



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Application paperwork 1 of 2

Name of school/education setting	Elmgrove Primary School and Nursery
DfE number	3 1 0 / 2 0 8 2

Support

We are here if you need us

Use this template to draft and finalise your Statement of Commitment.

You must submit your Statement of Commitment **online** - we do not accept submissions by email. Please read our [Submission Guidance](#) for the steps to follow.

Download our [guidance](#) on how to complete your Statement of Commitment and get in touch with our national delivery partner, Goldsmiths, University of London, who is on hand to support you on your Artsmark journey.

Top Tips

- We expect settings to submit their Statement of Commitment within three months of attending Artsmark Development Training.
- We strongly recommend you use as much of the available word counts as possible when drafting your responses, to give us as much information as you can about the plans for your Artsmark journey.
- Our national delivery partner, Goldsmiths, University of London, is on hand to support you on your Artsmark journey. Visit our [Support and Resources](#) web pages to find out more.



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).

Elmgrove is a four form entry local authority maintained primary school which is additionally resourced for children with physical disabilities, who are fully integrated across the school. We have 822 pupils on roll, with boys as a slightly higher percentage. Out of the 822 pupils we have: 147 PP, 145 FSM, 144 SEND and 598 EAL; Romanian and Indian children are the largest groups. We have 8 members of SLT, 36 teachers and 26 support staff.



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)

Elmgrove offers a wide range of learning and experiences, that are organised and planned to encourage and engage children in the arts, providing them with life-long transferable skills. This is reflected in our school's mission statement and part of our ethos, namely that we raise 'Inspiring and Nurturing Lifelong Learners' who we feel proud to send off into the world. Our curriculum is tailored to develop free creativity within the arts. Through the year, drama is entwined within the study of English to aid the writing process, where students partake in a variety of dramatic techniques to learn the topic story and vital vocabulary. Examples: KS1 use Pie Corbett techniques to retell the story and KS2 use various drama techniques like hot seating.

Art has been a drive and focus for improvement over the past couple of years, with each classroom being named after a variety of artists with different styles, some dated and others more up-to-date and modern. The modern artists enabled the school to teach about people that reflect our community and the children's culture (Zahra Hadid, Chris Ofili.). The first art session taught when starting each year is around the class artist and the skills they use to create their style of art. The pupils learn where they are from and what inspired them.

Music has also been developed in the school, with lessons given by peripatetic music teachers, for violin, piano, guitar, ukulele and drums. From Reception to Year 6, instruments are incorporated consistently into our Music Lessons, and are used to enhance teaching of the core curriculum. Children have a chance to explore the different dimensions of music, and develop their own passion for it.

Elmgrove also has a Rock Band which performs at the end of the academic year, alongside their peer musicians, showcasing the talent they have mastered in their chosen instrument. There is a choir that perform carols at Christmas to the community in Barclays Bank, as well as a retirement home, both of which are located in Harrow Town Centre.

Elmgrove runs extra-curricular activities and after school clubs that incorporate the arts, including Dance, learning different styles of choreography every Friday.

Every academic year, staff help to run Elmgrove's Got Talent, where children have the freedom to showcase their talent; be it comedy, dance etc... to judges that are made up of staff. We also provide the children with in-house workshops that are cross-curricular and are immersive experiences, where guests come into the school and teach, including the story of Anancy for Black History Month, Great Fire of London re-enactments and more.

Furthermore, every year group not only uses drama in English, but have a dramatic performance within their assemblies. Year 6 visit the West End and Year 2 visit the local pantomime, then come back to learn, sing, dance and act out a big production.



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)*

We have identified a weak strand in the arts - culture, limiting the children's understanding of the world around them. Moving forward, we will be adding this to the school development plan - each half-term in music lessons every year group will be exposed to a certain culture/countries' genre of music and the main instrument used in creating that sound will be explored and played by the class and discuss how it makes them feel.

Learning about the different cultures and the variety of cultures we have in our school, we hope to instil a feeling valued and a sense of belonging, as cultures are reflected and respected. The exposure will increase knowledge and understanding across the school. The aim will be to build confidence and enable children to find their voice within the school, as trust and safety attachments can grow.

The first lesson can be an introduction to exploring an instrument e.g. maracas and learning what country it originates from. Researching the culture and listening to some music from that culture, and spotting the sound the maraca makes within that piece of cultural music will help to add focus. This instrument can then be used in the follow up lessons e.g. for tapping out rhythms.

Another area for the school development plan will be addressed and supported by the Artsmark process: strengthening parental engagement, so we can learn about the variety of cultures, through events like cultural dress day, cultural food sharing and tasting. This will reinforce our ties with our community and show we are here to support, celebrate, and value them, thus giving the children that feeling of safety and belonging inside the school walls. This will help children develop good attachments and support their social skills.

We will also amend the P.E curriculum planning within dance to embed culture and strengthen that area within the arts, as we can learn about different cultures that reflect our community and the world around us. This will enable children to understand similarities and differences between their culture and others and gain respect for other cultures differences through the teachings of cultural dancing.

Furthermore, an Arts Council will be created and compiled of KS2 children to support and celebrate all the arts that is carried out within the school and shared to parents to improve parental engagement via newsletters of each year group every term. This will give them independence on their learning and acknowledgements of what they consider what the school does well, to embed the arts.

This can be monitored and evaluated through planning checks, pupil voice and questionnaires to parents and children. This will show what the children gained from it and what they enjoyed and how it can improve for the future.



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?

(Enter your answer here)

At present, we feel confident to aim for the bronze award, as that is where we predominantly stand. After the improvements in the culture area of the Arts we are making, we will aim for silver.

Strengths of the school reside in its ability to add the arts within different subjects, making it cross curricular. This is thanks to many INSETs and training, as well as specialists brought into the school to increase pedagogy around the arts. This has a positive impact on our planning, showing a progression in knowledge, skills and understanding on how to embed the arts within other subjects, making those cross curricular links and improving our curriculum design.

This also has a positive impact on the teachers feeling more comfortable when it comes to teaching the arts, so CPD is a must to further improve the staff knowledge and expertise. Furthermore, every year group has activities within the year which are based around the arts; productions, exhibitions, assemblies, shared to other year groups, parents and governors. This highlights the strength within the leadership and teachers, and how they work hand-in-hand to develop and enrich new curriculum design that encompasses the arts within other subjects. What could

be improved with the curriculum design, is continuing to offer a broader range of experiences, especially in the arts area such as cultural exposure within their learning. This will increase cultural capital, which is needed because of the low social-economic area, limiting children's experiences with the arts.

CPD has led the subject leaders of English, Art and Design and Technology to share knowledge or bring people in to share expertise on the subject and how we can teach, plan and weave arts among other subjects effectively. Regular book trawls have identified strengths and weaknesses across the arts. Feedback has suggested innovative ways to strengthen planning across the arts and during the academic year we had a specialist come in to improve our art and DT knowledge and skills. The planning has been improved by our art subject leader, who introduced the first topic about the name of our classroom, which is of a specific artist.

Our rich curriculum design offers:

- Annually performing a play/class assembly
- Year 6 Graduation Ceremonies/Prom
- Year 6 seeing a performance in the West End
- One term of specific dance and drama teaching every year
- Exposure to a wide range of artists, types of art work, skills, and a range of media.
- Visits from artists, musicians, dancers, theatre groups
- Extra-curricular dance classes
- Talent shows/rock bands/choirs
- Instrumental lessons.
- Immersion days and history workshops/ roleplay

This write up shows that we do a lot for some areas, but the culture area needs development, as we do not have much evidence. By implementing the points raised in question two, we feel we could achieve the bronze award, as this will showcase we do a lot for all the areas of the arts.



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? (*Enter your answer here*)

The goals would be to have the aspect of culture interwoven in music and dance, as well as higher parental engagement from a variety of cultures, to improve children's well-being and the feeling of being safe, as well as improving English language skills, boosting the confidence.

The first goal is to have the first music lesson introduce a different type of music and an instrument from that region. Children can then play and listen to music to spot the sound of that instrument.

The second goal will be where culture is linked to dance classes after school or during P.E, with the opportunity to learn certain dance moves associated to different cultures.

The third goal will be to promote and take part in cultural days in school. Parents will be welcomed to celebrate the diversity we have in the school e.g. to dress in traditional clothing or culture taste day.

The steps to achieve our goals are as follows:

- Subject leaders to review lesson plans to ensure there are cross-curricular links with the arts in P.E and Music.
- Music lessons will have the introductory lesson as an explorative one, looking at a certain instrument from a specific country and exploring the culture's music and listening out for the sound that instruments make. This should be amended to every half-term topic to learn a new instrument and music from a different culture.
- P.E will have the dance topic amended to contain cultural music and choreography that is associated with a specific culture e.g. Bollywood.
- An Arts Council with supporting Arts Mark newsletter will be created and updates emailed or posted on the school website where children can celebrate the arts, also allowing parents to keep up-to-date.

We aim to implement the above points by the Summer Term (2024). We will review it next year (Summer Term 2025) to see if it has made a positive impact on the children's sense of belonging, behaviour and oracy. We reflect if it also has a positive impact on staff, having specific knowledge and skills around cultural music and dance.

Culture being reflected in more subjects may also have a positive impact on parental engagement, as we make use of our diverse community to enhance the curriculum with culture day etc. The data will be collected in forms of pupil voice, teacher surveys and parent questionnaires.



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)

Support for achieving the Artsmark bronze award will present itself in a variety of ways. Firstly, compiling a team to implement and review its impact, selecting staff who are specialised in the arts.

Another, fundraising to allow up to obtain a range of musical instruments and forming a relationship with Harrow Arts Centre.

We will need budget to build skills and pedagogy with CPD for specific teachers, either through off site courses or INSETs with in-house specialists.

We will liaise with local schools who have obtained the Artsmark for support and guidance.

Links will be made between curriculum leaders, leadership team and Governors to monitor progress and keep things running smoothly and on-track.

Actions for the bronze award will be added to the school development plan, to highlight its importance, so everyone knows and is on-board to achieving this.

Evidence-based inquiries such as questionnaires and surveys, as well as collating data to scrutinize the impact.

Budget will be put aside for sourcing in-house or out-house specialists/ training for choreographing cultural dances and having a range of props to support the dances to support after school club or P.E dance lessons.



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)

The goals and ambitions will be achieved when we see increased community engagement, where parents are coming in to support their children's learning through volunteering, joining trips, supporting reading days, attending workshops, coming to assemblies, sharing their own culture with the school through show and tell and linking it to R.E/ Geography for cross-curricular links and gain that sense of belonging and value within the community. Having the curriculum reviewed to embed the changes to certain subjects - exploring cultural music and instruments, and introducing choreography in P.E within the dance scheme, as well as weaving in cultural exposure, will make children feel safe and a sense of belonging and highlight a broader range offered to children within the curriculum. This enables more opportunities and experiences for children and also continuous CPD for staff and learning about the arts. Seeing newsletters will evidence and signify that every year group is carrying out the arts in some way every term.

Evidence gained will come from pupil voice to show an impact on their sense of belonging and the increase of opportunities in the curriculum. A staff survey to show an impact on the development of pedagogy from CPD/INSETs of specialist or in-house training around the arts and how comfortable they are to teach it, as well as seeing improvement in children's behaviour and oracy. A parent's questionnaire will show the impact if their culture is being reflected and if they feel valued by the school and feel part of the community. Leaders and Governors will assess the curriculum review and embed the planning.

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: Sarah Neary

Date: 30.1.24

I confirm that I have read, approved and endorsed the Statement of Commitment and agree to oversee and support the Artsmark journey
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Chair of Governors Name: Misha Upadhyaya

Date: 30.1.24

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