



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Application paperwork 1 of 2

Name of school/education setting	Federation of Trosnant Schools
DfE number	850 /2103



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).

Federation of Trosnant Schools is a two-form entry, mainstream primary school located in Leigh Park, Havant. The school also has a resourced provision that caters for 10 children with EHCP and statements.

In the Junior school, there is currently 236 children on roll and 176 children in the Infant school. Currently, 60% of our Infant school pupils are eligible for pupil premium and 65% are eligible in the Junior school. This demonstrates the high levels of deprivation in the surrounding community.

Within the school, there is also a high proportion of SEND children (%). Within most classes, there are children with educational health plans.

Our school follows the national curriculum and children are exposed to core subjects largely in the morning and the wider curriculum in the afternoon.



Question 1 – up to 500 words

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

At Trosnant, our federation's values are based on a positive 'Growth-Mindset' approach to life and learning. Resilience is promoted in all aspects of the curriculum, including the Arts. For example, within Art lessons children are encouraged to learn from first, second and third attempts and recognise that drafts are part of the learning process. Within Dance, children are given chances to practice and take on challenging moves, to encourage them to be resilient and recognise that excellent work doesn't happen overnight.

Within our growth mindset ethos, we have 5 values that underpin this. The first of these is goals. Through the Arts, we encourage children to be ambitious and understand that there is no limits to what they can achieve. Extra-curricular activities, such as Dance Live, allow children to take on

extra challenges and is an opportunity for children to showcase their high achievements. As a school, we also have high expectations across the Arts; Lessons such as music and drama have the same expectations as core subjects.

Another of our values is opportunities. Children should be exposed to a variety of opportunities that enhance their life experiences. Through the Arts, children are exposed to lots of opportunities; such as M&M productions, rocksteady and performing at the Guildhall. Within our uniqueness curriculum, teachers have also carefully planned in unique opportunities that link to the Arts. For example, in Year 4 they partake in a Viking raid and in Year 3 they write and perform a rap.

Working together is another of our values. Through extra-curricular activities children have regular opportunities to work together in Arts settings. Children work together to produce choreography, martial art sequences and group performances. Within the curriculum, children are exposed to lots of opportunities to work together in Arts lessons. Many of the lesson sequences conclude with a group performance and we regularly perform, as a school, at the church and other venues. Children also explore Art professionals, who have to work together, so that they have an appreciation of why this is an essential skill within the Arts.

The last of our values is respect. Respect is embedded across our curriculum and underpins our SMSC curriculum. Our SMSC and subject leads have strategically planned in key opportunities for children to explore different cultures through the Arts, which gives children an understanding of different cultures. We also have regular visits and visitors to enhance these experiences. We also regularly teach children the British values, which are shown through our class promises. These are often referred to during Arts lessons.

As a school, the value of developing the 'whole child' underpins everything we do. We promote the children's creative and personal development through our Arts curriculum, as well as extra-curricular development. We also encourage them to see the Arts as a way to look after their mental health and express themselves. Our half termly mindfulness lessons use art, dance and drama as tools to promote positive mental health.



Question 2 – up to 500 words

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

One of the elements of our strategic improvement plan is to review and embed our agreed pedagogy in writing. One non-negotiable element of our writing journeys is our no pens lessons. In this lesson, children explore a text through elements such as role play, hot seating and debating. This was introduced to develop our children's vocabulary and remove barriers to writing. By children exploring texts through speaking and listening, they have a greater understanding of the text and our SEND children are able to engage in a practical, hands-on way. In turn, this enables us to work towards another goal- Ensure that staff adapt their teaching so that pupils with SEND can learn the curriculum alongside their peers.

Another goal within our strategic improvement plan is to review and adapt provision for emotional development and good mental health. Many of our children thrive within 'arts' lessons. It is an opportunity for them to express themselves in a creative way, without fear of 'getting it wrong'. Therefore, we will look for opportunities to incorporate the Arts within the curriculum and extra-curricular opportunities. We will also work to identify children who will particularly thrive if given these opportunities.

In addition to this, one of our goals is ensure a wide range of strategies and provision are effective in removing barriers to good attendance. As we move through our Artsmark journey, we are looking at opportunities to use the arts to engage children with poor attendance. For example, we will hold a 'Monday morning motivation' class to encourage children into school in a positive and engaging way. As well as this, we will ensure that Arts are embedded within the curriculum so that children are engaged and want to attend school. Teachers will also identify children with particular strengths and

use elements of the arts to engage them in school life. For example, some children complete an Art task at the start of the day to start their day in a positive way.

Personal Development Learning opportunities are also an essential part of our strategic improvement plan. We will use the Arts to encourage children's personal development. Through exposure to different elements of the Art, children will identify their own strengths and weaknesses and these will be developed through a skilfully planned curriculum. Furthermore, children will have the opportunity to participate in extra curricular activities that further develop these skills and their confidence.

We will also explore this through cultural experiences. Children will be provided with opportunities to share their own cultures and backgrounds, through Arts clubs and Arts days.

Lastly, we will ensure wider curriculum provision provides opportunities to encourage engagement in positive social and community activities, and promote inclusion and diversity. We will do this by offering a range of extra-curricular activities that play to children's strengths and interests. As well as this, we will timetable visitors and visits from different cultures and backgrounds. We will also make links to our wider curriculum, such as senior schools and preschools.



Question 3 – up to 500 words

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

Currently, the arts are embedded within the wider curriculum as we know the value of regularly exposing children to these opportunities. Children have one music lesson a week, which follows a clear scheme. Within this scheme, there are opportunities to explore different cultures and music from different backgrounds. Children also experience this through our composer of the term. By doing this, children are exposed to different cultures and have an appreciation of music from different parts of the world. It is important for our children to be exposed to this as they often have limited exposure to different styles of music.

We also have skilfully planned Art and DT units across each half term, as well as whole-federation Art and DT days. These days are highly valued as our children flourish when they are immersed in creative, hands-on activities. Our art and DT lead carefully plan units that explore different elements of arts and allow progression across the federation. These art units also explore artists from different backgrounds, eras and cultures. Through the art units, they explore their life experiences and inspirations.

Over the past year, we have started embedding 'no pens' lessons within our English curriculum. In these lessons, children develop their speaking and listening skills through elements such as role play, debating and discussion.

All elements of the Arts, within the wider curriculum, are differentiated to ensure the **inclusion** of all pupils. Often our lower attaining children are provided with scaffolds or participate in pre-teaching of key vocabulary.

Outside the curriculum, we offer our children opportunities to explore the Arts through clubs such as Dance Live. This provides our children with that once-in-a-lifetime experience, while also developing their confidence and self-esteem. It is also an opportunity for children to take lead and work together.

Whilst there are opportunities for children to experience different cultures, after examining our curriculum and completing conferencing, it is evident that this is not embedded enough. As we move through our Artmark journey, we therefore want to enhance children's cultural experiences and ensure that children's own cultures are reflected within the school environment.

In addition to this, we have established links within the community but these need to be developed. To reach our Artmark potential, we will draw upon the connections that we already have; such as our local music co-ordinator and the Guildhall trust. We will then look to extend these connections to enrich our children's experiences. For example, we will make links to local senior schools and colleges and timetable workshop. As well as this, we will schedule visits and visitors linked to the Arts so that children have regular exposure to this.

Through developing these areas, we hope children will also have a deeper appreciation of the Arts and see its value within the curriculum. We also hope that children will see the Arts as a future career path and will have the same high aspirations in the Arts, as they do in other areas of the curriculum.



Question 4 – up to 500 words

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

Our first goal is to develop children's cultural experiences (**cultural collaboration**). In order to do this, we will create a diverse group of Artmark ambassadors (**leadership**). These will be children from different backgrounds, religions and Arts expertise (**equality, inclusion, diversity**). We will use these children to generate ideas linked to enhance the school's cultural experiences and to make these opportunities **authentic** to them. These children will also take ownership (**empowering young people**) in leading elements of future Arts events.

Once our Artmark ambassadors are established, we will get them to introduce our new Artmark values to the federation in an assembly (**leadership**). These values will be made with the Artmark leads and be phrased in a child-friendly manner.

After these have been introduced, children will be invited to lead playtime and lunchtime clubs based around different cultures. For example, children might choose to **lead** others dances from their own cultures or learn about a particular artist. These will be lead by the children and encourage them to take **ownership**, whilst making them feel like their own cultures are valued (**equality, inclusion, diversity**).

In addition to this, we will have termly Arts days (**curriculum design**) that will focus on how the Arts are valued in different parts of the world and different cultures. These days will be very hands on and engaging so that children are immersed in these experiences (**positive, inspiring experiences**).

Furthermore, working alongside subject leads, we will evaluate the school curriculum and ensure that these opportunities are embedded into the curriculum (**curriculum design**). For example, we will evaluate the use of text drivers in English and the artists studied in Art. We will also ensure that extra-curricular opportunities are driven by this target. For instance, we have a whole school reward termly and we would use this opportunity to invite an outside agency in to immerse our children in another culture (**cultural collaboration**).

Our second target is to make links within the wider community (**cultural collaborations**). Firstly, I will contact our local music co-ordinator to re-establish that link and see what other opportunities that they can provide us. We will then work closely with them to continue to promote music and use their professionals to lead CPD (**continuing professional development**) and provide our children with authentic experiences.

In addition to this, we will make connections to our local senior schools, colleges and nurseries. We would like local senior schools to come and provide workshops for our children so that they can see

future career paths (**range on offer**). As we become more secure in our Artsmark journey, we would then like some of our children to offer workshops to younger children and become the experts (**children and young people**).

As mentioned previously, we will also ensure that there is opportunities for professionals to come and work with the children through assemblies and workshops. These will be timetabled in across the year (**range on offer**).



Question 5 – up to 500 words

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

Perhaps the most important element of achieving our Artsmark goals is ensuring all staff members are on board and have a clear understanding of our vision and aims. In order for this to happen, staff will be given the relevant CPD to ensure best practice and correct skills are used. This is also an opportunity for them to offer any ideas and ask questions so that everyone leaves with clarity and confidence in delivering elements of the Arts. This will need to be monitored and reflected upon regularly, through staff feedback, learning walks and pupil conferencing. When areas of development arise, CPD will need to be refreshed and any areas of concern addressed.

To achieve our Artsmark goals we are also going to need the support of the Senior Leadership Team and Governors. The SLT will be able to support with the distribution of budgets and money needed towards the arts. Our finance manager will also need to be constantly kept in the loop about financial decisions and make it clear what scope there is within the budget.

Through working with SLT and subject leaders, we will also be able to clearly timetable subjects and ensure curriculum coverage. In addition to this, we will be able to plan Arts days and extra-curricular events. In order for this to happen, time is needed to allow staff to meet and prepare for events. We are fortunate enough to have leadership time allocated across all subjects, but this will need to be timetabled carefully so that relevant teams can meet.

In order to build partnerships, we will also need to build relationships within the community. Firstly, we will need to draw upon the resources that we already have, such as staff and parental links. Time will then need to be allocated to source other connections and make time to meet them and plan visiting opportunities. We will also need to work with class teachers and SLT to ensure these are carefully timetabled.

As we look at our action plan, we also need to ensure that staff are allocated responsibilities and have a clear understanding of these. We will also need to make a strategic plan to meet and monitor progress. There also needs to be allocated time to feedback to our link governor and ensure that she is kept in the loop.

In order to track progress and ensure coverage, we will also need to create a staff drive where all resources and evidence can be saved. This means that all leads can assess coverage and reflect on what is and isn't being done well.

When considering clubs and extra-curricular activities, we will also need to consider space. We will need to make sure that we have the facilities for experts and leads to run activities and that the space is safe.



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 start of our Artsmark journey we will make a clear action plan. Within this action plan we will have three clear targets and the actions needed to be taken to meet these targets. These have been generated from analysing a range of sources (pupil conferencing, staff surveys, lesson observations etc.) These targets will have clear dates for them to be achieved by, which holds people accountable, and a clear reference to who is responsible. The Artsmark lead, SLT and lead governor will regularly meet to oversee this.

During staff CPD, we will also make a success-criteria for each target so that we have clear expectations about what that goal looks like when it is met. We will know we are successful when all elements of the success criteria are met.

At timely intervals, we will monitor the action plan and progress towards the success criteria. This will be done through a range of monitoring methods; such as pupil conferencing, learning walks and book looks. We will then be able to identify what actions have been taken and what actions are still in process. If actions haven't been completed, when they should have been, we will assess why and make appropriate amendments. We will also be able to assess what has worked and continue this practice, but adapt where is needed.

When we have met all elements of the success criteria and can confidently say our targets have been met, then we know that we have been successful.

As we look at our targets, that success would mean Arts is highly valued within our school setting. As you walk around the school, you would be able to see example of Arts learning and children engaging in hands on, creative lesson. When talking to children, they would be able to talk confidently about what the Arts are, what the purpose of participating in the Arts is and have a clear understanding of where the Arts can take them. Children would be able to link their learning to our Arts values and have a clear understanding of why these values are important.

They would also be able to talk enthusiastically about the Arts opportunities that they experience and children would be highly engaged in Arts lesson and extra-curricular opportunities. An increased participation in these opportunities would reflect the Arts ethos within the school.

Children would also be able to give clear examples of artists from different cultures and work that they have done to do with other cultures. Children would be able to explain why they learnt about this and what insights it has given them. Children would also have enhanced sense of belonging and feel like they are represented within school life.

It would also be clear that children are taking ownership of their Arts experiences and that there is a real sense of pupil voice within all elements of the Arts.

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](#)

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
I agree to the Artsmark Award [Terms and Conditions](#)

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 do not 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

