



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Case Study

Name of School/Education setting	Oakfield School
DfE number (seven digits)	810 / 7007
Date completed	14/7/2017

When you feel that you have achieved the aims you outlined in your Statement of Commitment, we ask you to complete a Case Study that reflects back on the impact of these goals and objectives and the developmental experience. The Artsmark Case Study should reflect on the journey since submission of the Statement of Commitment and evidence and evaluate the impact Artsmark has had over time.

Please complete all five questions with no more than 500 words and include your school name and DfE number at the top.

Question 1 – Reflecting back on your Statement of Commitment, your School Improvement Plan (SIP) and any associated reflections the school has made on SIP progress, how does your actual journey compare to the one you envisaged when you began?

No more than 500 words

Oakfield School is a residential provision for secondary age pupils who have emotional, social and mental health difficulties. The school previously offered 'Art' as a standalone subject and the schools primarily focus was Maths and English.

Our statement of commitment expressed the importance of promoting arts across both the school and residential provision alike. Embedding 'Art' into the school's ethos and philosophy was one of the central aims when embarking on our journey. I am a firm believer that by promoting art and providing pupils the opportunity to experience art, pupils will develop their self-knowledge, self-esteem and self-confidence, initiative and understanding and how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. It is the school's duty of care to provide pupils the opportunities to experience success where they might have felt they have 'failed' in other areas of the curriculum, pupils can then transfer these new learnt artistic skills to other areas of the curriculum making them more likely to re-engage and take calculated risks.

The SIP outlined the goals we aimed to achieve by the end of the 'Arts Mark' journey, many of the success criteria outlined in the SIP was achieved and in many instances the school progressed further. For example, we have built links to other subjects to develop key skills, investing in resources, created partnerships, using the expertise of external organisations for the smooth running of our art themed days and inviting contemporary artists into the school will have gained the interest and enjoyment of the pupils.

I am thrilled by how much the whole staff team have 'bought into' the promotion of arts and culture and as a result they have seen the benefits it has had on the development of pupil's academic, social and emotional progress. This is evidenced in the pupil's accreditations but also in the Pupils Attitudes to Self and School. The evidence of the staff 'buy in' can be seen in the number of art and culture proposals put forward to SSLT ranging from offsite visits, the building of an offsite classroom, music club, drama club, Minecraft project involving hema beads, environmental art projects, mosaics, weeping window made from poppies etc.

I believe that the school has exceeded beyond all expectations in relation to the initial vision of where the school hoped they would be at the end of the two-year journey. I do believe that this journey is not over and now arts is integrated across the school and residential we can go much further as we work towards the 'wow' factor.

Question 2 – Where there have been differences from your original plans how would you account for them?

No more than 500 words

Although we set out a very clear plan in our statement of commitment, along the journey there has been changes and alterations along the way.

Originally we had a large creative team who would be overseeing the project, and be the driving force to gaining the award, what we found was that there was too many 'chiefs' and as a result the team was streamlined to myself as a SLT member responsible for whole school curriculum and a residential manager. This enabled myself and Ellie to be very focused towards the end goals and be able to give quick decisions regarding proposed projects.

Although we originally planned to developed the range of arts experience for the pupils it advanced much further with experiences of national significance such as visiting the west end in London to see the show 'Stomp', National Science Museum and visiting 'Yorkshire Sculpture Park'. This was a major success for Oakfield, as many of the pupils at Oakfield come from disadvantaged backgrounds and many have never let the city before and by offering such trips they found a new love for the 'arts'.

We offered dance as part of our first art day as indicated we would do so on our statement of commitment. Due to the nature of the needs of the pupils they found it 'difficult' and 'embarrassing' to access in front of their class peers. As an alternative we offered dance as a residential activity on an evening so those who wish to participate could do without the fear of being judged.

We originally planned on having an art gallery in the school to display pupils work. This is still something that we will be doing in the future but at present time we have not completed this part of our plan due to focusing on embedding art and culture into the school. I envisage with the ethos and enthusiasm we have the pupils Art work will be of a high level and exhibiting the work in the future will be more beneficial.

Question 3 – If there have been tangible changes as a result of Artsmark, how would you summarise them in relation to pupils, staff, parents and the wider community?

No more than 500 words

Pre-Artmark the school only offered GCSE Art and Design. We now offer Discover, Explore and Bronze award in Key stage 3. 51% of the key stage 3 cohort have now achieved the Discover award, 39% have submitted their portfolio and awaiting accreditation for the explore award and 60% of Key Stage 4 (Year 10) have achieved 'Explore'. We currently have 4 staff trained in moderating the arts award.

The pupils worked on the 'Made in Oakfield' project, in partnership with City of Culture, architect Matthew Springett and educator Fiona MacDonald. It was a twelve-week design project and a one week building a satellite classroom based at the local allotment. Key features are a wall that can be opened in the summer months, as well as a special lookout tower so they could admire the rest of the allotment from a height. The outdoor space is used regularly as part of the 24-hour curriculum.

Pupils Attitude to Self and School has been a significant measure of the Artmarks impact. We implemented a tracking system after my attendance of the initial Artsmark training. The data is shared with staff. As the data is collected is termly we can see the positive impact of arts and culture curriculum.

Whole school culture days are now delivered. The latest focus was 'City of Culture'. The pupils recreated the 'Weeping Window', decorated model planes piloted by Amy Johnson. Local artist, Nick Coupland, joined us. Re-creating his style, the pupils drew their favourite Hull building The project was called "The Children's Hull". Using our link with the No Limits project in Hull for the City of Culture we invited other schools participate. This was successful and we are currently putting the final design together with the artist.

As of a community project the pupils are holding a farmer's market at Oakfield. They will be making produce to sell in the community. We are inviting local suppliers to participate incorporating the wider community.

The school is using a web based sharing platform, "Digitull". Pupil's environment art, created at Spurn Point is uploaded. One pupil has won an ambassador award for her creation.

We have expanded our sensory room in the Emotional Literacy Department. This is decorated with special lighting, music and artefacts. There is a substantial amount of pupils in the school who are timetabled sessions with the Emotional wellbeing team and access the sensory room.

We have established a music room, resourced with guitars, drums, piano and percussion instruments. This is accessed by pupils as part of the school curriculum or as a residential activity. This resource is an extension to the school's creative arts curriculum.

Oakfield is committed to staff training. All staff were introduced to Artsmark and how Oakfield was getting involved. Workshops demonstrated how it is integrated across the curriculum and residential activities. This particularly benefited those staff members who felt they didn't have the confidence to promote arts to the pupils. We have also sought external support in our training programme.

Question 4 – How can you further demonstrate the 7 Quality Principles?

- **Striving for excellence and innovation**
- **Being authentic**
- **Being exciting, inspiring and engaging**
- **Ensuring a positive and inclusive experience**
- **Actively involving children and young people**
- **Enabling personal progression**
- **Developing belonging and ownership**

No more than 500 words

Oakfield always strives for excellence and believes no pupil should be left behind. Generally, the pupils at Oakfield are working below age relating expectation and have deemed to be 'failing' academically, by encouraging pupils to participate in the arts, pupils have celebrated success. This new exciting ethos around the arts has inspired and engaged these hard to reach pupils.

Pupils have taken an active role in driving the journey forward and they have been consulted throughout. Pupil voice is an important aspect of any school and I facilitate this meeting on a half termly basis. During these meeting pupils offer suggestions for future art and culture activities/experiences they wish to participate in. By having pupil voice as an integral part of the process it allows pupils to have a greater sense of ownership over their work and activities. An example of this is when the school organised for a local rapper (Cheidu Orkara) to put on a performance at the school at the request of the pupils.

Oakfield acknowledge the positive impact showcasing pupils work can have but due to the nature of the school and pupils, it was deemed that holding a showcasing event for parents/carers would not be the most suitable (physical intervention of pupils if/when parents don't turn up). Rather than let this deter us we 'thought outside the box' and held an Oakfield got talent events for staff and pupils. This is an opportunity for pupils to showcase their creative side in a positive non-judgemental environment

Providing a positive and inclusive environment is central to the aims of this specialist provision. All lessons and activities are differentiated so all pupils can access them an example of this would be during the art day in June 2017 when we had a visually impaired pupils access the spray painting activity via the planning of their work with an external artist and then using stencils on coloured card so they could access the activity.

At Oakfield we have a SMSC coordinator that plans, supports staff in delivery and evaluates the school thematic days and monitors the quality and impact of the Tutor programmes. We also have a governor who takes responsibility for SMSC. The thematic days we have run over the two years are: Arts, Culture, Prison me no way, 7 wonders of the world, E safety, Religion from around the world. These theme days are evidenced on the display board upon entry into the school and are updated regularly. The display board celebrate pupil's achievements. The SMSC coordinator on a half termly basis consults with the pupils and staff about the success and areas of development.

Question 5 – Has the Artsmark/Arts Award influenced any change for the better at a whole school level such as for example change in policy, establishing new partnerships, reviewing pedagogy?

No more than 500 words

The arts mark and arts award has now been fully embedded into the culture of both staff and pupils alike at Oakfield school. The school promotes the arts in a whole school thematic approach and this is evident in many different ways from the positive experiences they have had since our journey began (theme days, planned residential culture nights, lesson activities) to the tangible Art accreditations the pupils have achieved.

The staff and pupils talk positively about the 'arts' and the impact it has on the school as a whole. Upon entry into the school 'art' is displayed all around from the weeping window made from poppies, to the models made during craft club to the display board celebrating art achievements.

Due to the positive impact and high levels of engagement during the ArtsAward accreditation, the school is now offering Drama as a GCSE option for the 2017/18 academic year in addition to the other creative GCSE's previously offered. This will hopefully allow pupils to access a new subject the school has previously not offered pupils that will allow their creativity side to flourish. The Arts award accreditation will continue to be delivered throughout Key Stage 3 and year 10 pupils.

The schools SLT allocated an additional £2,5000 to the 'Arts' per year during the arts mark journey, following the submission of this case study the SLT have acknowledged the positive impact this money has made in terms of allowing activities and resources to be used. The SLT have committed to the money being allocated for the following years, although this project is coming to an end our journey has only just started.

The school has operated/ran two themed arts days which have proved to be a great success. These art days have helped to create new partnerships with diverse artist from the local area. One partnership is with a local rapper who appeared at Radio 1 Big weekend in Hull called 'Cheidu Oraka' - who explained to his upbringing, love of the arts and performed for the pupils. He has expressed an interest in making his visit an annual event. Another partnership is with the company 'Modes of Expression' who have run two spray painting activities on each of the themed days. The school still hopes to further develop partnerships but due to the vulnerable nature of the pupils at Oakfield this has to be carefully implemented.

All teachers take responsibility for developing arts and culture with the school and we now have a governor assigned to oversee the arts, culture and SMSC. This critical friend has proved extremely useful in evaluating what the school currently does and providing suggestions on how it can be further developed. The status of the school's journey towards arts award status is discussed on a termly basis at the governor's curriculum meeting.

Please note: no hyperlinks, pictures, additional evidence documents or appendices can be considered when levelling your submission.

Please return this form via email to artsmark@artscouncil.org.uk

Alternatively it can be posted to:

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