



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Application paperwork 1 of 2.

Name of school/education setting	Reddal Hill Primary School
DfE number	330 / 2141

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.



Context – up to 150 words

Describe the context of your school or education setting (for example your phase of education, establishment type, location, number on roll and so on).

Reddal Hill Primary School is a two-form entry school located in the Sandwell area of the West Midlands. We have a high percentage of families classified as 'Post Industrial', 'Struggling Families', 'Burdened Singles' which fall into the bottom of the economic groups. The school has 14 out of the possible 17 ethnic groups. The top 5 representing 5% or above are as follows: White-British (40.8%). Asian or Asian British-Pakistani (24.8%). Black or Black British-African (6.9%). Any other Asian Background (6.0%). Any other Mixed Background (5.3%). The school currently has 418 pupils on roll with 143 pupils accessing Free School Meals, 89 pupils on the SEND register, 11 of whom have an EHCP

Pupils enter the school with well below average attainment-especially in terms of language, communication, and social skills. We provide a well-structured arts curriculum and opportunities for sport and art afterschool clubs.



Question 1 – up to 500 words

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

Our vision, at Reddal Hill Primary School, is for all pupils to develop and explore their skills and creativity. We believe that 'The Arts' stimulate inspiration, imagination and innovativeness and is an essential part of life; is integral to the development of a child's emotional well-being and confidence, and provides a sense of enjoyment. Creativity is a powerful tool which unites the entire school and gives pupils opportunities to work collaboratively. These are summed up in our vision statements:

GLEE: Growing, Learning, Enjoying Excellence
Developing Together for Tomorrow's World.

In our school's recent Ofsted inspection, graded as 'Good', a music deep dive was conducted and clarified that pupils enjoyed their learning, and that the curriculum was progressive and challenging. The inspectors recognised that pupils, across the school, have regular opportunities to play instruments such as the ukulele, recorder and glockenspiel. A robust curriculum overview is planned, using Charanga. All pupils are offered the opportunity to partake in subsidised Rocksteady music sessions and KS2 pupils are offered free woodwind and brass music lessons. Year 5 and 6 pupils attend a weekly after-school choir in preparation for the Young Voices event. There is also an after-school drumming club offered to all pupils.

The art curriculum gives opportunities for all pupils, regardless of ability, to explore and learn new skills. A wide range of artists are introduced and linked through each unit of work to introduce varied art techniques. The curriculum has been carefully designed to enable all pupils to demonstrate their creativity and enhance their skills and imagination. Art work is showcased through the school website. In previous years, we have utilised the expertise of artists in residence to support projects, such as:

- A mosaic mural, which all pupils helped to create depicting the vision of Reddal Hill Primary School.
- A fabric collage to celebrate the centenary celebration at Haden Hill House and Park.

On an annual basis, every child partakes in a Christmas card competition for the local MP and Holy Trinity Church. The Queen's Jubilee was also another great opportunity to work collaboratively and produce art that was displayed around school. These were also entered into local competitions and pupils received praises for their contribution. There is also an art after-school club offered to all pupils.

There are many opportunities around school for pupils to perform and share their work, for example: class assemblies, Easter production, Christmas Nativity, End of Year 6 Leavers Assembly, and Harvest assembly, as well as regular 'Open the Book' assemblies with the local church. Regular drama and dance opportunities are planned into the curriculum; however, this is an area that we would like to further develop through both the Artsmark process.

Pupils' achievements are celebrated during weekly praise assemblies and through individual class pages on the school website.

Most importantly, we believe that 'The Arts' are fun and accessible to all pupils and thus, pupils create work to be proud of!



Question 2 – up to 500 words

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

We strive to foster high expectations for all pupils, regardless of their starting point or barriers to learning. We utilise the principles of the 'Effective Lifelong Learning Initiative' (ELLI) to enrich pupils understanding of the seven learning dimensions and how these can raise aspirations. Year 5 and 6 pupils also take part in 'The Children's University' programme as this encourages and celebrates learning outside the classroom.

This Artsmark journey is integral to increasing pupils' confidence, self-belief and resilience, which will support the school towards achieving the specific targets outlined in the School Improvement Plan (SIP).

- To raise attainment in core curriculum subjects.
- To ensure pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve securely good.
- Develop the PE curriculum and begin the Artsmark journey.

To raise attainment in core curriculum subjects

Taking part in the Artsmark will have a positive impact on all areas of the curriculum by enthusing and inspiring pupils to engage in the learning process and thereby raising attainment in dance, drama and performance opportunities, which in turn, we hope will develop pupil confidence, self-esteem and wellbeing. It will enable all pupils to engage in the learning process with a heightened enthusiasm and the confidence / resilience to persevere.

To ensure pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve securely good.

Participating in the Artsmark, will promote inclusivity for all, with an expectation that children will be fully engaged and excited about their learning. There will be many opportunities for all children to excel, shine and feel proud of their achievements, regardless of their capabilities. Furthermore, the Artsmark will boost the developing provision we already have for our numerous pupils with SEND by effectively supporting their wide and varied needs and interests. Drawing and Talking therapy, Arts therapy and Lego Therapy are just a few of the initiatives incorporated within the school, to support pupils experiencing trauma and attachment, and emotional dysregulation.

To begin our Artsmark journey

The Inside/Outside project is an innovative STEAM programme led by Sandwell Cultural Education Partnership (SCEP). This will be a key element of the programme. An artist in residence with drama skills, will support the development of CPD for all teachers, and inspire and embed the use of drama work within all areas of the curriculum. The artist will be working with Year 6 staff and pupils, developing skills on the theme 'Body, Health and Wellbeing.' Teachers and leaders will work collaboratively with the artist to continually review the provision and make adaptations as is necessary.

We also hope to focus on amplifying pupil voice through the use of drama and appointing arts ambassadors across KS2 initially exploring effective ways to use the school website to showcase and celebrate the arts.



Question 3 – up to 500 words

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

Our values of 'Growing, Learning, Enjoying Excellence' are promoted throughout our curriculum and extra-curricular activities, and are planned to enable pupils to explore their creativity and enhance wellbeing. The extra-curricular activities benefit from specialist peripatetic teachers to

provide high quality opportunities that our children are unlikely to access in other ways. We plan to increase opportunities to improve the delivery of dance and drama to inspire, include and involve.

As an inclusive school we celebrate and encourage diversity ensuring equitable access to the arts. All pupils participate in creative lessons, regardless of ability or previous experience and we promote cultural diversity alongside personal development. To further this, we will implement a 'diversity toolbox' into each classroom, providing a range of resources and media to positively represent different cultures.

The arts leaders and senior leaders have crafted a carefully planned curriculum to capitalise on the breadth and depth of all learning opportunities. Ofsted recognised this as a shared vision and a strength. We will identify a governor to support Artsmark development and will develop a mechanism to ensure Pupil Voice and our Arts Ambassadors play an integral role in future developments.

Our pupils benefit from a wide range of opportunities for pupils to create and perform and we plan to share and celebrate more of their achievements on our website/social media, again using the ideas and advice of our Arts Ambassadors to do so effectively.

Our curriculum has embedded schemes of work that develops a progression of knowledge, skills and understanding for arts and cultural subjects across all phases. Through CPD, discussions and mentoring we hope that staff will develop a growing understanding of the arts and cultural curriculum and will continue to look for opportunities to connect with other subjects, ensure relevance and link with our wider community.

Our pupils enjoy a broad arts and cultural offer through timetabled teaching and other opportunities, projects, events, trips and visitors – listed above. Due to Covid, many audience experiences and performance opportunities were limited, we will reintroduce and develop these opportunities further to become a regular aspect of the school life again.

Informal CPD through artists in residence sharing their knowledge and skills has been highly effective in inspiring and empowering staff. This has been complemented through regular pedagogy discussions related to the curriculum, to ensure retention of knowledge and effective links between units. We now plan to apply this process to drama through the Inside/Outside programme.

Over the years, we have started to engage with creative practitioners to support a broader range of arts experiences. Prior to Covid, we offered annual creative 'Inspire' workshops so pupils and parents could collaborate on a creative project. This has recently been developed through homework projects, linked to the curriculum, but is still in its early stages and needs developing further. We will develop collaborations and links with a wider range of cultural organisations to further enhance our pupils' opportunities for greater community engagement.



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?

- Raise the profile of arts across the school and increase pupil confidence.
- Increase the number of pupil performances / celebrations
- Gather and act upon pupil voice

The next step on our Artsmark journey is to share our Artsmark vision – shared with staff via a staff meeting. Shared with governors and has been on the SIP/SEF agenda for last 2 years, reported to governors termly via curriculum committee meetings, and its link with the Inside/Outside programme – artist worked with 60 Year 6 pupils, 10 full days in school with a performance / presentation at Ingestre Hall., with all partners including pupils, parents, the governing body, current partnership organisations and other schools in the area to ensure a

shared commitment and common goal to **raise the profile of the Arts** – successfully raised profile. Art curriculum has been further developed to enhance skill coverage and time to practise, performing arts are embedded within other curriculum subjects (history, English). Art ambassadors have been trained, and meetings take place termly, gathering pupil voice. They have also worked on a school project to create a prayer tree (additional objective that is not listed). Increased number of performances and celebrations. A dance and a further drama after school club has been established for the whole school. A school choir have met weekly to develop a love of singing together. New PE curriculum where dance is listed on the curriculum. Arts are celebrated on the school website through a combination of an Artsmark page and class pages, sharing pupil work and achievements. Future target – establish a street dance after school club.

We will establish a group of **Art Ambassadors** – see above. Art ambassadors wanted a calm area where they could sit quietly and colour. This was implemented at lunchtime on a weekly basis. who will ensure that the pupils at Reddal Hill Primary School will develop ownership of the projects, steer the progression of creative arts in the school and incorporate Pupil Voice. Our Artsmark journey will be authentic and tailored to the needs of the pupils and our community. We need to develop effective communication strategies to ensure that the ideas and opinions of our students are made visible and acted upon.

In order to **promote and increase the number of drama performance and presentation opportunities**, and thereby **enhance confidence, expression, raise aspirations and attainment levels**, we need to access **high quality CPD**, increase our partners and collaborators and link to the drama department in our local high school to build in continuity and progression. This would form a clear link to our Inside/Outside project, where we provide all Year 6 pupils the opportunity to **collaborate with an artist** in residence to draft, write, edit and perform a drama that reflects our school community. In order to do so effectively, we need to identify a drama-based artist who is able to work with class teachers to appreciate the project and identify cross curricular links to ensure the work is purposeful and learning opportunities are maximised. We also need to consider the widest variety of roles including set and costume design, writing and directing, marketing and publicity to make the opportunity relevant to all, develop a range of skills and illustrate the breadth of arts-based careers available. To maximise the efficacy of this initiative, staff will engage in the aforementioned CPD prior to commencement, as well as ensuring an opportunity for all parties to reflect, review and evaluate to identify future improvements.

To support this lower down the school we need to increase the number and range of opportunities for children to share their work, this will include – each class to perform their **class assembly**; inviting parents and friends to celebrate work in the showcase events; **hosting or joining music performances including the school choir in their preparation for 'Young Voices'**; sharing art work on the school website.

In order to broaden our community links, we will contact local universities, linked with Children's University; join the mailing list of local **theatres, arts organisations and cultural centres** in order to be aware of opportunities within the school but also projects that children and their **families can engage in independently** (these we will share through our website). And we will continue to seek, promote and celebrate projects completed at home.



Question 5 – up to 500 words

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

In order to achieve our Artsmark goals, we will need the support of the staff, Senior Leadership Team and Governors. Staff will be given the relevant CPD to deepen an understanding of the creative arts, alongside promoting best practice and identifying skill coverage.

Throughout this process, we will continue to build on relationships and partnerships with our current providers, such as the peripatetic teachers. to ensure we deliver the best quality music education available to us. We are also hoping to schedule an increased number of performances to showcase the pupils' talents.

The school currently engages in the Children's University Programme. We would like to further develop links with the university and its students, providing opportunities for our pupils to visit the campus and also for the students to support class teachers in school when completing STEAM activities.

The school will also continue to build its partnerships with other schools, who are working towards the Artsmark Award. Through networking, we are hoping to develop professional dialogue, share ideas and problem solve together.

As part of the Inside/Outside Programme, we will utilise the expertise of the artist in residence. An aspect of the role will be to facilitate staff CPD and provide stimulus for discussion, regarding drama and how this can be incorporated into the typical day to day curriculum. Teachers will be given a bank of drama activities to trial in class. As a result of the CPD, support and guidance, we hope professional dialogue will begin and drama will once again be integrated within normal classroom practice.

Pupils will attend the art ambassador training. The training is free of charge but the school will be required to fund the transport. Staff cover will need to be organised to enable the arts lead to attend. The art ambassadors will be required to meet on a half termly basis to provide regular pupils voice and support the school when promoting creativity.

To enhance the class celebrations, presentations and performance opportunities, class teachers will work with their pupils to upload short video clips and photos to the school website. There is a cost implication, as each class will need to upgrade their cameras. We will also need to research suitable apps and uploading techniques to enable us to maximise the space on the website.

Our vision is that the number of showcasing opportunities of every child in school will be increased, whether it be on the school website or through live performance. Therefore, in order for this to be successful, the adults and pupils will need to be engaged and enthused about their learning. We want the children to go home excited about their arts learning and then promote their own performances, encouraging their parents and carers to offer support during live performances or watch online through the website portal.



Question 6 – up to 500 words

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?

At the end of this Artsmark journey, we are hoping that the profile of the arts around the whole school will have been raised significantly. Children and staff will feel proud of their achievements and there will be a real buzz about the arts across the whole school. At the moment, we see pockets of excellence in certain curriculum areas, but we are hoping that this will be on a more consistent basis in the very near future.

We will be collecting data from the previous year about how many showcasing opportunities the children have had in school and on the school website. We are then going to keep collecting data over the next two years to illustrate the progress made by increasing these opportunities across the whole school. Not only will we be able to demonstrate an improvement in the quality of the work but also a greater range of activities being celebrated.

Learning walks by SMT and Subject Leaders will also evidence the impact our Artsmark journey has had on specific subjects. We should see that drama is an integral aspect of the curriculum and is imbedded within a wide range of subjects to promote motivation and engagement.

Learning outside the classroom and extra-curricular activities / curriculum homework projects will increase and this will be tracked by collecting data about how many pupils' complete extra-curricular activities or homework projects. As we are part of the Children's University Programme, we will have access to data regarding extra-curricular activities for Years 5 and 6.

Parent and visitor reviews will be gathered after performances to identify positives alongside areas for development or future study. Pupil voice will be collected at the start and end of the Artsmark journey as well as regular intervals along the way. This will hopefully evidence the raised profile and enthusiasm for the arts.

Reddal Hill Primary School attainment results will improve as a result of increased pupil confidence, resilience and self-belief. Pupils will have a greater understanding of their strengths and contribution to their community, this will be evident when talking to any of our children, staff and 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:

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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 images, media, hyperlinks or weblinks 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