



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Statement of Commitment

Name of school/ educational setting: Oakfield School

DfE number (seven digits): 810/7007

The questions below are designed to generate a summary of your current and future commitment to developing the arts within your school. The statement will be the foundation for the Artsmark journey your school will embark upon and should create a direct link between a) arts planning and provision and b) your school's long term strategy and vision.

Question 1 – Please explain the central importance of the arts to your school both at the level of principle (in terms of values/curriculum/developing the whole child) and pedagogically (in terms of impact on improving the quality of provision/teaching and raising standards). In your answer, please refer to both:

- (i) current provision and
- (ii) plans for future development of the arts

(No more than 500 words)

Oakfield School is a residential provision for secondary age pupils who have emotional, social and mental health difficulties. The vast majority of pupils are of White British heritage and the proportion of disadvantaged pupils who are eligible for support through the pupil premium is above average. Most pupils start at the school in year 7, however, pupils are admitted to the school at any age, and at any time during the year. The residential provision provides flexible wrap around care and support for up to 35 pupils, consisting of 6 separate houses that are tailored to meet the needs of individual pupils identified in their Individual Behaviour Education Care plans. The Oakfield curriculum encompasses all opportunities for learning within the school day, ranging from timetabled lessons, recreational times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults. This is central to the promotion of quality relationships, attitudes, appropriate behaviour and the general quality of life.

Currently all pupils are taught art in Key Stage 3 and in Key Stage 4 pupils are able to choose their own learning (art, photography or leisure and tourism GCSE). Pupils enjoy the wide range of creative sessions within these subjects. Various educational field trips are offered to pupils within other subjects in order for them to have new life experiences- museums, art galleries and cinemas. The residential provision also operates various arts and crafts activities as part of a 24 hour wrap around curriculum.

The school is committed to SMSC and operates various themed days throughout the year: e safety, Restart A Heart, RE, culture, PSHE and sports day. We have an assigned SMSC governor and a SMSC coordinator within the school that plans, supports staff in delivery and evaluates the school thematic days and

monitors the quality and impact of the Tutor programmes. This rigour enables the following: Students to develop their self-knowledge, self-esteem and self-confidence, distinguish right from wrong and to respect the civil and criminal law of England, accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Plans for future development are to embed arts at all levels (discussed in greater detail in question 4) within the school and raise the standards within this area in order to develop the whole child.

Question 2 – Following on from your answer above, please describe how and why Artsmark will contribute to your strategic school improvement plans?

(No more than 500 words)

Our School Improvement Plan outlines our goals for improvement and how and when these goals will be achieved to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning. In the current SIP, we have outlined the importance of arts within the new curriculum and the need to build links to other subjects to develop key skills, invest in resources, create partnerships and use the expertise of external organizations.

The Artsmark award will provide recognition within the school and make a positive contribution to school life in a long term way. Pupil will have opportunities to experience success where they might have felt they have 'failed' in other areas of the curriculum, it is one of the only subject areas which is not primarily based on the ability to read and write. By using the Artsmark award pupils can transfer the new learnt artistic skills to other areas of the curriculum making them more likely to re-engage and take calculated risks.

We recognise that although there are already strategies in place, there are often missed opportunities to promote culture and the love of art. In order to overcome this and maximise learning opportunities and experiences for all pupils a creative team has been devised- with a range of staff members with various skill sets from both the residential and school setting collaborating as one. This team will aim to raise the profile of the subject, change pupils/staff attitudes, incorporate arts and culture into every student's life and learning and raise pupil's aspirations. In achieving this we will introduce the joys of creating and performing to all pupils who may have previously never had these opportunities for various reasons. We hope that through gaining the Artsmark award we will develop a broad and balanced curriculum that is creatively driven giving pupils the opportunity to become creative individuals academically, socially and emotionally with a knowledge and understanding of cultures.

Question 3 – Referring to the self-assessment tool, in your view, what Artsmark level best characterises your school at the moment?

(No more than 500 words)

After completing the self-assessment tool we feel that holistically Oakfield School is currently working within aspects of the silver/gold criteria. In order for us to achieve the Artsmark we have collated a creative team to empower the staff to take responsibility for developing arts and culture within the school. The school currently has a curriculum team with one member of staff directly responsible for overseeing foundation subjects. There is a designated member of the governing body assigned to the arts curriculum, on a regular basis there is a standards meeting between the arts teacher and the governor to challenge and celebrate performance. The curriculum leader will closely monitor schemes of work to make sure the planning has elements of arts and culture through the core subjects. Pupils in key stage 4 have the opportunity to have an input into what they learn and how they learn it through subject choices and

regular council meetings.

Currently the school offers art to all pupils in key stage 3 for two sessions per week. Pupils have the option for an additional art lesson on a Friday afternoon. Key stage 4 pupils have the option to study art, photography or leisure and tourism at GCSE level. Pupils work is on display within classrooms and this celebrates their achievement within the subject. Pupils are able to talk enthusiastically about their lessons/residential activities, what they enjoyed and if they have learnt any new skills or developed an interest. The pupils get the opportunity to express their thought and feelings within the school/residential council. These meetings are recorded to provide evidence that the pupils have an input into what happens within the school and in the residential provision.

When the opportunity arises pupils experience arts and culture within the local community. In the past this has been at Leeds Royal Armouries, The Deep, Hull Young Parliament, Houses of Parliament in London, Ferens Art Gallery, Maritime Museum, Street Life Museum and Hands on History museum.

The school and residential provision has a clear commitment to continued CPD for all staff. Through the commitment to the Artsmark award we will be providing in-house and external support in developing staff knowledge, skills and understanding of high quality arts and cultural delivery. Staff have the opportunity to express which courses they would like to attend through supervision with their line managers once a term.

The residential team work alongside the school staff to increase opportunities for all the pupils to have access to arts and culture during after school clubs. All the staff on the residential have responsibility for developing the activities and trips on offer (overseen and monitored by a senior member of the childcare provision). The culture evenings are a great achievement within the residential. These planned events happen once a term and the school have currently got a culture day planned for the whole school raising awareness of cultures.

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

(No more than 500 words)

Looking towards the future we will firstly audit the current provisions, so we are aware of the strengths and areas of development within the school. Using this information we will consult with the creative team as to the key priorities. We will then share this information with the school council as pupil's voice is essential in implementing and achieving change at any level. We intend to devise a pupil questionnaire to explore which areas of arts and culture interest the pupils and how we can develop our curriculum and activities to meet the needs of the pupils.

They key action points will be for the a holistic approach towards arts and cultures and changing the ethos of the school to identify talents in the pupils that are not routed to core subjects but that are expressive in

their forms. We have a creative team ready to drive the planning out across the school and the residential provision. This planning will offer a diverse range of cultural and artist opportunities for the pupils which will help enrich their own development. We intend to create an action plan of how we will implement the change through the school. The planning will be delivered to the staffing team through training sessions and inset days. We plan to hold in-house training regarding art based skills for staff who feel they don't have the confidence to promote arts to the pupils. This should help raise the enthusiasm within the staff team which hopefully will diffuse amongst the pupils.

We plan to share good practice with our newly formed partnerships exploring the views of our critical friends to help us improve and develop our practice. We already have an extensive range of artistic equipment but we do need to develop our resources. This will be a continual development that will be reviewed by the creative team, although there would be a cost implication to this. We plan to create a library in an area of the school to help relax the pupils and engage their learning through exploring books and cultural references. We will also be creating an art gallery visible to all showcasing the artistic creations of our pupils. The displays in the classrooms and houses are good but in the corridors we intend to improve these and display more of the pupils work. In order to encourage pupil engagement we feel that inviting contemporary artists into the schools will gain the interest and enjoyment of the pupils. Developing partnerships with other provisions will enable us to provide and deliver high quality activities with a holistic approach to arts and culture.

Although we currently have a limited offer of arts and culture we hope that through the arts award we can extend what we offer as a provision and actively promote diversity and a life-long love for learning and enjoyment of arts and culture. This will be reflected in the school environment, ethos and shared language used by the school community to celebrate and promote our achievements in arts and culture.

Question 5 – What support will your school factor in to maximise chances of Artsmark success?

This might include, but need not be restricted to:

- overall funding for the arts in the school,
- investment in CPD,
- opportunities for whole school planning,
- utilisation of external expertise – technical or otherwise

(No more than 500 words)

To maximize the chances of Artsmark succeeding at Oakfield School the creative team is going to devise, implement and drive a 24 hour curriculum, centered on creativity and culture. Currently the school has partnerships with various organizations and schools, none that are specifically related to arts and culture education. The school will be forming partnerships with:-

- The Boulevard Centre
- The Arts council
- Breeze
- The Hull Music Service
- Hull Culture and leisure services

We hope this will provide opportunities for us to share good practice in relation to planning; resources skills and experiences utilising this expertise will increase what we can provide the student and empower the staff to gain confidence in the delivery of arts and culture with in the school.

Currently in the school the budgets for art per year are £1000 and photography £200. To implement all the

planned strategies we intend to increase the budget to help us achieve our goals. The schools SSLT have agreed to allocate a budget of £2,500 for arts and culture in the next financial year. This budget is to reviewed annually.

Through CPD we will have staff trained to moderate the Artsmark Award so that it can be delivered to KS3 pupils in preparation for GCSE in KS4. We will also be looking into courses which can train the staff on the delivery of therapeutic art and drama. This could help our pupils with expressing their emotions through creative means.

We hope to increase the number of offsite visits available to pupils of all ages, create a small library area for relaxed learning and exploring through reading and visual aids. Have an informal gallery showcasing the pupils work, hold coffee mornings for the pupil's parents to enjoy and experience our Artist creations. We also will be looking into the possibility of having a sensory room offering a "failure free" experience in a safe, stimulating and calming environment. We are planning on developing our cultural days and having art weeks. We also plan to invest in outside agencies relating to arts and culture therefore enabling us to create more memorable authentic opportunities offering real world challenges for the all the pupils.

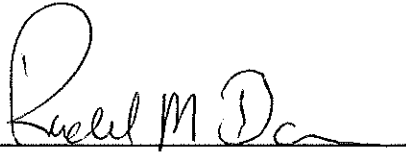
We plan to include all staff and pupils with the planning through whole school discussion sessions, inset days, residential activity planning meetings and pupil council meetings both in school and on the residential creating an opportunity for whole school planning that caters for pupils with different abilities and learning styles. Through the expertise of our Creative team we will be reviewing the planning for the whole school including the activities provided by the residential to explore the endless opportunities finding ways to bring children to the heart of the collaboration and get them planning alongside the staff, confidently maximizing our chance of the whole school succeeding in the Artsmark Award.

Question 6 – Artsmark will help create a network of like-minded schools. In what areas does your school already have strength in the arts and how do you know this? What areas of expertise will you share with other schools in the Artsmark family?
(No more than 500 words)

As a School our strength is developing pupil's social and emotional skills through individually tailored behaviour and education plans. This enables the pupils to become resilient and willing to partake in activities outside of their comfort zones. This is achieved by taking time to invest in the pupils, encouraging pupils to manage their own behaviour in a variety of settings. The school offers some fantastic after school clubs including music and art. We also hold cultural evenings allowing pupils to explore other cultures, games, beliefs and food. This is evidenced within the residential planning. Within the school we offer some fantastic creative art and technology lessons and the displays in the classrooms are bold, bright and appealing to the eye. We ensure the lessons are matched to the ability of the pupils so they are able to achieve and also be challenged. As of 2014/15, we offered art and photography at GCSE level although the uptake was low 100% of the pupils who were entered, passed.

Although we currently don't have a lot to offer within the Artsmark community we are aiming to vastly improve the range of arts and culture experiences we offer to our pupils thus gaining new strengths from our newly gained partnerships and critical friends. We hope that by joining with like-minded schools and organisations, sharing strengths and engaging the pupils with their creative and cultural sides will enable them to express emotions in a different form, improve their learning experiences and make the pupils and staff feel honored to be part of a school with arts and culture at its heart.

Signed by Headteacher



Date: 14/12/15

Signed by Chair of Governors



Date: 14/12/15