



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# Statement of Commitment

Application paperwork 1 of 2.

<b>Name of school/education setting</b>	<b>The Sherwood School</b>
<b>DfE number</b>	<b>315/2074</b>

## Support

We are here if you need us.

Download our guidance on how to complete your Statement of Commitment:

<https://www.artsmark.org.uk/about/artsmark-award-document-downloads>

Get in touch with your Bridge organisation, who offer support throughout your Artsmark journey. Their details can be found online: <https://www.artsmark.org.uk/Bridge>



## 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).

Our school is in the East Merton area with a deprivation indicator of 0.27 (0.21 nationally). We have 408 learners on roll including 40 in EYFS nursery (Autumn 2019).

41.2% of our learners have EAL (20.9% nationally). 80.8% of our learners are from minority ethnic groups (32.9% nationally). The ethnic group with the highest percentage is White British (20%). Our Asian group is steadily increasing especially Asian Other (predominantly Tamil) which is now at 14.5%. Our Black African group is at 19%.

2.5% of our learners have SEN Statements or EHCPs (1.4% nationally) and 12.8% have SEND support (12.4% nationally). 23.1% of learners are known to be eligible for free school meals (23.5% nationally).

We hold the Gold Rights Respecting Schools Award (September 2019). We are aiming to achieve the Arts Mark and plan to introduce Philosophy for Children in the Spring Term 2020.



**Question 1 – up to 500 words**

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

At The Sherwood, the foundations of learning are embedded within UNICEF's Convention on the Rights of the Child and the development of pupil voice. To address the particular needs of our community of learners, the curriculum is enriched with opportunities for children to develop skills in communication and language through the expressive arts, sports and SMSC. The curriculum is taught through a wide range of themed topics, linked to the foundation subjects, in order to immerse children in their learning and enrich vocabulary acquisition.

Our aim is to promote children's awareness and appreciation of each other's cultural backgrounds, traditions and values. We celebrate children's diversity, which is embedded in our school vision: 'Inspire, Learn, Grow'. Expressive Arts and Culture is at the heart of our strategic vision for the school. We promote the principles of Growth Mindset, which are embedded in our pedagogy. Through this, children learn to persevere until they have mastered a skill or acquired new knowledge and understand that the learning process is a continual journey.

Our holistic approach to learning is delivered through the wide range of experiences planned for children. We provide arts specialists to deliver weekly music, movement and story-telling activities in the Early Years Foundation Stage. This continues and is developed in Key Stage 1 through direct teaching of early musicianship skills (dynamics, rhythm, pulse and tempo) through singing and using percussion instruments. Furthermore, children are provided with opportunities to learn tuned instruments across Key Stage 2. This enables learners to develop a wide range of skills, including co-ordination, listening, following musical direction and notation, practising to achieve a shared goal and performing in front of an audience.

Our close partnership with Merton Music Foundation has enabled one of our students eligible for the Pupil Premium Grant to become a London Scholar, which will provide him with clarinet lessons for three years, taking him into high school. Such opportunities enrich our curriculum offer to families and strengthen our aim to provide a wide range of experiences that support and develop children's unique skills and talents.

Our SMSC curriculum was described as a strength of the school in our last Ofsted inspection (November 2017):

***'Pupils talk confidently about their own spiritual, moral, social and cultural development. This is a strength of the school. Pupils are well prepared to take on their roles as citizens in the diverse British society.'***

Our holistic approach promotes emotional wellbeing and mental health. We are participants in the NHS South-West London Trailblazer project, working with families to provide early intervention strategies. We are also one of thirty London schools who have delivered

Equalities training through the government funded 'Free to Be' programme, promoting LGBT+ awareness and aiming to reduce instances of bullying. Our approach to learning aims to inspire children to make positive choices, to have high aspirations and to discover each child's unique talents and abilities so that they are well-prepared for the next stage of their learning and gain the confidence and self-belief to achieve their goals.



**Question 2** – up to 500 words

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

Our School Development Plan focuses on key teaching and learning priorities, building upon our work to strengthen the curriculum that began in September 2017. Key subjects this year include PE, science, art and humanities. As a Gold Award Rights Respecting School, PSHE is at the heart of our ethos. Our strategy is to further embed opportunities in the expressive arts to ensure that children are given a broad range of authentic learning experiences, gaining skills that will enhance their language acquisition, build confidence and encourage purposeful discussion. We hope that this will support learning in the core subjects of English and maths through the development of communication, listening, speaking and physical co-ordination skills. Below, we have described the key strategic priorities for the school this year:

- 1. To ensure that our curriculum offers a wide range of writing opportunities for children to practice the skills that they have learned.**
2. We are members of the South West London Maths Mastery Hub and will focus on embedding this approach across the whole school, with a key focus on the Early Years and Key Stage 1.
- 3. We will continue our work to improve standards in the teaching of reading.**
4. To continue review of our broader curriculum and use of knowledge organisers to ensure that learning is focused on specific aspects of history and geography.
5. To develop our systems for assessment in humanities.
- 6. To continue our work to ensure all children receive a wide range of learning opportunities in expressive arts, including our application to achieve the Arts Mark and the introduction of Philosophy for Children in the spring term.**
- 7. To continue our work to improve the emotional wellbeing of children and to address the issue of work-life balance for staff.**
- 8. We continue our drive to improve attendance rates for children across all phases of the school through a wide range of strategies.**

Our aim is to provide opportunities for children to discover and develop their creative skills through a range of arts subjects including art and design, music, drama, debating and dance. Through weaving arts activities through our curriculum, we hope to inspire children to deepen their understanding whilst engaging in activities that will help them to develop confidence and articulacy. We want children to voice their opinion about the content of the curriculum so that

it meets statutory requirements and is also relevant to the social context of our school, making meaningful connections with the real world. Opportunities to perform music in front of an audience and to participate in whole school singing assemblies will support our school priority of promoting pupils' emotional wellbeing, developing community engagement and opportunities for celebration and reward.

We are also very excited to be able to offer children Philosophy for Children as part of our whole school curriculum as this sits very well within our Rights Respecting ethos and will offer opportunities for thoughtful discussion, learning to respect different views and the development of social understanding about global issues.



**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?

**Criteria 1.**

We believe that this is a strength of our school as we have embedded the arts subjects across our curriculum and these subjects bear equal importance and focus within our teaching structures, e.g. timetable, themed planning and delivery of linked learning experiences (school visits, specialist learning experiences such as the Tate Take One Picture project etc.) Thus our children are offered a range of opportunities to develop their enjoyment of the arts.

**Criteria 2.**

The leadership team is fully committed to delivering a broad range of expressive arts activities for all children so that they are able to develop their individual talents; learn to appreciate a range of arts media and take full advantage of the rich opportunities on offer within the capital. This is fully evidenced in our SEF and SDP.

**Criteria 3.**

We have a wide range of musical opportunities planned into our curriculum, including whole class instrumental lessons in KS2, weekly singing assemblies, music and movement in EYFS and KS1. We also provide stand-alone musical opportunities such as jazz workshops, community singing festivals and media projects through our partnership work with MMF. This is well-established in our school.

**Areas for development**

- To further strengthen opportunities for children to participate and plan for arts provision
- To enable children to develop their skills beyond school, e.g. through participation in Merton music events, achieving awards such as the Arts Award etc.

**Criteria 4.**

Our themed curriculum promotes links across all subjects. Children learn to work collaboratively, e.g. through drama where skills are further strengthened in a dance or music lesson. Children listen to each other, take turns, perform and give feedback, create a dialogue in character etc.

**Areas for development:**

- Progression of skills maps
- Further strengthen teachers' expertise in pedagogical approaches that promote the development of children's communication skills.

**Criteria 5.**

We currently provide a wide range of arts experiences through our curriculum, however we recognise that provision of after school clubs need further development. We plan to extend provision for music and dance through our Arts Mark action plan.

**Criteria 6.**

Specialist music teachers provide instrumental and musicianship lessons, arrange whole school concerts and out of school performances. Subject Leaders for Arts subjects are beginning to host CPD sessions for colleagues to develop their pedagogy. This needs to be further strengthened.

**Criteria 7.**

We have developed strong links with Arts partners within Merton, for example MMF (our Music Education Hub) and the Polka Theatre. We want to extend this further by working with a wider range of organisations, for example ballet or dance companies in order to strengthen our offer to children.

**Criteria 8.**

This is a strength of our school and is embedded in our UNICEF RRS work. We are participating in a number of projects to support children's emotional wellbeing, including 'Free to Be', 'Place to Be', NHS Trailblazer and the introduction of 'Philosophy for Children' to ensure that children feel valued and understand the importance of respecting diversity.

**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?

**Ambition/Vision:**

Our aim is to ensure that all children receive a broad range of learning opportunities in the Expressive Arts to ensure that they leave us as confident, articulate and caring individuals who have developed their own interests and individual talents and are ambitious for the future.

**Design:**

Our curriculum is designed to focus on the development of communication skills.

- A focus on speaking and listening activities across all subjects of the curriculum to enable the development of subject specific vocabulary;
- Rights Respecting Schools Gold Award
- Philosophy for Children Going for Gold programme

**Purpose:**

The purpose of our Arts Mark action plan is to raise standards and learning opportunities in the arts. Our School Development Plan for 2019-20 reflects these objectives.

**Intention:**

We strive for excellence and to broaden opportunities beyond our families' expectations.

**Objectives:**

1. Our school vision encapsulates our aim to provide an education of the highest quality. Our music curriculum is taught by specialist teachers, who are highly committed to supporting our school vision. We want children to explore their musical talents, to learn that perseverance and practice lead to the honing of skills and to develop a sense of fulfilment, enjoyment and emotional wellbeing through these learning experiences.
2. We want to ensure that the Arts are interwoven through all aspects of school life and that our offer responds to the unique character of our children and families. Expressive Arts are integral to our curriculum intent and our aim that all children have access to high quality tuition, which are not limited to the criteria set out in the National Curriculum.
3. We believe that the key to inspiring and engaging children in their learning is to:
  - Capture their imagination
  - Provide opportunities for children to express their views and develop a rich vocabulary
  - Ensure that children have a say in what and how they are learning. UNICEF Article 12: *Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*
4. All children will have equal opportunity to access a wide range of inclusive experiences in the Arts as part of our standard provision. An example would be instrumental lessons taught across KS1 and 2 and the development of musicianship skills in the EYFS and KS1. Children enjoy weekly singing assemblies and may be invited to join lunchtime recorder and violin clubs.
5. All children express themselves through our Arts programme. Pupil questionnaires and our School Council will underpin this aspect of school life.
6. Our links with professional bodies, such as Merton Music Foundation and the Polka Theatre supports our work to nurture and facilitate individual talents.
7. The development of arts extra-curricular clubs and music programme foster a sense of pride, belonging and ownership.

**Activities:**

- Arts Mark Statement of Commitment
- Polka Theatre 'Write Here Write Now' pilot
- MMF 'We Are Family' project
- Philosophy for Children Going for Gold
- MMF whole school music
- Dance curriculum
- Heyday Films Projects



**Question 5 – up to 500 words**

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

**Space and Time:**

We have the use of the main hall and dining hall for music lessons. Classrooms are adapted to allow music lessons to take place. We will consider adapting a smaller classroom to create a music studio, although there are cost implications for this.

Our timetables have been carefully structured to enable all subject lessons to take place weekly. We are soon to begin the Philosophy for Children Going for Gold programme and will need to further review timetables to ensure time is allocated for all subjects.

**Cost:**

We already commit £50,000 of our school budget to pay for specialist music and arts tuition. Music lessons take place during teachers' PPA time. We pay into the Local Authority Service Level Agreement in order to access extra-curricular activities through Merton Music Foundation. We have committed funds from our budget to begin the P4C programme. We will need to consider alternative ways to fund activities so that we can continue to grow our expressive arts programme in the future.

**Human Resources:**

Initially, recruiting the right staff to support our programme was quite tricky, however we now have a music co-ordinator and key link person for MMF. This means that our programme is well-established. Teachers will be trained as P4C practitioners through our CPD programme. This links very well with our work as a Rights Respecting School.

**Evaluation:**

Our Expressive Arts team will meet half-termly to review our action plan and identify key next steps. This will ensure that tasks are equally distributed and that there are key dates to work towards. The action plan will work alongside our school meetings and activities timetable so that actions are streamlined and aligned to key activities throughout the school year, e.g. Book Week, Curriculum focus days, school concerts etc. We will include pupil representatives in the team so that pupil voice is captured and included in the planning and reviewing process.

**Materials and equipment:**

Any materials needed will be incorporated into the three year school budget.

**Expertise:**

Our Art and music leaders will attend LA co-ordinator meetings to ensure that their professional development needs are met. We will also access neighbouring LA training and explore available opportunities through our links with teaching universities. Music will be taught by specialist teachers.

## **Systems:**

We will include arts subjects within our monitoring calendar so that we capture the quality of lessons. We will also develop a simple system for recording children's progress and attainment within each subject, to capture the improvement in children's skills.

We will also include regular pupil voice activities so that we are able to respond to the views of children and adapt the programme accordingly.

All evidence will be recorded and filed electronically, including a baseline of children's skills in music; art; dance and reading and writing. Data will be supplemented with recordings of performances, examples of work that captures children's progress over time, evidence of improved quality of writing and reading in Year 2 and Year 6 and EAD in EYFS.



## **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?

## **Quality of Provision:**

Pupils at The Sherwood school will be able to confidently talk about arts subjects and share their enjoyment for learning with their families and the rest of the school.

Expressive arts will be woven through the curriculum and the values and ethos of the school. Children will have opportunities to apply the skills they have learned to a range of contexts. The development of a rich vocabulary will enable children to express themselves confidently both orally and in written forms. Children will have access to opportunities through drama, debate, dance and music which will support the development of both creative and factual writing. Pupil, parent and staff surveys will capture their viewpoints about our improved provision in the arts.

## **Pedagogy**

Our pedagogical approach will take account of the unique circumstances of our school and the needs of our learners. We will expect to see improved outcomes in the key statutory indicators as a result of the whole-school focus on the arts, as children develop their speaking and listening skills, gain a rich understanding of vocabulary and increased confidence in self-expression.

We hope that by the end of our Arts Mark journey, our curriculum will provide opportunities for children to develop a range of skills:

- Metacognition
- Self and peer assessment
- Speaking and Listening
- Inferential reading
- Writing across a range of genres and styles
- Improved conceptual understanding of mathematics.

Alongside these key aspects of learning, we expect our arts programme to provide:

- Musicianship skills, including following musical direction; counting in time; understanding rhythm and tempo; melodic and harmonic themes;
- Experience of playing a range of tuned and untuned instruments
- Performance in a group and as a soloist;

- Opportunities to perform as part of a choir;
- Self-expression through a wide range of media: dance, art and design, drama, debate, music and performance poetry.

### **Impact**

Leaders will ensure that the quality of provision is measured through monitoring activities as well as through teacher and pupil led self and peer assessment. We will see improved outcomes across the EYFS, KS1 and KS2 across statutory and foundation subjects.

Sherwood will be part of a music hub and will provide outreach opportunities for schools interested in our pedagogical approach to teaching and learning. We will also offer support to schools who are beginning their Rights Respecting Schools journey.

Impact of arts specialist teaching will provide children with opportunities to develop:

- Critical thinking skills
- Confidence and self esteem
- Resilience and a 'can do' attitude – Growth Mindset
- Promoting high expectations of children
- Celebration of achievement, where every child is valued
- Creative expression
- Pride in individual, collaborative, whole school achievement
- To have a voice through the Arts
- Cultural and Arts opportunities

We hope that our planned actions will enhance children's experiences so that they are inspired to pursue interests within the arts through high school and beyond. We want children to access opportunities that they might not otherwise experience which will inspire them to aim high and to set aspirational goals for the future.

## 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](https://artsmark.org.uk/terms-and-conditions))

**Headteacher Name: Andriana Samouel**

**Date: 9/12/19**

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**Chair of Governors Name: Jane Savill**

**Date: 9/12/19**

## Checklist

Make sure your Statement of Commitment is complete before you submit to us.

- My school/setting name is written at the top of this document
- My DfE number is at the top of this document and matches the one I registered with
- 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
- The Headteacher and Chair of Governors have approved this document

## Ready to submit?

You should submit your Statement of Commitment within **three months** of attending your Development Day training.

Email your Statement of Commitment as an attachment to [artsmark@artscouncil.org.uk](mailto:artsmark@artscouncil.org.uk)

We will confirm receipt within five working days.