER

- Visits to local museums i.e. Preston Manor, Brighton Toy Museum, Fishbourne Roman Palace.
- Regular visits from The West End Theatre Company and The Rainbow Theatre.
- In-house galleries have been set up to exhibit children's work.
- Authors such as Cathy Watts, Michael Rosen, Julia Donaldson and Paul Geraghty have led fun workshops.

- A qualified dance teacher works with younger children.
- During their WW2 topic, Y5&6 children participated in a tea dance led by an external instructor.
- A visiting artist worked with children to construct wicker figures.
- Y3&4 – textile work designing and making Aztec inspired tunics; African mask making and dance; line dancing workshop (external instructor).
- The installation of outdoor instruments (as chosen by the Arts Ambassadors).
- Storytime puppets are a regular feature within Reception but during 2016 the children were a test audience for a new BBC CBeebies show.
- Parents association organise a mobile cinema to screen current films.
- Children took part in a recording of Christmas songs. A professional engineer recorded the children and a CD was created for parents to buy. A child designed the front cover (as part of a competition)

PARTNERSHIPS

- The school has a strong link with the local Music hub.
 - Instrumental lessons
 - Y3 African drumming group led by a Ghanaian musician
 - Participation at choral events i.e. a workshop at Chichester Cathedral and a County virtual choir (one of which was organised and led by the Music Leader at Upper Beeding).
 - Some children attended a weekend vocal workshop - Y6 boy successfully auditioned for the County Youth Choir.

VALUES AND ETHOS

Children in Y5&6 worked towards an Arts Award as part of their 'Shakespeare Week'. We are also an Arts Award Centre.

(498 words)

Question 4 – Thinking of your future work, what will your school's *action plan* look like? What steps will be essential in order for your school to complete your Artsmark journey? This might include, but need not be restricted to:

- auditing current provision,
- establishing whole-school curriculum planning for the arts – where the arts are used to improve teaching and learning in other curriculum areas, or where other curriculum content links to arts areas of the curriculum,
- developing a CPD programme,
- building partnerships with other schools and other relevant organisations, developing approaches to capturing evidence of impact and evaluating progress

(No more than 500 words)

By offering a wide, varied, stimulating and carefully structured experience in the arts, we will enable each individual pupil to develop the capacity and the capability for artistic thought, and critical awareness and to develop the necessary skills to enable them to succeed in this area of learning. We recognise that if children have access to high quality experiences, this ultimately raise standards and promotes accelerated learning.

“Leaders have thoughtfully and imaginatively developed the school's curriculum so that it provides pupils with extensive opportunities to develop their skills, talents and interests... They work very closely together in making sure that effective practice is shared among staff for pupils' benefit.” (Ofsted, July 2015)

We pride ourselves on the high quality provision of the arts which we always seek to maintain. Using comments from the pupil interviews, subject leaders feedback to other staff on the positives but also the areas for improvement / development which will be actioned when looking at the planning for the coming year. We work on a two year cycle so previously used plans will be have been reviewed and altered where appropriate.

- To ensure that we have an overview of the Arts, the Leader will work more closely with year groups to look at the arts delivery and the range of activities that will be accessed by the children. We will audit our resources and learning material to ensure that the children are given the best learning opportunities. (Timeframe: By Spring 2017)
- A skills audit will be carried out to find out the strengths but also areas that staff feel they need some support. Once these areas have been identified, as a school, we will look at ways in which we can support a member of staff to feel more confident and equip them with the knowledge and skills to deliver a high quality arts curriculum. (Timeframe: Autumn 2016)
- Through the Arts Action Plan time frames will be given along with accountability and monitoring thus providing quality support. Governors will be hands on in looking at the provision and working alongside the Head and Arts Leader. (Timeframe: Early Spring 2017)
- This year, the KS1 team will have to deliver the music curriculum which they have not had to do. The Music leader will closely work alongside them to ensure that they have the confidence to deliver the lessons. She will assist in the overall planning for the year.

- To develop the computing curriculum - look at ways in which children can utilise animation programs and create their own games using Scratch and Code.org.
- To look at ways of developing a relationship with one other Arts Mark school in West Sussex. We have a strong link within the local primary schools for music which has been strengthened further by the start of an all-boys locality vocal group. We would now like to look at ways of sharing other arts expertise across the local schools.
- The timeframes for the above will be evident through the Action Plan.

(498 words)

Question 5 – What support will your school factor in to maximise chances of Artsmark success?

This might include, but need not be restricted to:

- overall funding for the arts in the school,
- investment in CPD,
- opportunities for whole school planning,
- utilisation of external expertise – technical or otherwise

(No more than 500 words)

- Planning time for focus events i.e. in October the school will be celebrating Shakespeare in a week of activities and a workshop run by the Westend in Schools Theatre Company.
- A dedicated dance instructor – who currently leads dance in KS1 but now we are looking at how she can support KS2.
- Funding through the School Development Plan for CDP – supporting individuals and providing them with the skills needed to deliver a quality arts curriculum. This will also link with performance management which will highlight support needed, time frames and monitoring.
- External expertise – an art specialist to work with children particularly in areas not accessed through the curriculum.
- Ensuring that the arts is accessed through a cross curricular way and is not simply an add on. We pride ourselves on our innovative and creative curriculum which was also observed by Ofsted in 2015 in which we achieved 'Outstanding' status. This only came about through the dedication and hard work of all our staff.

“The curriculum enables pupils to achieve extremely well in a range of subjects and disciplines, and strongly promotes their enjoyment of and enthusiasm for learning. Leaders have worked successfully with other local schools, as well as with parents and pupils, to develop the curriculum. They have ensured that it provides pupils with a rich variety of experiences and has an extremely positive impact on their academic achievement and their personal development.”

- Communication is key to everything we want to achieve so it is of the utmost importance that the Governing Board is an integral part of all that we do and experience the ongoing opportunities that we provide for our children. In addition to Governors, parents need to be informed and encouraged, where appropriate, to come into school and see the children at work.
- Liaising with other schools – this is not just schools in our immediate locality but branching out to others particularly those working towards and achieving Arts Mark status. By learning the practice of other schools will only enhance and strengthen the provision at Upper Beeding Primary.

(341 words)

Question 6 – Artsmark will help create a network of like-minded schools. In what areas does your school already have strength in the arts and how do you know this? What areas of expertise will you share with other schools in the Artsmark family?
(No more than 500 words)

Music is our area of expertise which we already share across the locality. Our Music leader is responsible for organising a range of locality projects which involves liaising with not only the primary schools but also the secondary school. These include:

- KS2 Music Festival – a celebration of singing held at the local secondary school. The music teachers meet and agree on a programme which is rehearsed and finally performed in front of parents. As a result, the locality has a reputation for producing high quality performances and experiences for our children.
- Year 2 singing morning – a variety of songs are rehearsed during music lessons and then all Y2 children from across the locality meet at one of the pre-agreed primary schools. The music leader instigated this in order to achieve our Platinum Sing Up award which required the set-up of a locality project.
- Year 4 gifted and talented vocal workshop – this is organised and run by our Music Leader who brings together approximately 20 children from across the locality for a day of singing.
- Boys vocal group – this is a new project (September 2016) by our Music Leader. She felt that this was an area that had not been tapped into yet and again has been offered to all boys across the locality.

Our Music Leader shares ideas for planning and resources to one primary school who has a non-specialist teacher and is seen as a point of reference for the others.

The Music Leader has had external teachers observe lessons including a secondary PGCE student and a visiting professor from Denmark. She also completed a Middle Leaders Course culminating in a presentation to local heads and attendees demonstrating how times tables can be improved through song. She later successfully presented this at a County Music conference.

Future projects

- Liaising with other schools in West Sussex with a focus on Arts Mark schools to ensure that we are providing our children with the best possible learning experiences within the Arts. The Head and Arts Leader met staff at a similar like-minded school at the Arts Mark briefing earlier in the year that has embarked on a similar journey to us. Support from other areas is key for success but it's not just giving support but offering help where appropriate too.
- To promote and increase pupil numbers in the Boys Locality Vocal Group. This will be achieved support given by the West Sussex Music Service, subject leaders within the primary schools and Head of Music at the secondary school.

(420 words)

Signed by Headteacher

Full name: _____ Signed: _____

Date: _____

Signed by Chair of Governors

Full name: _____ Signed: _____

Date: _____

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