

Statement of Commitment

Establishment Details

Name: Stapleford Community Primary School

DfE Number: 8732041

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).

We are a single form entry primary school, including Nursery provision, with 214 children on roll. We are below average for children on FSM (12%) and with an EHC (1.4%) plan, and above average for EAL (16%) and SEND (14%).

We are situated in a rural location 5 miles south of Cambridge and are part of Anglian Learning, a successful Multi Academy Trust of sixteen academies in East Anglia. Anglian Learning is recognised for the value it places on the arts, favouring a broad and balanced curriculum for pupils.

Our new Headteacher (January 2023) is passionate about the arts and keen to develop our established arts offer and curriculum design through collaboration and partnerships to facilitate a richer provision. We have held previous Artsmark Awards and delivered Arts Award, testament to the value we place on creativity and cultural learning. In 2022 we were rated Good by Ofsted.

Question 1

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

Our school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and where we support pupils to strive for excellence in a caring, supportive and stimulating environment. Our school values (September 23) are 'CARE - Curiosity, Ambition, Resilience and Excellence'. Our arts provision is at the heart of our balanced curriculum and plays a pivotal role in our Improvement Plan.

There is strategic investment in the arts at executive level, with our MAT championing the arts and supporting our school's commitment and engagement with Artsmark, Arts Award and opportunities to stimulate and enhance our pupils' cultural capital. Our Trust has a partnership agreement with Arts Council England (ACE) and, working together, recently completed a project looking at the role of the arts in supporting whole school improvement. Anglian Learning is the Creativity Collaborative hub for the South East, looking at innovative approaches to teaching for creativity. We are committed to developing pedagogy and practice and have been involved in this three-year project from the outset, exploring through action-research: To what extent does teaching for creativity support school improvement?

Ofsted (June 2022): Pupils have plenty of opportunities to develop their interests and talents...Leaders and teachers have worked together to create a broad and balanced curriculum, considering the views of pupils and their parents.

We strive to ensure the arts have a prominent and sustained role in our school. We build pupils' cultural capital through curriculum design and embedded opportunities through links with arts organisations/artists. Our curriculum has been in place for the last 3 years and we are reviewing and strengthening this, embracing a new vision and embarking on new partnerships, e.g., Stapleford Granary (a local centre for high quality music, art, and culture), with whom we are developing a pilot arts education programme. We aspire to have a wider reaching impact by sharing our practice. We are reviewing our progression of skills and knowledge, our pedagogical approach and CPD offer to reinvigorate staff confidence to lead learning and develop pupil independence. Our aim is that this will further enhance achievement and ensure our pupils receive a rich and diverse arts provision.

We also:

- enjoy weekly visits to Stapleford Granary, whose aim is to foster cultural understanding through education.
- integrate Forest school sessions within our curriculum.
- celebrate the arts through 'Open Classrooms' and Trust-wide events (Celebration with Michael Rosen)
- engage with our community ('Festival of Trees' and Village Show)
- have a dedicated art room, art equipment in every room and a kiln.
- integrate visiting performers, offering regular whole school opportunities
- encourage pupil leadership and pupil voice through Ambassador roles
- have an extensive arts trips/visits programme
- embrace partnership working (Trust wide meetings/events/local community projects e.g., exploring the role of architects)
- perform regularly (every pupil has opportunities embedded in the school calendar, such as assemblies, nativity, concerts, performances (2022-2023, all of KS2 performed 'Wizard of Oz') and Trust-wide events e.g., West Road Concert Hall, Cambridge).

Question 2

How and why will your Artsmark journey contribute to the priorities in your strategic improvement plan?

Our Artsmark journey is a key part of our school's strategic aims through the Improvement Plan, particularly through our first curriculum priority: a curious community. Embedding our work with Stapleford Granary, our findings from our 'Creativity Collaboratives' project and our Artsmark ambitions has been identified as key in 'recognising success and supporting evaluation and reflection to inform next steps in Curriculum Design'.

Priority 1 - Curriculum design and delivery

Developing a curriculum that fosters curiosity and demonstrates quality arts and cultural thinking

Our school leaders consistently seek to drive and develop arts and cultural teaching and learning for all groups of children. This year, we are reviewing and revising the quality of our curriculum provision. This is informed by evidence from the 'Creativity Collaboratives' research project and by embedding our work with Stapleford Granary. Curriculum design, from nursery to secondary, is a focus of our partnership working: we share our strong practice with other local primary schools and learn with and from secondary colleagues.

Priority 2 - Cultural collaborations

To explore community and partnerships and creative innovations of practice and pedagogy

'Small Grains' is a new pilot education programme developed in collaboration with Stapleford Granary for pupils at our school. Small Grains is a responsive programme, inspired by and connected to the ever-changing cultural life of Stapleford Granary, with a particular focus on live music and visual art. This unique programme authentically explores ways of making the cultural programme accessible and inspirational to young children by exposing them to high quality music and art, giving them space and scope to respond in their own way and providing opportunities and tools for them to learn and create. We are keen to share the findings of this work

locally and nationally. This partnership and ongoing Trust-wide collaboration are at the centre of this priority.

Priority 3 - Leadership

Empowering pupils, staff and parents to embrace and develop the arts

Through ambitious leadership and working beyond our school setting, we want to understand the impact of the arts both on our school and wider community.

Our aim is to empower all members of our team to lead and support delivery of the arts. Through CPD, Arts Award adviser training and experiential weekly visits to Stapleford Granary we will equip our team to deliver a high quality arts offer and to share best practice. This development of staff expertise aims to inspire our learners and their families. Our school's development plan includes the priority 'to ensure inclusive provision where the curriculum matches the learning needs of pupils'. We are exploring how accessible our curriculum is to all children. Our arts offer is more inclusive in terms of pupil engagement than other curriculum areas; however, assessments have demonstrated that some pockets of children continue to make less progress in the arts. We will seek to unpick potential barriers to progress and establish how we can respond to these, e.g., attendance - we are keen to see if regular trips to Stapleford Granary support improved attendance.

Question 3

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

Values and ethos: Anglian Learning holds a Memorandum of Understanding with ACE, recognising an outstanding commitment to arts, culture and creativity. This is visible through trust-wide events and at school level through the prominent role the arts play in our curriculum. We promote the arts as a career path, and our aim is to cement this into topics and through the work children do with artists/musicians at the Granary and other institutions (e.g., Fitzwilliam Museum).

Equality and diversity: Our curriculum ensures pupils encounter a diverse range of arts professions/practices, and areas such as PSHE use the arts to promote cultural understanding. We want all pupils to see their cultures represented. We invite parents into school e.g., Cambridge Curiosity and Imagination, and half-termly 'Open Classrooms'. We want to increase parental involvement and maintain relevance to our community.

Leadership: Leadership is consistently supportive of the arts. Our new headteacher is passionate about promoting/establishing further arts opportunities, as well as ensuring the impact of changes is monitored. We have a Governor responsible for overseeing/supporting our Artsmark journey, reflecting the commitment of our Governing Body. We are keen to develop leadership at all levels.

Children and Young People: For the past 5 years, Year 6 pupils have applied for subject leadership roles, with the arts popular, and appointees including a number of pupil premium children. This has had a positive impact: developing self confidence which then helps other subjects. We want to develop our own student 'Arts Council' to engage pupils in arts/cultural planning and engage them presenting in weekly assemblies.

Curriculum design and delivery: Our Art, Music and DT curriculums have been in place for the past 3 years. Staff voice and monitoring, alongside the 'Creativity Collaboratives' project have helped us identify aspects for development. We have a progression of skills and knowledge but want to enhance these by reviewing them with our wider partners and local secondary, and empowering staff through CPD. We want to identify how we can develop curiosity and creativity further.

Range of offer: Within the curriculum we have developed a broad and stimulating offer with opportunities for all children to create, experience, perform and lead in the arts. We have multiple opportunities for pupils to be

creative, access culture, and see live performance. We want to ensure our offer is always relevant, extensive and of high quality.

Continuing Professional Development: We recognise the value of CPD in improving performance and wellbeing. We want to develop staff who enjoy and are confident in teaching the arts. Staff meetings focussing on a specific arts skill (e.g., printing), 1:1 support and arts events with professional practitioners are in place. However, we recognise confidence is still lower than in other curriculum areas so aim to give support through regular sessions planned throughout the year.

Cultural Collaborations: Partnership working offers mutual benefits so we want to maintain/develop further links, re-establishing our pre-Covid partnerships, ensuring these are integral to our revised curriculum design and enhance our offer.

Question 4

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

Demonstrate effective leadership at all levels: We will share our Artsmark plans and undertake a cycle of action research to monitor and evaluate achievements and progress towards our goals. This will include monitoring of parent, pupil and staff voice, as well as furthering the schedule of arts activities and events planned in our calendar.

Develop confident/skilled staff: Throughout the year, we will provide collaborative CPD to enhance Art/DT and Music skills/knowledge of our staff, which will be supported through our connections. We will support staff with individual areas of focus through team teaching and 1:1 support/ planning, coaching and visits from professional practitioners. Additional staff members will be trained as Arts Award advisers. Increases in staff confidence will be reviewed through staff voice and in staff meetings.

Embed/strengthen the arts in our curriculum and extend our arts offer:

Our curriculum supports our pupils' progress in the arts and their exposure to a variety of art forms. We will aim to extend and develop this through our Creativity Collaboratives project and by developing the progression of skills and knowledge. We will review our pilot education project with Stapleford Granary to measure impact on learning, and we will offer additional opportunities to parents to engage with and celebrate pupil work. We will further explore how we can use technology to enhance our offer.

We plan to:

- increase the number of arts specialists regularly in school working with teachers and pupils, e.g., music teachers supporting tuned instrument learning; children's author visits.
- deliver more visual art projects led by professional artists working with pupils/parents and focused on creating/installing art work in our indoor and/or courtyard spaces, supporting our aim to create a stimulating and inspiring environment.
- re-introduce Arts Award (Discover and Explore)
- join Into Film/set up a film club
- explore further connections (e.g., the Shakespeare Schools Festival, Festival Connect & Create, DanceEast)
- reconnect with Cambridge Curiosity and Imagination

Be inclusive:

Guidance will be developed by the Arts leads, headteacher and SENCO to provide assistance with how best to support all children's engagement with and progress in the arts.

Pupils will also experience artists/art forms representative of different cultures. Additionally, when making adaptations to our curriculum and planning events, we will seek to celebrate the diversity of our school setting to ensure all our pupils feel reflected in the curriculum. Pupil voice and monitoring will be used to measure the impact of this.

Develop relationships with other schools and the local community: We will explore opportunities with our MAT academies, e.g., for staff training in kiln use/clay work. Aspirationally, we would like to become a hub running such events within our MAT, as well as to become recognised as a school that has an arts provision to 'showcase'. We will pinpoint community links throughout the year so they are central to our curriculum. We will aim to share learning from our journey locally and nationally.

Question 5

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

Our school community, supported by the wider Trust, is committed to achieving our goals and ambitions.

School Community Commitment

Our Headteacher and Arts Coordinator attended the Artsmark development day and have consulted with staff and governors about goals and ambitions. We have clear support from all members of the school and Trust team, which is reinforced by the unequivocal support of our Headteacher, who recognises the importance of creativity in children's progress and wellbeing. The Headteacher and the Art, DT and Music leads in school will champion Artsmark and lead on the school's journey. We also have a specific curriculum link governor with a responsibility for overseeing our commitment to Artsmark. In preparation for writing our Statement of Commitment, we collaborated to evaluate and discuss ideas. These were then presented to the Local Governing Body to gain further feedback.

Trust-wide support

Support is available through the MAT from schools who have achieved Artsmark and from the Trust Arts Development Manager who has experience of Artsmark and is able to offer guidance and support throughout this journey. Trust-wide Curriculum Blueprints provide a framework for review and reflection, supporting our curriculum development and design. Regular opportunities for professional dialogue with the Director of Primary Education will further support our drive for excellence and innovation.

Identified roles and time allocation

Time within the working week has been allocated to the Art Lead and Early Years Team specifically for work on the Creativity Collaborative project and the implementation of this into the curriculum. To ensure this has maximum impact, planning has also taken place through extensive consultation with staff to both review the curriculum we have in place, ensure we retain what is working well and develop areas that can be improved. This will ensure staff have ownership over this project. Regular staff meeting time is focused on curriculum design and delivery and sharing practice, and will be used for Artsmark updates and progress discussions.

Wider partnership support

We recognise the vital role partnerships play in developing a comprehensive arts offer and will seek to continue building new partnerships, as well as strengthening existing ones. Recently, we attended our first Cultural Leadership Improvement Network day at Bottisham Village College, a secondary school within our Trust. The event provided hands-on CPD for all creative practitioners, providing an opportunity to meet and network with colleagues from both primary and secondary schools, learn from experts across different creative disciplines, finding out more about successful projects across the Trust, and getting support for projects in our own setting.

Responding to feedback

Pupil, parent and staff voice will inform our reflections and next steps. Collaboration with Stapleford Granary to explore our initial question: 'What happens when an arts centre works closely with a primary school?' will be critical to explore impact and refine curriculum design and delivery.

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 be the school community that continues to be visibly passionate and enlivened by the arts through continued participation and sharing of practice

We are implementing plans, in the way we have continued to build since our previous Artsmark award, with specific goals recognised extensively within our Academy Improvement Plan for 23/24. Our Curriculum Blueprint evaluation will frame our reflection, alongside our evaluation against our Improvement Plan.

We will regularly monitor and evaluate the implementation of our plans to collect evidence. Our monitoring will utilise a range of methods, including questionnaires, feedback forms, surveys, interviews, and attainment/attendance records. Depending on the activity/impact we wish to measure, we will engage pupils, staff, parents, partners and the wider community in this process. Quantitative data will be collected to monitor opportunities across the school, and engagement and attendance at these. Qualitative feedback will be collected from pupils, staff, parents and members of the school community to measure impact. Where we find we are not achieving as we hoped, we will revisit and revise plans as necessary. E.g., we aim to have cemented our links with Stapleford Granary, having developed our pilot scheme into a mutually beneficial partnership that plays a core role in our school's curriculum plan and allows us to share findings. The pupil voice gathered at the start of this partnership and the pupil voice collected when this is more secure will be useful for determining the impact this has had.

The importance of evidence-informed practice will be critical. The action-research cycle of our Creativity Collaborative project will be utilised to form aspects of our evidence, allowing us to reflect on research questions such as 'To what extent does wondering and questioning raise levels of engagement during independent learning time?'

Success will see:

- Pupils able to articulate what the arts mean to them and how they learn and develop independence.
- Continued and enhanced pupil engagement in the arts.
- Pupils who are confident in using a range of media and using the skills and knowledge to achieve high standards in their work.
- Increased pupil knowledge of key arts movements and artists.
- Increased pupil progress, particularly for focus skills for individuals.
- Pupil success in the arts impacting positively on other subjects, as well as pupil confidence.
- A clear progression from primary to secondary and a positive relationship with the local secondary school and a collaboratively developed transition curriculum.
- Pupils extending leadership roles through the development of our Arts Council.
- Arts Award re-established as part of our offer.
- Extension of embedded events, which are celebrated widely and encourage more parental support and involvement.
- Staff who are confident in curriculum delivery.

-Recognition of the school by the local community and beyond as being aspirational in the arts and having an excellent arts offer.
-Thriving relationships with a variety of arts organisations, artists, arts communities and other schools.
-An offer of high quality arts opportunities that form a central part of the arts offer, recognised locally and nationally.

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: Laura Rawlings

Chair of Governors name: Ed Gunn and Martin Brown (Co-Chairs)