**Statement of Commitment**

Application paperwork 1 of 2.

|  |  |
| --- | --- |
| **Name of school/education setting** | **Bridgelea Primary School** |
| **DfE number**  | **352 / 1102** |

|  |
| --- |
| **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](http://artsmark.org.uk/sites/default/files/Submission%20Guidance%20-%206%20September%202021.pdf) for the steps to follow. Download our guidance on how to complete your Statement of Commitment: [artsmark.org.uk/resources](http://artsmark.org.uk/resources) and get in touch with your [Bridge organisation](https://www.artsmark.org.uk/Bridge), 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).

Bridgelea is a provision which provides education for children who are risk of permanent exclusion or require specialist SEMH provision (96 children). Children are taught in small class sizes with a high staff ratio. Bridgelea is a language friendly school. They are trained in managing and deescalating challenging behaviour and using simplified language to help children make positive choices. Staff are trained in nurturing approaches and children are offered a nurturing curriculum as part of their daily timetable. Children are offered a highly differentiated and personalised curriculum to help fill gaps in their learning and develop basic skills. The school day is highly structured and communicated to the children using a visual timetable. Children are helped to reflect upon their behaviour in the retreat rooms. Retreat is a space where children can self- regulate. Children can play, complete mindfulness activities, and explore emotions in any way they need.



**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)*

At Bridgelea, arts and culture are a priority in our school. As part of the wider City of Manchester Learning Partnership with MSPRU we have named Governors for the Arts, including an LA Strategic Leader.We are a rights respecting school encouraging and promoting diversity across the school considering the voice of all stakeholders. We currently employ art and music specialist teachers to teach our child the key skills in line with National Curriculum. Each year group receive a high- quality arts education where the teachers and teaching assistants are also learning from the specialist. The class team will all take part in the lesson. This means that the staff support the children to learn the necessary skills and knowledge as well as the staff being provided with opportunities to be upskilled to be able to deliver high quality provision. We have clear schemes of work and programmes of study to show an increase of knowledge, skills and understanding for arts and cultural subjects, across all phases. We are continuing to develop a concept-based curriculum that will support the children to link concepts to a range of subjects. The arts will be an integral part of this.

In addition to the curriculum, we have registered to take part in the Art of Resilience project at Manchester Art Gallery. This is a project for six children to be involved over 6 weeks in project that supports children to develop resilience through art. Inclusion in this project will support children to feel that they belong in our school community as well as the wider community of Manchester. The children receive a positive and inclusive learning experience as we are committed to art and music being delivered regularly and to a high quality thus promoting excellence. We value working with professional artists and organisations to develop staff knowledge, skills and understanding of delivering high quality arts and cultural education, collaborating to produce quality teaching resources.

Furthermore, we have a weekly artwork of the week. This is discussed in class and a reflective task is carried out. The artwork is from a diverse range of artists and practitioners in order to promote inclusivity and develop belonging. We promote work from all communities so our children can relate to them, have aspirations for future careers and reflect on how artwork can make you feel.

**School Development Plan**

Children and staff will learn how to think reflectively, critically and creatively, and to employ these skills and techniques in a wide range of contexts. Through this, we will build their resilience and self-esteem, as well as enjoyment and engagement with the Arts

We will encourage independence of mind and action and the development of individual

interests and talents: co-constructing a meaningful curriculum and associated activities: to improve attainment, increase engagement, and develop a wide range of skills including problem solving, communication and resilience, taking full advantage of opportunities for experiential, contextual and applied education. We will use the Creativity Wheel (Claxton, Lucas and Spencer) which identifies the different characteristics of creativity and independent thinking to support our progress with this.

We will address contemporary issues as well as the big ideas that have shaped the world: to ensure that diversity and equality is embedded in the whole school curriculum and developed through teaching and learning opportunities.



**Question 2** – up to 500 words

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

The school development targets above are led by senior leaders across school. The process of gaining the ArtsMark qualification is driven by a senior leader developing arts and cultural provision across all phases to establish and maintain good practice. This is to ensure we are striving for excellence at all times and in all phases.

As part of the ArtsMark journey we are wanting to continue to use a wide range of artwork to encourage children to reflect on. This will support our children to think creatively and support the children with being able to express their own emotions through the arts. We are striving to encourage and develop children’s interests and talents. Our children often have limited experiences therefore, we have strategically planned to exposure the children to artwork weekly as part of our curriculum. Similarly, we have engaged in the project Art of Resilience to encourage the children to develop resilience through art and be immersed in art in the community. As mentioned previously, we will use the Creative Wheel as a tool to assess.

We want to explore a wide range of cultures within our ArtsMark journey and believe that being invested in arts and culture will support us to meet our school development plan objective of: address contemporary issues as well as the big ideas that have shaped the world: to ensure that diversity and equality is embedded in the whole school curriculum and developed through teaching and learning opportunities. We have strategically mapped out opportunities for the arts to showcase a wide range of cultures and for the children to reflect on how artwork was used to show important periods of time, express emotions, challenge stereotypes and provide engagement.

We want our children to feel that arts and culture opportunities are accessible to all. We want our children to feel that these areas are authentic. By strategically promoting diversity we are hoping that all children will be able to relate to a piece of artwork or an artist to support them engaging in these key areas of Bridgelea school life.



**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?

*(Enter your answer here)*

Bridgelea values creativity which is a real strength. There has been a clear investment in ensuring that high quality provision is in place and appropriate timetabling has shown the commitment to this. Our school curriculum is built on the principles of metacognition and therefore our children have the opportunity to develop their skills over a longer period of time. We are currently developing a concept-based curriculum which will support who as a school to link arts and culture to wider learning opportunities and support the children with applying their learning in a wider context. The commitment to ensuring high quality provision from the use of specialist teachers also shows a clear strength in the continuous professional development for staff. We do not use specialist teachers to cover PPA instead our staff receive high quality development from teaching the lessons alongside the specialists.

Leadership is also a strength of the school with ArtsMark clearly outlined in the school development plan. A senior leader is responsible for developing arts and culture across the school and ensures that provision is high quality. Harnessing the support of our named governor for arts and culture across CoMLP will make this area even stronger and build strategies to engage all stakeholders in understanding the ambitions for arts and culture.

At Bridgelea we do take into account the voice of the child in terms of their emotions or their reflections after an event however, we would like to develop this further to engage children in planning and delivering authentic arts and cultural experiences. We aspire for the children to take ownership of their engagement and personal progression within the arts. We often plan the opportunities for the children based on what we think they want. Improving our systems of finding out what the children actually want should improve this. Similarly, we feel that we need to showcase and display our children’s achievements effectively. Our corridors are very plain, and classrooms often focus on the core subjects. This is definitely an area for development.

As a setting we have encouraged children to have access to artists and have made links with Manchester Art Gallery. We host yearly a Bridgelea’s Got Talent and plan trips for example a pantomime to support children to have access to a wider range of experiences. Our artwork of the week allows children to reflect on a range of artwork however, we could increase our range of offer to provide children with opportunities to perform, see live performances, and to create and evaluate artworks in a range of media more often.

We show an understanding of, and commitment to, equality of opportunity to arts and cultural experiences through strategically planning our artwork of the week. We can continue to build on this through working with Manchester Secondary PRU and other schools and using our link governor to promote this. Further development of links with wider arts and community groups will ensure our curriculum promotes 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?

*(Enter your answer here)*

Our goals for the ArtsMark journey are to increase child led decisions in our arts curriculum. We would like to use our pupil voice to strategically provide greater opportunities for our children to access high quality art provision that is meaningful to them. We will begin with obtaining pupil voice about our arts provision including the following questions:

* Do you enjoy art lessons?
* Do you enjoy music lessons?
* Do you enjoy drama activities?
* Do you enjoy dance activities?
* Do you improve your skills in these areas?
* Can you relate to the artwork you, see?

We would like these questions to be developed with the staff team and the school council to ensure that the responses we gain are meaningful and purposeful to the development of the arts and culture across our school. We want children to be excited, engaged and inspired and for our children to be actively involved. The questions above are closed questions in order to gain clear quantitative data. Open questions could provide more useful answers which could be considered.

Then these questions will be asked in our classes and data analysed by the SLT team. Key findings will be presented to SLT, governors and shared with the teaching staff. An action plan will then be developed, and an implementation plan agreed. In doing this we will ensure all stakeholders are engaged

In addition, we want to provide our children with a wider range of experiences and opportunities outside of the art curriculum. We want to provide our children with more opportunities to perform, to reflect and apply their skills in wider contexts. In doing this, we want to engage our families with school and the arts further. We have some excellent role models in our school community that could really motivate and inspire the children. The development of our concept-based curriculum across school will support this. We plan for our curriculum to be embedded and key concepts be strategically mapped out. This will create a curriculum that promotes excellence and become authentic for our children.

Whilst developing our curriculum, it is essential that we continue to promote diversity and address contemporary issues. The arts are an excellent tool to be able to do this and our current artwork of the week does exactly this. Moving forward, we will plan strategically for the arts curriculum to also promote diversity and address contemporary issues.

Clear Actions:

* Obtain pupil voice.
* Harness support of link governors.
* Strategically plan a concept-based curriculum that promote diversity and provides children with opportunities to apply their wider skills in wider contexts.
* Engage parents in the arts at our school more effectively through identifying key role models.



**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 achieve our goals, it is essential that we obtain support from external providers who are skilled in teaching children with SEND. Our children attend specialist provision and are taught in small class sizes with a high staff ratio. Bridgelea is a language friendly school which means that the external agencies would be encouraged to engage in these practices and support with deescalating challenging behaviour and using simplified language to help children make positive choices. Curious Minds has a resource hub for children with SEND and access to this will be essential.

As a senior leadership team, we will continue to dedicate time to strategically plan an effective curriculum and use staff training time to develop staff’s confidence with the concept- based curriculum. We will also use our school council to focus on the development of diversity across the curriculum and encourage our children to make key decisions about the arts and culture.

We will also require access to high quality pieces of artwork as a stimulus for our children. These could be accessed in local galleries, national galleries and from linking with artists. Investment in securing access to artwork is essential. Arranging trips and engaging in the art of resilience project will also be key. There is value in including the principles in the project to the wider school. The children will be able to lead and promote this in their individual classes.



**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)*

In order to assess our impact, we will use the self- assessment framework to identify our clear impact. We will use these key performance indicators to show clear evidence of our progress. Aside from this, we will be able to reflect on our arts and provision culture and be confident that it is high quality and authentic. It will have value to our children.

Pupil voice will show the children’s opinion of the arts and culture will improve and that they are excited, inspired and engaged with art. The children will play a key role in making decisions about the curriculum and provision across school. This will be an embedded system and not just happen by accident. Similarly, there will be clear systems in place for governance. We will welcome support and challenge from link governors and other stakeholders for the arts and culture and there will be a clear system in place for effective monitoring and evaluation.

We will also investigate opportunities for children’s accreditation through arts awards

Furthermore, our curriculum across school will be embedded and successful. The curriculum will be a concept-based curriculum which will promote the development of children’s knowledge and skills across all subjects. There will be clear evidence through books, work, data and pupil voice about the children’s knowledge and understanding. Skills will be evident, and progression, as well as enjoyment, will be clear to evidence.

We will celebrate children’s participation in the arts and will use wider opportunities to publicise this participation