# Statement of Commitment

Application paperwork 1 of 2

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| **Name of school/education setting** | **Our Lady Star of the Sea Catholic Primary School** |
| **DfE number** | **896 / 3815** |

**Support**
We are here if you need us.

**Use this template to draft and finalise your Statement of Commitment.**

**Our submission process has changed.** You must submit your Statement of Commitment **online -** we no longer accept email submissions. Please read our Submission Guidance for the steps to follow.

Download our guidance on how to complete your Statement of Commitment: artsmark.org.uk/resources and get in touch with your Bridge organisation, who offer support throughout your Artsmark journey.

**Tips**

- We strongly recommend you use as much of the **available word counts** as possible when drafting your responses, to give us as much information as you can about the plans for your Artsmark journey
- Artsmark cannot provide feedback on **draft submissions**. If you need feedback on your Statement of Commitment before submitting it, please contact your Bridge organisation, their details are on our website **here**
- We expect settings to submit their Statement of Commitment **within three months** of attending their Development training with their Bridge organisation

**Context –** .

Our Lady Star of the Sea Catholic Primary School and Maintained Nursery is located in Whitby, Ellesmere Port, near Chester. We are a two form entry school from Yr1 onwards with 368 on roll, 76 Pupil Premium children, 37 EAL children and 4 children with an EHCP. As a Catholic school, our mission statement is: “Love one another as I have loved you”. This is a partnership between school, home, community and the Church.

The location of the school is within the less deprived area but the pupil base is in quintile 4 more deprived. 18.7 % of pupils are in receipt of Pupil Premium. 17.2% of pupils have special educational needs, slightly above the National figure (15.3%): 16.1% of pupils are categorised as SEN Support (National 13%) and 1.1% of pupils have an Education and Health Care Plan (National 2.3%).

**Question 1** – up to 500 words
How do arts and culture currently play a role within your setting's strategic values?

At Our Lady's our mission statement is: "Love one another as I have loved you" and this is at the heart of everything we do. We are fully committed to providing a learning environment where each and every pupil is able to perform and achieve both academically and socially to the very best of their ability. This involves providing engaging and exciting opportunities to investigate, think, work, both independently and collaboratively, create, perform, explore and push themselves further than they imagine they could go. Children across all year groups are currently given opportunities to explore their environment, starting from Nursery, through role play, singing, dancing, drawing, painting, creating and making, right through to Year 6. Since Covid 19 we have started to make curriculum connectors between art and other subjects, therefore introducing a bespoke creative curriculum which weaves through other subjects. This is work in progress and will be enhanced and developed further in our action plan for next year. This has begun to help staff build confidence and time management skills to incorporate art into weekly plans.
In music we are engaged with our local music education hub and enjoy learning new instruments such as the Ukulele in Year 4. This concludes with a concert to parents following the 10 week scheme. Parents/carers are invited to this to promote music links both at home and in school, and this is further supported through Charanga and logins being shared to enable children to practise at home. This not only helps to promote a lifelong love of music but teaches children key skills such as the importance of perseverance, determination and focus which are imperative for success at Our Lady's and beyond. Our school choir rehearses every week and has had an array of opportunities to perform at various venues. One of our school values focuses on relationships and we have used the Arts to build relationships beyond our immediate school community. Regular events include singing at Mass, in local Care Homes at Christmas time and the annual Ellesmere Port Christmas Light Switch On. Every other year, children are given the opportunity to sing at the Manchester Arena as part of the Young Voices project and also take part in local concerts such as the Ama-sing Aspire Concert at Chester Football Club in July 2023. We also organise and perform a Christmas carol concert with the Nursery and Reception, Yr 2 perform a Nativity, Yr 6 perform a Christmas Carol concert in church and Yr 5 perform an Easter service and Yr 6 perform a summer production every year. We also give

other opportunities to explore the arts such as  a weekly musical theatre club, links with Chester Storyhouse (local theatre), where children can experience drama and dance.

**Question 2** – up to 500 words
How and why will your Artsmark journey contribute to the priorities in your strategic improvement plan?

**Quality First Principle:Striving for excellence and innovation**
Our first aim is to develop the creative curriculum, creating curriculum connectors with all subjects within each year group. This will be completed by looking at the arts subjects and making sure we have planned and purposeful lessons which link to lessons and topical, cultural, news, occasions and dates throughout the calendar year.  This will then allow lessons to be more creative, focus on the well being of the child, focusing on their interests whilst teaching key skills but each outcome will be individual and responsive.  We will value the tangible outcome but look forward to seeing a wider impact on the children for example improving resilience and self esteem and confidence.

**Quality First Principle: Being Authentic**
The second aim is to create an art studio.  Plan for each year group to access the studio each afternoon and work alongside the art teacher.  The studio will be set up from September but will evolve throughout the year.  All resources will be bought and available for independent use and access for the children and purposeful, creative lessons will be planned.  We will strive for staff and pupils to develop their knowledge and skills through art by working alongside their children and art teacher to also gain skills and knowledge in this area**.**

**Actively involving children and young people**

The third aim is to Create stronger links with the high school and share expertise with the arts.  We will strive to provide opportunities to engage with the local High School to see art, music, dance and drama in an alternative setting and provide children with ambition to see what they could be a part of in the future e.g. attending concerts and End of Year Shows. We will strive to  work with other professionals and support other local Artsmark schools.

**Quality First Principle: Being exciting, inspiring and engaging**

**Enabling personal progression**

The fourth aim is to create a child centred, creative, imaginative and open ended pedagogy in the arts.  We will strive for these values to stem into the wider curriculum for the benefit and well being of all pupils.  We hope this will have a positive impact on behaviour and further support our recently launched Zones of Regulation initiative which helps children develop emotional maturity and tools on how to regulate their emotions.

**Question 3** – Looking at the Artsmark criteria, where does your setting currently have strengths and where would you like to develop?

**Equality, diversity and inclusion & Values and Ethos**: We currently respond to calendar events through whole school assemblies and PSHE curriculum covers the Equality Act. Matters which have been celebrated previously include: Black History month and International Women's Day, ensuring children are aware of these key events. Our goal is to provide children with the opportunity to reflect on the importance of these events in a creative and engaging manner instead of just having an awareness of them. We wish to study more diverse artists and celebrate the achievements of all.

**Leadership:**
The arts are currently led by the arts team and supported by the head and governors. Class teachers and children do sometimes feel overwhelmed with curriculum constraints and behaviour. Therefore it is taught but time is limited and the arts have not been a priority. We will strive to provide an exciting, cultural and diverse, imaginative and child led art curriculum bespoke to our children and school that weaves throughout subjects and supports most importantly the needs of each individual child. The head and governors are aware but in the future the head and governors will have a more active role to support the arts, for example participating in art lessons with the children. We will also create bespoke arts wellbeing days and activities for staff throughout the year.

**Children and young people & Curriculum, design and delivery**
We currently prioritise maths and English and since covid we have been building academics and well being. Therefore our future goal is for the arts to be as important as maths and English which will develop the whole child. We will be given time to coordinate all arts, creating curriculum connectors, pupil voice and art counsellors. This will then raise the profile of the arts in our school and for the wider community to see, appreciate and be a part of our journey.

**Cultural collaborations and Range of offer:**
We currently have had limited connections with Story house, Ama-Sing and some theatre visits. However, going forward we plan to map out Cultural Capital experiences and partnerships for each year group when planning trips and experiences throughout the year. We will look at what we want our children to have experienced when they leave our school. We will also link these with our catholic values. We will build connections with the wider community and endeavour to

capitalise on any talents our parents might have and involve these in school life.

***Continuing Professional Development***

We have completed some CPD for staff but it has been limited. We intend to give all staff time to observe, participate and learn alongside their class and art teacher throughout the year. We are also reviewing our current offering of our music scheme and plan for more dance and drama to be entwined throughout the curriculum.

**Evidence**:We will evidence all of the above through pupil and staff voice, questionnaires, sketchbooks, photographs, videos, planned long term outcomes for each of the arts subjects for each year group.

**Question 4** – up to 500 words

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

Create an art studio in school where art is planned and purposeful alongside the children and their interests. This curriculum will be child centred whilst following the key skills and progression through all year groups. Content will be exciting, innovative, diverse and creative. Evidence will be pupil voice planned skills and progression, children's own critique and a well resourced art studio.

Weave all arts through other subjects and create curriculum connectors. This will be completed for music, art, dance and drama where possible. In order to achieve this subject leaders will be given time to map this out as well as class teachers to see

how these areas could be linked to their core subjects e.g. opportunities for drama within English lessons. This will be evidenced in Long Term Plans.

Create stronger links with the high school and share expertise with the arts. Children will be given the opportunity to visit the high school and complete collaborative experiences. Quantitative evidence will include the number of events and children attending the High School. Pupil voice will also be used to see what the children enjoyed about experiences and if they would like to attend similar events in the future.

Create a child centred, creative, imaginative and open ended pedagogy in the arts. This will be explored through what interests them and what they would like to experience in the arts. This will be then planned whilst still teaching key skills. We will also focus on behaviour and well being. This could be evidenced through staff and pupil voice. Certain children may be used as a case study to receive feedback on their experiences of art and compare their behaviour patterns before and after this change. Look at evidence in sketchbooks for individualism.

Create cultural collaborations. This will be completed with trips, visits to the local theatres and visitors in school. We will also be adding some art into the local community: church, shops, libraries. Other trips associated with music will also be planned into the year, for example, Young Voices 2023 and similar trips will be evidenced via Dojo posts/photographs and participant numbers for events. A planned calendar of events will also act as evidence.

To provide CPD opportunities for staff. This is to build confidence and resilience and to raise standards in the arts for young people and staff. This will require opportunities for staff to participate in art lessons. We are also reviewing our music scheme and should a new scheme be introduced, staff will receive training. For this to be achieved a new scheme will need to be invested in as well as time given to music CPD in staff meetings. Arts subject leaders will also aim to network and collaborate with other Artsmark schools taking place through sharing and seeking advice, skills and talents will be an integral aspect of our journey, with CPD opportunities and encouraging an active pupil voice. This will be evidenced via training sessions/events attended and these will be logged.

**Question 5** – up to 500 words
What support will you need and what resources will you commit to achieve your goals and ambitions?

**Art Studio:**
This will be created and set up with all resources ready for September which is fully supported by the head and governors. We will have an art teacher leading the way. Sketchbooks will be individual along with final art pieces.

**Curriculum Connectors:**
Time with the arts team to plan curriculum connectors for each year group.
Clear expectations for all staff, for example, that three English lessons per half term should have an element of drama e.g. hot seating or role play. Experiences and a calendar of events will also support this and be planned throughout the year. The arts team will sit and discuss this with the head and governors to decide what we want our children to experience by the time they leave us at Year 6.

**Cultural Collaborations:**
Time to plan trips for each year groups- time with SLT to discuss what we want for our children and what experiences we want them to have when they leave our school. School calendar of events will be supported. Partnerships will also be made with specific arts and cultural organisations such as the high school, Puerto Theatre, Storyhouse, Ama-Sing and Young Voices. We will also work collaboratively with other Artsmark schools. Parents will also act as a resource and PTA to raise funds.

**Child Centre Pedagogy:**
We will be supported by all children, staff, parents, head and governors in creating a child centred, cross curricular pedagogy. Resources required will include the art studio, music resources and displays. Time will also be given to achieve this goal.

**CPD:**
Time and planned CPD for all staff and governors throughout the year. If available training will be given from arts organisations. Zones of regulation training regarding emotional regulation will be given to staff to support them in day to day teaching.

**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? up to 500 words

At the end of the year all children will have individualised sketchbooks and will have made progress in art. This will be evidenced through a detailed action plan, pupil voice, an amazing art studio which is well resourced and which children enjoy learning. The arts curriculum will be delivered through a cross curricular and purposeful approach whilst still meeting the emotional and social needs of our children. It will also be measurable by seeing progression and continuity through each skill taught in all of the arts.
Children will engage in lessons, experimenting and improving independence, resilience, diversity and extending their own ideas whilst being allowed to be themselves and learning from one another and the diversity of our world. They will complete their own critiques weekly in sketchbooks. This will include peer discussion. The evidence will be in sketchbooks and pupil voice. Staff and children will be more confident and resilient, in all of the arts, again this will be measured and monitored through staff and pupil voice.
All art subjects; music, art, dance and drama will be linked through stronger curriculum connectors and will be mapped out. This will build on our current curriculum and be bespoke to us as a school and our children. The evidence will be in long term plans.
Children and young people have opportunities to explore their creativity and enhance their wellbeing through enjoying and engaging in arts and culture, and emerging links to creative practitioners model the arts as careers. Trips will be planned for each year group and will be diverse, including art, theatre, places of worship and dance workshops. This will be evidenced using photographs and the school calendar of events to support this.

The overall impact of our artsmark journey will involve parents and the community and the high school.  This will be measured through school social media and engagement from parents.

**Approval**
Click the box to agree to the statements and enter the name and date this was approved.

☐ 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:**

**Date:**

☐ I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey

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**Chair of Governors Name:**

**Date:**

**Checklist**
Make sure you've checked the following before you submit online:

☐ My answer to the Context question has no more than 150 words
☐ My answers to Questions 1-6 have no more than 500 words each
☐ I have not included any additional information or evidence such as images, media, hyperlinks, or web links in my answers
☐ The Headteacher and Chair of Governors (or where these positions don't exist, persons of equivalent levels of responsibility) have approved this document.

**Ready to submit?**

You should submit your Statement of Commitment within **three months** of attending your Artsmark Development training.

Once you've finalised your answers and have completed the checklist above, you are ready to submit **online. We no longer accept submissions by email.**

Copy and paste your answers into your online Statement of Commitment form using the unique web link we emailed to you. Can't find your link? Get in touch to request it by emailing artsmark@artscouncil.org.uk