



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Application paperwork 1 of 2.

Name of school/education setting	Westmorland Primary School
DfE number	356/2119

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).

(Enter your answer here)

Westmorland primary school is a large primary school welcoming ages 3-11 in Stockport, Greater Manchester. We are a 2-form entry with 3 reception and year 5 classes and a split year 1-2 class. Our nursery intakes children in September, January, and April. Currently we have 486 children on roll with capacity for 550. Around 56% of our pupils receive free school meals, 55% are pupil premium, and 2% are LAC. We have a growing EAL cohort (14.1%); there are currently 30 different languages spoken at our school! Westmorland serves the large housing estate of Brinnington. Half of the housing on the estate is social housing and approximately 1 in 10 people claim JSA. We have a committed full time safeguarding and pastoral team, which supports our families. We are happy school and the children love to learn, work hard, and look after one and other.



Question 1 – up to 500 words

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

(Enter your answer here)

Arts and culture are a crucial part of our broad and balanced curriculum. At Westmorland, we recognise that arts and culture enhance our children's education and provide them with unique opportunities to express their individuality and develop their creativity through a broad range of sensory experiences. We know that the Arts play a vital role for all children but particularly those who have limited access to life enriching experiences. In line with our whole school MORE intent (memorable learning, oracy, reading, experiences) children at Westmorland are encouraged to think from different viewpoints, and are pushed to broaden their horizons and consider opinions which may be different to their own. We believe that arts and culture enable children to grow emotionally, intellectually and socially.

At Westmorland Primary School the planning and delivery of the Art, music and dance curriculum is engaging, varied, and inclusive. In Key Stages 1 and 2 the children are taught 3 units of Art and Design each year alternating with 3 Design and technology units. Music is delivered in 6 termly topics and taught by a specialist teacher weekly. Class teachers teach dance weekly. With the support of subject leaders, teacher ensure they have a sound understanding of the cultural curriculum and use this knowledge to plan and deliver purposeful and exciting lessons building on the children's' prior learning. We have bespoke progression of skills for all creative curriculum subjects based on the National Curriculum and "Music Express". This includes the Early Years where creativity and expression underpin their early motor and social development. Our arts curriculum is fully inclusive and children with SEND enjoy and thrive in these sessions.

We use sketchbooks to measure children's progress against the progression of skills and to demonstrate the progress children make over time with us. We assess Art, music and dance using a half-termly assessment proforma. This is completed by class teachers and monitored by subject leaders. Pupil voice is an important part of our school culture and subject leaders make time to monitor children's knowledge and understanding as well as their ability to express themselves effectively for arts and culture at our school. They talk passionately about their learning and many children cite these subjects as their "favourites".

Across all creative and artistic subjects, children have opportunities to explore the art of famous artists and musicians and to analyse and evaluate different styles. Research and discussion are emphasised during lessons so that children are able to explore and develop their own creative style using different design tools, techniques, instruments and media. Teachers at Westmorland empower children by promoting independence in their learning, encouraging them to be imaginative and helping their confidence develop when learning new skills. We are beginning to continue this creative approach in other subjects: we use

floor books to record outcomes in the humanities, computing and PSHE, which encourages creative responses to learning. Children's artwork is displayed and celebrated in some communal areas of the school and in classrooms.



Question 2 – up to 500 words

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

(Enter your answer here)

Following a self-evaluation of our school, we have identified that a focus on the arts will support us to achieve our school development plan objectives. We intend to use the quality principles to help us plan in all areas of our school development plan:

Quality of education:

We aim to improve pupils' outcomes through the implementation of our whole school MORE (Memorable learning, Oracy, Reading and Experiences) in every lesson. We will strive for excellence and innovation by supporting staff to embed our relatively new arts curriculum through exciting, inspiring and engaging units of work and upskilling their own practise. We plan to develop our Sketchbook policy so children can have greater ownership of their sketchbooks on their journey through school as a space to develop and remember their skills. We have identified gaps in the teaching of dance and drama across most year groups. This will support children to develop confident oracy skills. To engender a greater sense of belonging we plan to grow an art library and gallery area where children can develop their reading skills purposefully and showcase their skills and talents.

Behaviour and attitudes:

We need to support children to develop stamina for learning and strengthen links with home since the pandemic. Children who can express themselves creatively feel more confident and positive about their learning and arts rich curriculum will have a positive impact on outcomes in all curriculum areas. We actively include children in class learning council and pupil voice and this shows that they want to share their creativity with their adults. Strengthening links with home and community is an important principle for our school. "Being authentic" will be an excellent opportunity to include families by widening involvement in the community and providing a stronger offer of extra-curricular opportunities.

Personal development:

More than ever, improving mental health and wellbeing support at school is a priority. Since the pandemic, we intend to improve pupil voce activities and experiences. The positive effects of art and culture on everyone's mental health are well documented; we are sure that continuing to promote creative approaches throughout the curriculum will support our

children to thrive. Now that the impact of COVID-19 is lessened, we plan to expose our children to as many authentic artistic experiences as possible. We want to provide real world challenges to learners through school productions, accessing local gallery and creative spaces, creating links to other schools and colleges, creative visits outside and in school, and greatly improving our extra-curricular “club” offer.

EYFS:

Our cohort start school significantly behind ARE particularly in mark making, vocabulary, and visual/physical perception. Creating art, dance, music and taking part in drama are important tools we use to help children progress in Early Years. We plan to continue raising standards by embedding our bespoke curriculum with creativity at its core. We intend to encourage children to experiment with mark making and self-expression and expose them to a wide range of art and creativity to develop their vocabulary and sensory development.



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?

C1. Promoting a lifelong love of learning through a broad balanced curriculum is central to Westmorland’s MORE ethos. Music and The Arts have dedicated weekly curriculum time. We encourage creativity across the curriculum via Floor Books which showcase children’s learning and allow creative responses beyond art lessons. Our key development area is to celebrate children’s creative achievements more visibly across the school through gallery spaces, performance and exhibiting to peers and community

C2. We have passionate, knowledgeable leaders who monitor their subjects well through learning walks, sketchbook scrutiny, and pupil voice. Each creative subject has a dedicated Action Plan, which is supported by SLT. Subject leaders support staff through regular CPD which has had a positive effect on curriculum quality. Music and Arts subject leaders know where we are headed as a school and aim to use the quality principles to further develop children’s experiences of the arts.

C3: Pupil voice and weekly “Learning Council” is a huge part of Westmorland. Children are able to give us feedback on what they have learnt, enjoyed, and what we could improve on. Our development area is to further consult on diversifying the artists and music we cover, ensuring that children can “see” their art as a crucial part of school and involve children in purposeful community art projects they choose.

C4. We have a well-developed progression of skills in Art, Music and Dance plus a bespoke EYFS curriculum. Our next steps for development are to create more opportunities for drama and dance throughout the curriculum, and to work with EYFS to introduce some accessible, engaging art concepts.

C5. Subject leaders support teachers deliver an exciting and purposeful arts curriculum. We teach a great range of art styles with a huge range of resources and instruments. This is a key area of improvement for us. We need to plan with key quality to ensure that children can flourish as creative people beyond their curriculum time.

C6: Detailed knowledge organisers, subject leader drop-ins, and staff meetings/training support staff. We are establishing links with music specialists from Stockport music hub and our next step is to elevate sketchbook outcomes across the school and to bring in dance and drama specialists.

C7: All year groups have accessed cultural spaces for trips and visits. The local music hub is supporting us through the Music Mark. Partnerships is a key area of development for us. We are starting to develop links with local cultural and community spaces. We are continuing to strengthen partnerships between home and school to improve community confidence and home access of the arts.

C8. PSHE and inclusivity is at the heart of our school. Children with SEND thrive in creative subjects and creative approaches in foundation topics. Our curriculum is diverse in gender representations and represents many historical, geographical and cultural spaces. Our target is to thread even more diversity in our creative provision to reflect our growing EAL community, which will embed further breadth in arts curriculum and experiences.



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?

We have highlighted Values and Ethos, range of offer, and partnerships as key goals for school improvement. We are using the quality principles in the following ways to guide our planning for high quality arts learning experiences.

1. Sketchbooks are a key focus for this principle. We want to ensure that they are used consistently and that they are a space for children to develop, and apply their skills purposefully. We aim to move towards a better quality sketchbook that follows the children through their phase so they feel more ownership off their art journey and see their progression more clearly. Staff will be empowered to give children more freedom to personalise and showcase the unique development of their artistic skills rather than see their sketchbook as “another exercise book”. We intend to include EYFS in this journey by collaborating with staff to introduce a termly artist focus in creative and talking areas to develop language and creative expression.
2. We want it to be “normal” for children and families to access authentic arts opportunities. We are in the early phases of making connections to local universities, 6th form colleges, care homes, mental health art group, churches, leisure centres, and galleries and museums in Stockport to offer real world experiences and challenges.
3. This a principle to our whole curriculum for the arts and beyond. We audit skills regularly and we are committed to giving all children inspiring and engaging learning opportunities. We continue to provide quality CPD to arts leaders and teachers to create exciting “hooks” and a variety of responses to artists and style.
- 4 and 5: We intend to link these principles to help us plan partnerships and embed our whole school focus to develop pupil voice and engagement. We plan to use our partnerships to expose children to the full range of arts jobs, joy of “audience experience” and the effects this has on mental health and community connections. We will actively involve children to decide how we will diversify some parts of our curriculum.

6. We want to establish opportunities for personal expression and progression with:
- Opportunities to learn an instrument beyond exposure to classroom instruments.
 - A KS2 choir
 - An “Art and Design” club with purposeful projects in the community
 - Opportunities for children to be involved in creating/performing/watching a theatre production
 - Publicise connections with local arts groups/centres for families and children to visit outside school time.
 - Build on our excellent sports provision to provide dance club and competition opportunities for children.
 - Quality long-term partnership(s) with a local/regional provider to regularly enrich our curriculum offer.
 - Purposeful, inspiring “Art Days” with real impact in the community.

7. We want children to “see” their arts achievements outside their classroom with an established “gallery space”. Our school is a central part of our community in Brinnington and pupil voice shows they want to share their skills with the community through special purposeful projects, and “art shows”.

Question 5 – up to 500 words

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

(Enter your answer here)

In order to improve and strengthen our arts provision we have identified some key areas of support that will enable us to maximise success.

CDP and human resources:

- Management time for expressive arts leaders to monitor and support staff with planning and implementation of our inspiring and diverse art and music curriculum particularly with regard to monitoring and supporting sketchbook practise for wider staff.
- Management time for arts team to conduct regular pupil voice and monitor records of weekly “learning council” time to actively involve young people in our arts mark journey. We will record this consistently and visibly for staff team, governors and pupils.
- Dedicated, frequent staff meeting time to develop sketchbook practise, creative approaches across the curriculum, and to celebrate our journey!
- Discussion with senior leader team and governors for possibility of an arts named governor and what their role could be.

Partnerships and Artsmark partners

The expressive arts team are already linking with local Music Education Hub, and our local Bridge Organization and Arts mark culture hub. We want to connect with national providers but particularly strengthen our partnerships to several local cultural providers in the Stockport and Manchester area. Additionally, we are looking to connect to music and performing arts students in 6th form and Universities to share their experiences and skills with our pupils.

Budget

This year we had over £1000 pound allocation to the arts curriculum. Part of this has been used for initial Artsmark training, investing in quality arts books for library and gallery area, and investing in repairing instruments and restocking art materials so staff could deliver our

high quality and varied curriculum. Some of our Artsmark goals will need budget support after they are more established and the expressive arts team and senior leaders will meet to discuss budget support for our arts mark journey.

Community and parents

Brinnington, though well connected by bus and train to the surrounding Stockport and Manchester area is a relatively isolated area. Connecting to family and community is a large part of our whole school ethos and we are excited to use the arts as a way to support this goal. We will work to strengthen the PTA and links with parents and carers by:

- inviting them into school to celebrate their children
- Providing accessible information to pursue the arts out of school through texts, letters, drop ins with knowledgeable staff
- Ensure that extracurricular activities are affordable and accessible
- Ensure that any external performances or showcase events are affordable and accessible. E.g. public transport, school provided transport.

We believe that approximately 4-5 terms will give us enough time to fully implement our action plan. We are well placed to connect with cultural riches of Greater Manchester and Stockport. We are building a strong Arts team who are committed to driving this plan forward by sharing expertise and good practise to increase staff confidence in delivering arts and culture to our creative and enthusiastic pupils.



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?

(Enter your answer here)

Success for us will mean that the Arts are more firmly embedded in our school's vision and ethos and that all pupils have access to quality, meaningful cultural experiences. Staff and pupils will be able to talk positively about the arts and the impact our journey has had on the children's academic, social and emotional development. Children's mental health is an important value to us and we hope that their inclusive and enjoyable experiences of our enhanced cultural provision will foster a lifelong love for the arts as either a career path or hobby supporting our goal that they have happy, fulfilled lives.

"The Arts" will have a greater visibility in the school community. Children's creativity will be displayed clearly around their school in a gallery space. They will have the opportunity to share with their families and community, which we will capture through pictures, pupil, staff and parent voice. Pupils will take an active role in driving the journey and will be consulted throughout engendering a greater sense of ownership over their creative achievements which they will communicate through pupil voice.

Non-specialist teachers will have developed their delivery of the arts curriculum. We can monitor this through "final pieces" and children's sketchbook journeys showing progression through their year group skills in their self-expression. We will also be able to see progression of skills though the whole school by comparing sketchbooks between year

groups and this will be reflected in subject specific attainment data. In Music and Dance, children will share vocabulary and their creative process clearly, and will have the opportunity to perform and share their learning to peers and community.

We will have a broader range of artistic extracurricular activities available for children to enable their personal progression. We will monitor and record their attendance, pupil voice and their engagement in the community. Visits from or to local cultural partners will be a “normal part” of school life. This will be evident by the number of children accessing experiences with our future cultural partners. We will evidence this through pictures, staff and pupil voice, and in some cases outcomes e.g. a performance or a creative piece at the end of a unit enriched by one of these partnerships.

We intend to further increase parent and community engagement. We hope that parents and carers will have increased confidence and drive to access cultural experiences with their children outside of school thanks to support from the arts team. We also hope for even higher turnout for showcase and performance events that we currently have. We will evidence this through parents and pupil voice, and monitoring attendance at events.

More ambitiously, we hope to establish a hub made of partnerships with local primaries in the Brinnington and Stockport area with a view to including Secondary Schools in the wider area too. We would hope to have a lively exchange of skills, expertise and resources including cultural partnerships and community links which will positively impact our journey and others.

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