



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Name of school/ educational setting: **North Stainley CE Primary School**

DfE number (seven digits): **815 / 3258**

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) 390

North Stainley CE Primary School is a small village primary school with a very divergent community; currently comprising 25% PP. At North Stainley CE Primary School the Arts are central to our broad and balanced curriculum provision. Over the last five years we have invested in ensuring all children are exposed to a rich and varied range of art experiences as we feel that this is vital to the well-being of our pupils. Through the arts our children embark on a journey of self-discovery. Developing as confident, articulate, resilient young people. We aim to ensure all children take risks, learn from mistakes and develop passions that they will take with them into adulthood. Arts provision in school is championed by the headteacher and a named Governor is responsible for monitoring provision.

Current Provision

We have invested heavily in outstanding provision- we now have a specialist music teacher, dance and drama teacher and excellent peripatetic music teachers. The class teachers work alongside these specialists developing their own practice and supporting the children's learning. We organise a cluster Arts Festival, each class puts on a performance each year, we take part in local area music concerts with hundreds of other local children, work alongside local artists, visit exhibitions and organise exhibitions of the children's own work. There is a flourishing Arts Council in school. The children running the Art Council produce an Arts Development Plan annually.

Plans for future development of the arts

Throughout school we would like more pupils to be involved in playing a musical instrument. We would like to engage in Wider Opportunities with our local music hub to embed a culture of playing instruments, this would hopefully be sustained by the school purchasing a set of musical instruments for children to use and use pupil premium funding to allow our more vulnerable children as well as our more affluent children to have lessons. The Arts Council Development Plan (written by the children) included a wish to set up a band/ orchestra to further engage pupils in developing collaboratively and improving their engagement, involvement and musical skills.

Theatre and Art Gallery trips are well established in school, as part of our development we would like to increase the amount of live music performances the children are exposed to including multi- cultural performances. This supports their SMSC development.

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) 299

School Development Plan 2016-17

- **More pupils make greater than expected progress across all subjects- Improve the mindset of the school population to create a positive ‘Can-do’ approach. Improve pupil outcomes as a result of improved mindsets creating faster progress.**
- **More pupils are engaged with and make greater than expected progress in The Arts- To improve pupil outcomes and engagement in The Arts so that all pupils are working at ARE or above and an increased number of pupils engage in The Arts extra- curricular events.**
- **Pupils with SEND make good or better progress Improve the outcomes of pupils with SEND by ensuring all classrooms are SEND friendly.**

The above are three key development points from our School Development Plan 2016-17. The Artsmark will facilitate success in all of these areas by ensuring pupils are confident, have high self-esteem and a mindset that enables them to be able to take risks and learn from failures. We ensure our arts provision is exciting, inspiring and authentic. The Arts allows children to learn that success can look very different and all children can achieve. Pupils who may find classroom learning in core subjects challenging are often very successful and leaders in learning in The Arts. Completing the Artsmark will allow us to focus on enabling personal progression, extending the opportunities of talented youngsters and planning so that all pupils make good or better progress. Through providing an inspiring and engaging curriculum we will give all our children an opportunity to be exposed to cultural and spiritual opportunities. All success is celebrated as we strive to engage all our pupils in a positive, inclusive experience.

Educational visits, visitors to school and provision of extra-curricular clubs are an integral part of this and we pride ourselves on providing established, enjoyable and motivating learning opportunities.

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) 500

As a school we feel gold level best characterises where we are at the present time but are striving for better.

Leadership

As Headteacher I drive and develop the arts across school. There is a Governor who is responsible for monitoring the Arts throughout school. There is a thriving and impactful Pupil Arts Council who organise events, drive forward provision and keep the community informed. Children talk about their love of the arts and their high degree of success. To move to Platinum-Senior Leaders will disseminate good practice across a wider range of schools.

Curriculum Design

The school has a scheme of work and programme of study embedded in school; these show progression in knowledge, skills and understanding.

The school has an entitlement model (see below) which demonstrates our commitment to ensuring all pupils engage in a wide variety of learning opportunities.

To move to Platinum – Offer opportunities in more alternative arts and culture subjects.

CPD

The school engages local professional artists/ art trainers to work with the school.

The school recently worked with their local teaching school alliance to produce a quality Art teaching resource.

Last year the school was part of a cluster of schools that employed a music specialist to organise training and events for staff and pupils.

Pupil Engagement

The school has an active Arts Council. Every year they produce an Arts Development plan which encompasses what they would like to include and achieve each year.

There is a very high take up for extra- curricular events.

To move to platinum – show an impact on outcomes and progression of skills in music performance.

Range of Offer

Our curriculum entitlements model includes experiences which we feel all children are entitled to. These include:

- **Annually performing a play**
- **Visiting a theatre in the locality**
- **Visiting London and seeing a performance in the West End**
- **One term of specific dance and drama teaching every year**
- **Child led Arts Council.**
- **Exposure to a wide range of art works in a range of media**
- **Termly visits from artists, musicians, dancers, theatre groups...**
- **Extra- curricular Arts clubs.**

In future ... increase the range of musical experiences we provide for the children

Partnerships

The school works effectively in partnership with a wide range of arts and culture providers. We are engaged with the Music Education Hub. We are registered on Arts Council England.

We work with the local Arts Society.

The headteacher is arts Co-ordinator for the local cluster of schools.

Equality and Diversity

A named Governor is responsible for SMSC learning in school and monitors provision regularly. Arts and cultural opportunity are evidenced in our Equality Action Plan. There is a shared commitment in school to equality of opportunity to arts and cultural experience. To improve further we are intending to use PP to fund musical instruments and lessons.

Values and Ethos

The Arts are embedded in school and are central to everything we do. The children in school can articulate their love of the arts. Children complete Arts Award in Y5/6.

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

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Looking to our future work, we feel the following steps are essential for our school to complete our Artsmark journey:

- **Contact local music hub for advice and support re: engaging more pupils in taking up learning a musical instrument.**
- **Contact local music hub to organise Wider Opportunity music provision in Y3 and Y4 from September 2017.**
- **Organise purchase of a core collection of instruments for school. 2017-18**
- **Discuss the set- up of a band/ instrumental group in school to be run by the music teacher**
- **Arrange Pupil Premium meetings with parents to organise music tuition where appropriate**
- **Revisit our Curriculum Entitlements Model- review provision and non-negotiables. Ensure developing instrument playing is on the model of provision. Summer 2017.**
- **Collate examples of planning in which the Curriculum Drivers SMSC are used in teaching and learning of other areas. Develop this provision-share examples of good practice in staff meetings, use lesson study model to develop and increase impact (in house CPD). Summer 2017**
- **Involve our specialist teachers in training our classroom staff. Develop a CPD programme to promote music throughout school as this is our least developed and our newest specialist provision. Autumn 2017.**
- **The Governors and staff will complete an action plan and review of our journey**

towards Artsmark

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

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As a very small school our budget is very tight.

Our local community Arts Group have financed the Artmark for our school, which demonstrates the joined up provision in the community and the high esteem the arts are held in by our local community.

The school has set aside £500 to pay for visiting artists/ art days. The school friends group has fund-raised to pay £3000 for a music specialist to work throughout school.

The support of the music hub will be instrumental in our success. The cost of the WOP will be met through FONSS – friends of North Stainley School. To pay for the instruments the school will investigate local grants such as the Murkhajee trust.

Our specialist teachers will lead training in the arts. Teachers will be given time out of class to take part in lesson studies to develop arts teaching with the aim of leading to further improved pupil outcomes.

Curriculum leaders, leadership team and Governors need time to monitor progress and impact.

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?

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I (the headteacher of North Stainley CE Primary School) am cluster Arts co ordinator/ development leader. As part of this I signpost other schools to excellent provision, co-ordinate events and organise an Arts Festival for cluster school children at Fountains Abbey.

Having begun this journey for our school I will encourage and support others in the cluster to complete the award. The School is part of the HART Teaching School Alliance.

At our recent Ofsted inspection(Feb 2016) Ofsed commented that ‘provision for pupils’ spiritual, moral, social and cultural development is excellent.’

We achieved Outstanding in our SIAMS inspection (Feb 2016), which again commented on our work in SMSC – ‘ a thoughtfully planned curriculum which promotes the spiritual, moral, social and cultural development of all pupils.’

We will support and strengthen the work of other schools in these areas.

Signed by Headteacher

_____ E J Watts _____
Date: 4.4.17

Signed by Chair of Governors

_____ Mrs Viv Roberts _____
Date: 4.5.17