

Our Statement of Commitment to the Arts



All members of the Governing Body and staff feel it is their responsibility to empower every child to achieve academic, social and personal recognition for his or her efforts. We are all committed to developing a learning environment where everyone can create, perform, think, explore and investigate for themselves. From the day children enter school, they dress up, role play, create, make, build, sing, paint, draw and dance and this continues throughout their primary career.

Becoming an Arts Award Centre is a vital addition to our rurally isolated education area of East Lindsey. We must bring the Arts World to the children, families and staff as there are limited cultural opportunities along the Lincolnshire coast. Being an Arts Centre means a sustained commitment to Arts enrichment, engagement and excitement.

As a Church School, we are steeped in an ethical, distinctive code that values people of all cultures, faiths and none. We learn about and learn from religions, history and traditions adding meaning to our work. We endeavour to help the children encounter opportunities to develop respect, awe and wonder for the mysteries of our world and its artistic heritage.

We have always placed a particular emphasis on creativity through speaking and listening, group problem solving, drama and role play. We also explore the power of the visual arts as a learning medium for other subjects such as literacy, numeracy, humanities and science. We celebrate the written word by giving the children a purpose and audience to write creatively and read for pleasure, performance and enlightenment. Book Days and Writers' workshops enrich the process for emerging learners.

Young learners demonstrate a tendency towards kinaesthetic learning. They need to learn through first hand experience, actively handling and manipulating a medium to conceptualise their understanding. In the recent past children have become passive recipients of knowledge, quickly forgetting told facts and strategies. "I taught my dog to whistle..... but I didn't say he had learned the skill". Sculpture, clay, fabrics and papers are the 3D vehicle children need to learn and think effectively.

Working with actors, musicians, dancers, sculptors and visual artists over a number of years in school, we are convinced that there is no better way for the children and staff to achieve real learning highs than alongside passionate experts. Children and adults marvel at their own skills and talents when supported by a specialist; the process and outcome always so exciting and enriching. Working with artists gives the learning depth, quality and time; elements we are striving to instil into the school day. The learning partnership is a shared journey of discovery for everyone, rewarding and everlasting. In my experience the school memories children and staff take away are always the ones when either visits are made or visitors come to school! Another perspective from a different creative partner refines staff's understanding of the teaching and learning pedagogy and improves planned experiences. It also raises the profile of creativity as a fundamental within our school ethos, particularly with the new knowledge based National Curriculum.

We expect the Artsmark process to enhance the impact of our arts and cultural education by helping everyone to:

- have the language, tools and strategies to think creatively
- learn new subject knowledge across the Curriculum
- transfer skills to everyday life and situations
- have original and unusual ideas which could be expanded on and developed independently
- make exciting, challenging suggestions about answers or solutions to questions, problems or ideas
- explore and experiment with original ideas to demonstrate understanding
- take risks in a supportive environment
- reflect, changing ideas to get a high quality outcome
- follow up a line of enquiry and decide how to find out the answers
- predict possible and unlikely outcomes
- develop cultural understanding through wide ranging experiences and art forms
- feel at ease throughout the creative learning process
- see learning as fun and interactive
- make an impact on the world around them
- develop the school and grounds as a creative learning space

Question 3 – In your view, what Artsmark level best characterises your school at the moment?

Artsmark Gold

<p>The overall vision of the school and the role of the arts within that is clear and inspiring. There is evidence of integration within and across the curriculum, along with some embeddedness of the arts in the wider life of the school.</p>	<p>The school's statement hopefully emphasises the vital importance played by the Arts to enrich and discover the "Inner treasure" in every child. The long term frameworks demonstrate how the Arts, artists and visits drive the cross curricular themes. The range of extra curricular Arts opportunities for Y1-6 broadens the offer available to children.</p>
<p>A more developed understanding of planning for specific outcomes with sharper distinctions between arts and non-arts results. Existing arts provision in the school is described but also combined with a commitment to further development.</p>	<p>The action plan shows clear plans to thread creativity and the Arts throughout every child's entitlement to an enriched experience.</p>
<p>Existing signs that the arts are already operating in a way that help deliver the school's ambitions but with the</p>	<p>The collaborative partnership between our school and the other five exemplifies our</p>

acknowledgement there is room to do more.	growing ambition to create a haven and hub for the Arts in our impoverished area of East Lindsey.
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Question 4 – Thinking of your future work, what will your school's *action plan* look like? What steps will be essential in order for your school to complete your Artsmark journey? This might include, but need not be restricted to:

- auditing current provision,
- establishing whole-school curriculum planning for the arts – where the arts are used to improve teaching and learning in other curriculum areas, or where other curriculum content links to arts areas of the curriculum,
- developing a CPD programme,
- building partnerships with other schools and other relevant organisations,
- developing approaches to capturing evidence of impact and evaluating progress

PRIORITY: To further create a climate of collaboration, curiosity, creativity and innovation

Actions	Responsibility	Timescale	Success Criteria	Monitoring Has it happened?	Evaluation What impact?	Achievements and next steps
To review and refine the values we hold dear, using Christian values, Unicef's Rights	Whole school community led by Sue	July 6 th 2015	Everyone will understand deeply and have ownership of the school's values	Head and Governors	The ethos and spirit of the school environment engages children	

Respecting Charter and Arts Council's quality principles			and vision Teaching teams will plan for and deliver learning opportunities to teach and fulfil these values Teaching Teams will have milestone plans in place to deliver action plan outcomes		in enriched, memory making learning activities Every pupil speaks highly of learning moments for him/herself	
To explore how adults' language and talk can facilitate positive learning behaviours and a feeling of "Belonging, Being and Becoming"	Sue to organise facilitator	September Inset day	Staff understand the language needed to build a positive mindset in children and to foster a climate of curiosity, creativity and collaboration	Head and Governors learning walks	Pupil survey shows a 100% positive response to learning in school	
To regularly review our 2 year long term curriculum frameworks to ensure the Arts drive the cross curricular learning	All teachers	On going – Summer 2016	Reviewed Frameworks in place	Head and Strategy Governors to check	Framework in place and used	
To incorporate the key learning and thinking skills as an integral part	All teaching staff	On going	Key skills drive the planning, teaching and learning across	Head and Strategy Governors to	Lesson observations show that the learning	

of the medium and short term planning process			the curriculum	check	opportunities are focussed around the key skills	
To pilot and review an Arts/Sports Passports and observation sheets for assessment/progression of specific subjects	Assessment leader with all staff	On going	Assessment structure in place on the network and useful	Head and Strategy Governors to check	Reliable and useful assessment procedures inform next learning steps for staff and children to share with parents	
To consider resource implications in and out of the studios including termly Arts visits and visitors	All staff	On going	Curriculum fully resourced to support learning	Head and Strategy Governors to check	Resources, visits and visitors enrich the learning styles and opportunities	
To refine and share ideas, opportunities, strategies and practices for teaching and learning using the Arts through classroom observations and teaching team discussions across the Collaboration	Head	Autumn 2015	Each teaching team had the opportunity to observe and discuss practice in school to inform own teaching and learning Arts training has been a priority for all staff Planning shows the Arts used as a learning vehicle	Head and Strategy Governors to check	All children are given regular opportunities to enjoy the Arts Planning shows ideas for quality, enriched experiences Children's knowledge and understanding is	

			Artists in school working alongside adults and children Website showcases the Arts in school		long lasting because of the kinaesthetic approach to learning and thinking	
To create opportunities for children to be lead learners and observers across the Collaboration	Teaching staff	2015-16	Children are given the opportunity to watch and work with others in own classroom and beyond School councillors to take a lead role in the Arts, Sports and Basic Skills	Report to School Council	Teaching and learning is informed by the pupil voice and considered for future planning	

We believe a significant chunk of time, budget & human resources is allocated, given the size of our school (NOR 134). We are small and rural but with global ambitions.

	School budget for 2015/16
Overall funding for the arts in the school,	£3000 for visits, visitors and the annual Enrichment week £2000 from our PTA for funding transport to

	galleries, theatres and museums
Investment in CPD,	£6000 linked to the SDP and action plan
Opportunities for Collaborative Partnership planning,	6 schools' Heads meet 4x/year to plan joint training and pupils' Arts opportunities including the annual Y4-6 Arts residential, Y1-6 Musical Extravaganza and Y5/6 Writers' workshops
Utilisation of external expertise – technical or otherwise	Because school has had a long standing relationship with artists and arts providers over the last 11 years (2 Artsmark Gold awards in the past), we have a directory of partners we can call upon to support authenticity in the learning process for our children including TMC, Al Muir, Simon Hollingsworth, Rhubarb Theatre, NK Dance, Electric Egg, Jason Wilsher Mills, James Sutton, LOV, The Collection, the NCCD, to name a few. Because we have and value the arts, we are a first port of call for arts professionals to let us know about great opportunities to which we often take up We are very much part of the professional arts and cultural education ecology of the region.

***“If you want to walk fast, walk alone,
If you want to walk far, walk together.”***

At the beginning of the last academic year, we entered into an informal partnership with Toynton, Halton Hologate, Alford, Partney and Great Steeping Primary schools. There is a growing commitment across all six schools to care about the success of each other, the people involved and the linked achievements of every child in all four schools.

It was decided that groups of governors, staff and children would engage quickly in joint activities to enrich the teaching and learning for everybody. One of these activities was an ARTs residential at a local outdoor learning centre, bringing together our oldest children to work on self directed art projects.

Through working and learning together, our relationships have begun to deepen and friendships emerge. We really believe that each school has something of value to offer to the others and that we can learn much from each other, sharing ideas, resources, advice and critical friendship. The Arts Award helped us drive that learning and sharing across the collaboration with renewed vigour and deepen the experiences on the Arts residential in June 2014.

We have a very talented Textiles artist who has worked on a number of Arts projects outside of school hours with Y2-6. We would be happy to share the impact of our Arts Award learning journey and our story, strategy and practice of making the arts and cultural education work well in a small, rurally isolated location, with limited access to ‘big name’ cultural organisations/institutions.