



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

# Statement of Commitment

Application paperwork 1 of 2.

|   |                                    |
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| <b>Name of school/education setting</b> | <b>Captain Webb Primary School</b> |
| <b>DfE number</b>                       | <b>894/2174</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).

Captain Webb Primary School is in Telford, Shropshire which is an urban location. It is a 2 form entry Primary school and is not a member of a federation. We have 374 pupils on roll in the main school and 66 in nursery. There are 2 teachers per year group and each year group has one or two teaching assistants. This equates to 37.14 members of staff in full time employment. 28.4% of our pupils are pupil premium and 26.2% have free school meals. Our levels of deprivation are 28.4% and 0.07% have English as an additional language. Our school caters for a range of needs and has 12.4% of pupils on the SEND register. We offer dance, art, music and drama both as part of our curriculum and as extra-curricular activities. The arts are high priority for us as this is where so many of our pupils succeed.



**Question 1** – up to 500 words

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

At Captain Webb, our school vision is LEARN (listen, encourage, achieve, respect, nurture).

We believe in promoting a love of learning in every aspect of our curriculum with the arts playing an integral role. We encourage every pupil to reach their full potential by offering them real-life experiences, igniting their imaginations within the curriculum and through extra-curricular provision. Some of the ways in which we do this include: the delivery of our art curriculum, where progression and enjoyment are the main focus; interactive music lessons for every year group in partnership with Charanga; educational visits including art galleries and museums; a KS2 dance troupe who meet weekly in our dance studio and perform at Severn Theatre; and our Captain Webb's Got Talent yearly show which enables pupils to showcase their talent, be that singing or reciting poetry.(QPs1,2,3,4,5,6&7)

We have a collaborative approach to learning where we endeavour to involve all members of our community by holding regular parent workshops, enabling adults and their children to create 'big art.' An example of this was when Year 2 were learning all about castles in History and created castle sculptures using recycled materials during the workshops.(QPs3,4&7)

It is important to everyone at Captain Webb that all pupils and adults strive for success in all that they do and feel valued as an individual as well as part of a team. We achieve this in many ways including: art displays around school showcasing the outstanding work our pupils achieve; every pupil performs regularly in class assemblies on our stage and in school productions for a live audience; as a reward for excellent work and reading, live bands visit us for the pupils' enjoyment as well as allowing them to gain real life experiences; we had an artist visit us to create a large piece of graffiti art on the outside of our building to celebrate Telford's 50<sup>th</sup> Anniversary.(QPs1,2,3,4&7)

We aim to encourage our pupils by offering a wide variety of after-school clubs including art, dance and choir which often result in opportunities to perform. As an example of this, our choir visits Dawley Christmas Lights switch-on every year and perform to the wider community.(QPs2,3&7)

Something of huge importance to us is creating a nurturing environment where pupils feel confident to try something new. This has been highly successful during our Year 3 music lessons which are taught in partnership with Telford and Wrekin Music. Visiting artists teach our pupils to play instruments which results in them not only receiving their Bronze Music Excellence Award but also performing at The Place Theatre in front of local schools. Pupils are then signposted to continue this journey outside of school.(QPs1,2,3,4,6&7)

To us, art is accessible by all and in many different ways, which is why we do our best to give our pupils as many cross-curricular opportunities as possible. One way is through theme days such as Cinderloo week where visiting artists from Historic England came and taught Year 4 all about local mining history through drama.(QPs1,2,3,4,&7)



**Question 2** – up to 500 words

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

Artsmark will contribute to every aspect of our School Development Plan.

Firstly, we plan on boosting our pupils' love of reading. Artsmark will help us to achieve this by bringing books and literature to life. This will therefore raise engagement and enjoyment levels with regards to pupils wanting and choosing to read. Our Artsmark journey will enable us to emphasise that reading is accessible by all. We will be welcoming 'West End In Schools', as part of our World Book Day celebrations, to deliver dance workshops aimed at engaging children in literature in a creative way. We will also be inviting in story tellers and local authors as well as theatre groups which will ignite the imaginations of our pupils and add a new creative dimension to books through drama. Similarly, we will be taking our pupils to Dawley Library where they will have a much broader selection of literature to choose from including poetry.(QPs1,2&3)

Our SDP also focuses upon improving fluency within Maths. Working towards our Artsmark journey will contribute to this through the impact of singing for recall. We will include songs and music within our Maths curriculum to support pupils when retaining multiplication facts and number bonds. The pulse and rhythm of the song will enable the facts to stick in the pupils' memory and last them a lifetime. We will be creating mini dance clubs where pupils use movement to help them when recalling key facts. Incorporating the arts into our core subjects will ensure inclusivity for all pupils.(QPs1,3&4)

A further SDP aim is striving to raise attainment and progress for our SEND pupils as well as increasing their confidence levels. We aim to improve the quality of teaching and learning in this area by making activities much more accessible and appropriate for them. We will be doing this through practical activities such as drama, freeze-framing and dance ensuring they are matched to pupils' individual needs. All children can access the arts regardless of ability. Placing emphasis on dance and drama for our SEND pupils will help to build self-esteem and enable them to succeed in a way they perhaps wouldn't before. We will be empowering our SEND pupils whilst giving them the opportunity to boost their communication skills when working with visiting artists.(QPs1,2,3,4,6&7)

Our final priority in our SDP is raising the profile of the arts within school and will be heavily driven by the Artsmark journey we will be undertaking. We will endeavour to ensure full coverage of the National Curriculum is maintained, specifically Art and Music. We will strive to achieve this through strong leadership and management of each subject. In addition, increasing our music provision is of huge importance to us and we believe introducing weekly singing assemblies will help us work towards achieving this goal. In order to continue to raise standards in the arts, subject leaders will also be tasked with ensuring subjects are adequately resourced so that the highest standard of outcome can be reached.(QPs1,2,3,4,5,6&7)



**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?

Values and Ethos(Gold)

We encourage pupils to apply their arts learning by: participating in performances in cathedrals; school productions; performing in the community; sharing their skills in Captain Webb's Got Talent; watching pantomimes; making blankets and donating them and extra-curricular arts clubs.(QPs1,2,3,4,5,6&7)

We do not currently utilise Arts Award and will explore this in the near future.

Leadership(Gold)

Artsmark is outlined in our SDP. An Arts Coordinator has also been placed to support subject leaders and our Artsmark journey.(QPs1,3&4)

We aim to develop by ensuring coverage of the curriculum is maintained, continuing good teaching and learning alongside adequate resourcing and strong leadership. We do not have an Arts Governor and plan to implement this.

Engagement(Gold)

We have displays around school that showcase children's talents including an Art Gallery that is developed by our pupils. Pupil voice is used by leaders to develop planning. We run art, textiles, drama, dance and choir clubs which always have a high uptake.(QPs1&5)

We would benefit from having an Arts Committee to support us in developing events based upon pupils' interests.

Curriculum(Gold)

We value a varied arts curriculum by utilising progression grids for all subjects designed to increase knowledge across the school. Arts planning has a thematic approach which connects Humanities with the arts. Music is taught weekly using Charanga schemes and drama is utilised to support writing outcomes.(QPs1,2,3,5&6)

We would like to improve our dance offer, specifically vulnerable groups and organise more arts-focussed events.

#### Offer(Gold)

We offer opportunities for our pupils to perform, including productions and assemblies incorporating singing, sign language and dance. Pupils visit Ludlow Castle to re-enact historical events. In terms of live performance, artists visit regularly and VR enables pupils to experience the curriculum using varied media.(QPs1,2,3,4&7)

To strengthen this, we aim to take our pupils to see more live performance in theatres.

#### CPD(Silver)

All teaching staff have received Charanga training to support the delivery of our music curriculum. Telford and Wrekin Music deliver the music curriculum to Year 3 which helps develop teachers' knowledge and skills. Subject leaders take part in art network meetings with other schools in T&W and have allocated time to support staff with delivering our arts curriculum.(QPs1&4)

To develop, we need a wider span of support from professional organisations.

#### Partnerships(Silver)

We value real-life experiences so visits are carried out every half term. We work alongside Bodenham Arboretum to create cave paintings and take pupils to the Birmingham Gallery. We work with T&W Music to develop our curriculum. In PE, dance is taught by Crossbar coaches.(QPs1,2,3,4&6)

We now need to implement working with other settings, including local secondary schools, to share expertise and resources.

#### Equality(Silver)

We ensure equality by offering opportunities universally. We hire instruments to enable everyone to access music despite financial status. Clubs are aimed at disadvantaged pupils, specifically our dance troupe designed to boost self-esteem. This group of pupils have the opportunity to perform in a theatre for an audience.(QPs4&6)

We will develop this by ensuring all arts activities are accessible by all.



#### **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?

Our first action will be to audit our current arts provision to give us a benchmark for future actions. We will provide pupils, staff and parents with questionnaires about current arts provision to gauge their views and ascertain if anyone has arts talents that could contribute to our good practice and CPD.(QPs1,4,5&6)

We will implement the actions set out in question 2 in relation to our SDP priorities.

We want to introduce Arts Award. We have so many children that excel in the arts and we want to give them the confidence boost and recognition they deserve. Our Arts Lead will research Arts Award and consult with staff and parents about gifted artists. Once this has happened and parents have been approached, we will begin the Arts Award journey.(QPs1,2,3,4,5,6&7)

To improve our leadership, we will appoint an Arts Governor. We will ask our current governing body if anyone has any special interest in this area and would like to support us in further raising the profile of the arts at Captain Webb.(QPs1,3&4)

We want to give our pupils a louder arts voice and a sense of ownership. We will do this by electing an Arts Committee that will meet regularly to voice their opinions and ideas with regards to organising events that will interest them and their peers. This will include celebrating World Art Day. They will also be tasked with selecting outstanding art to be featured on our school website.(QPs1,3,4,5,6&7)

Improving our dance offer is important to us. We are lucky to have two dance specialists within our teaching team and will utilise their expertise to enhance our dance offer. We will start extra-curricular dance groups with specific focus groups in mind to compliment the inclusive groups we already have. Boys' dance is a high priority which we intend to nurture as we have many boys who enjoy dance through PE.(QPs1,2,4,5,6&7)

We want to offer our pupils more opportunities to see and evaluate live performance outside the school environment. To achieve this, as a staff, we will organise more live performances visits that enhance our curriculum. Our goal is for each child to experience at least one live show annually.(QPs2&3)

To better our CPD, we would like to make more connections with local organisations. Our Arts Lead will be working with our Chair of Governors to make links with Langley High School. We aim to build a relationship with their arts experts who can support our staff in providing a strong curriculum.

Through the Artsmark network group, we wish to invite professional artists in to both upskill staff and work with pupils across the arts.(QPs1,2,3&4)

We want to improve our provision for SEND pupils. We will do this by sending our Pastoral Support staff and Arts Lead on Arts Therapy training, which will work alongside other provision in place to support the mental health of our pupils and help them to access the curriculum in an inclusive way. The Pastoral Team will implement this.(QPs1,4,6&7)



**Question 5** – up to 500 words

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

Our Arts Lead will undertake the audit of our provision and add any arising actions to our action plan. We will need time to complete and analyse the audit for which cover may be required. All pupils, staff, parents/carers and governors will be consulted in relation to provision and skills. Our Head Teacher will deploy an Arts Governor. This will be added to the governor agenda and will happen during designated governor time out of school hours.(QPs1&4)

The Arts Lead will establish an Arts Committee. Time will need to be set aside for each teacher to lead a democratic vote and choose a suitable candidate. Every child will have the opportunity to apply for a position. Following this, time will be needed to hold meetings and days set aside to host events. The Arts Lead will hold the meetings and cover may be needed in this instance. Cost of events and resources will need to be factored into the budget to ensure quality provision can be achieved. All pupils within the committee will be allocated a role e.g. chair and minutes taker.(QPs1,4,5,6&7)

Our Arts Lead is a dance specialist. She will be implementing our high-profile vision for dance alongside the Key Stage 1 Lead, who also has an interest in dance. We will be utilising our dance studio and will establish our groups during lunch and after-school time. There will be no cost implication to parents/carers for these clubs as they will be run by school staff.(QPs1,2,3,4&7)

The Arts Lead, Head Teacher and teachers will be tasked with ensuring there is ample opportunity for children to experience more live performance. Time will be needed for staff to map out a live experience journey. Further time will be needed for teachers to book visits and complete necessary paperwork, this will usually be carried out during PPA time. An arts visit budget will be established by the Head Teacher and Arts Governor to help subsidise the cost of seats and coach hire. Considerations will also be made with regards to financial implications for parents. Local theatres will be utilised where possible to support this. In the event of a performance being outside school hours, teaching assistants will claim overtime.(QPs1,2,3,4&7)

Our Arts Lead, Head Teacher and Chair of Governors will be responsible for strengthening CPD for all staff. Our CoG currently works at Langley High School, which is why he is best placed to support in making connections. We will need staff meeting time and professional development days to carry out training. We also need curriculum time to allow specialist experts to work with our pupils on projects. We will need to include payment for the specialist expertise into our budget.(QPs1,2,3,4&5)



Our Head Teacher and Arts Lead will be reviewing the impact of art therapy training for our SEND pupils. These interventions will be delivered during school hours by our pastoral team. There will be a cost for attending the initial training. Resource cost will be included through normal art orders.(QPs1,4&7)



**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?

The impact on our SDP priorities will be evidenced through questionnaires and feedback, especially a love of reading. We will track the progress of fluency within maths at regular assessment intervals. Art will be at our heart and children will be able to talk about experiences confidently.(1,2,3,4,5,6,7,&8)

To reach our goal of supporting pupils to achieve Arts Award, we will have a trained advisor and register as an Arts Award Centre. The award will be publicised on our website. Pupils will gain national qualifications and have arts portfolios to evidence their experiences. Pupil voice will be used to evidence enjoyment levels.(QPs1,2,3,5,6&7)

Having a governor dedicated to the arts on our governing body and having the arts as an agenda item on our curriculum committee will ensure they retain a high profile. Meeting minutes will evidence the impact on promoting arts to all stake holders in school.(QP1)

Having an Arts Committee to drive our passion is paramount. We will evidence its impact through pupil and staff feedback. We will use photos, videos and school displays to showcase events as well as having a noticeboard ensuring our committee are visible and high profile. A page on our website run by the committee will demonstrate their achievements. Committee members will develop leadership skills which will be evidenced through feedback.(QPs1,2,3,5&6)

We will raise our boys' and vulnerable groups' dance participation levels, measuring progress, participation and perception through feedback and questionnaires. We will track educational outcomes for our vulnerable pupils to show the positive impact dance is having on their confidence and commitment to school life.(QPs1,4,6&7)

We endeavour to give our pupils a variety of live performance experiences. We will evidence this by measuring the percentage of performances attended. We aim for each child to have seen a performance at least once per year and vulnerable pupils will have more access to our local theatre. We will utilise pupil voice to gain an insight into enjoyment and what the children would like to experience more of. These live performances will impact on pupils' work in school and will be evidenced in outcomes.(QPs1,2,4&5)



To achieve our ambition of improving CPD, staff questionnaires will evidence confidence when delivering new skills. Our staff meeting planner and meeting minutes will demonstrate what CPD has taken place and its desired impact. Book looks and lesson observation feedback will indicate the positive impact CPD has had upon lesson delivery. Pupil voice will measure children's willingness to try something new based upon CPD delivered.(QPs1,3,4&5)

The arts will support our SEND pupils and their progress. Evidence will include liaisons between the Arts Lead and SEND Coordinator to determine how the arts will be utilised in supporting our SDP aims. The percentage of participation for SEND pupils in arts activities and art therapy will be tracked alongside academic progress. We will be monitoring pupils' engagement in class assemblies through photos and pupil voice where they will have the opportunity to showcase their growing confidence and self-esteem as a result of arts participation.(QPs1,2,4,5&6)

## 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:**



**Date: 04.03.21**

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

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**Chair of Governors Name:**

  
MARK CHETWOOD

**Date: 04.03.21**

## 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.