



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Artsmark Case Study

Artsmark is a journey and Arts Council England seek evidence of impacts which reflect that developmental process. At the end of a cycle of Artsmark work and when your school seeks to renew its commitment to the programme, we ask you to complete a final Case Study as a means of reflecting on your experience and adding to the Artsmark repository of school stories.

Name of school/ educational setting	Hemingford Grey Primary School
DfE number (seven digits)	873/ 2211
Date	July 17

Dear Leah Robertson,

Thank you for your submissions to Artsmark.

Your Statement of Commitment and Case Study have been reviewed by our Levelling Panel and we are delighted to inform you that Hemingford Grey Primary School has been awarded an Artsmark Silver Award. Congratulations!

The panel has made the following comment about your submissions:

It was clear that the arts were already valued by the school and Artsmark was seen as a catalyst for establishing greater levels of skill and confidence among teachers. This has met with initial success. The range of opportunities on offer were good; the strength of the school's partnership with Cambridgeshire Music was clearly evident.

As the school continues to make progress it will be especially useful to hear more about the kinds of impacts and effects this work has on learners. The early observations about improved resilience are very interesting. It will also be useful to understand better the nature of the changes to teacher skills and strategies.

As a Silver Artsmark school Arts Council England celebrates your commitment to arts and cultural education and the opportunities emerging across your provision. Your children and young people are offered equal opportunity to participate in a diverse range of arts and cultural experiences and you recognise the importance of development opportunities for your staff in these areas. You understand the value of working with arts and cultural organisations and are developing partnerships to enhance your provision. Your children and young people have an opportunity to develop their knowledge, skills and understanding of arts and culture and you are working to build on the foundations of your provision.

Your award is valid for two years and will expire on 13 October 2019. Artsmark is a forward thinking and ongoing journey that evidences developments to arts and culture over time, therefore we recommend that you re-register soon and start planning for your next Artsmark journey, setting new stretching objectives and furthering your ambitions for arts and culture.

Once again, congratulations on your Artsmark Silver Award.

With warm wishes

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?

Reflecting back on our Statement of Commitment, it is clear that many aspects of our work have become more valuable and effective than we originally expected.

Firstly, we planned to continue to develop provision in our learning zones through regularly meeting as a creative team and monitoring the arts within each phase. Through working as a team we have been able to map out and update the school's artistic plans relevant to each phase. We have also mapped out the different mediums used across the school and ensured that each phase is using a variety of the core skills such as sketching, painting, charcoal and clay. In addition, as a team we have collected a number of high quality pieces of art from all classes. We have compiled a portfolio of good examples and shared it with staff and as a result of this we now have a benchmark which helps to remind and show new staff of the high quality of art provision that we deliver in school. Art continues to be regarded as a core subject at our school.

Through working with Cambridgeshire music's 'Sing for your schools' project, we have been able to benefit in more ways than we ever envisaged. We have had two whole school assemblies where professional opera singers have involved pupils in their productions. One session told the whole story of 'Romeo and Juliet' through acting and operatic singing. Moreover, through the project, the choir has been able to have a workshop from a singing teacher and be part of two large concerts where the choir have had to learn a number of challenging musical pieces. Year 5 were given a specification for a school song, and created their own lyrics and melody before uploading their creation to the Cambridgeshire music website. KS1 and Foundation stage have also been able to benefit from additional sessions. As a result of our partnership, the children have been inspired by hearing professional musicians, have had the opportunity to create and perform their own piece and have benefited from being involved in both concerts and workshops. Because of the success of MX in lower KS2, we are now expanding this music scheme to Y5 starting this September. The variety of role models the children have experienced has made them less shy and self-conscious to sing and perform.

One of our biggest successes, whilst being on our arts mark journey is our effort and commitment to an arts CPD programme. We began by planning an arts day at the Wysing centre for all teachers. This centre delivers training from a range of artists and is a hub for artists in residence to create. This was a great opportunity for teachers to experience art from the point of view of a child, to deepen our understanding of the teaching of art and the learning to be gained from it as well as observing artists at work. The lead teacher for art at the school has trained both teachers and teaching assistants in a review of the school's approach to teaching painting and sketching which promotes high levels of confidence in the adults and consistent approaches which are embedded across the school.

We have begun collaborative work with other schools; as a result of an art

<p>focussed visit to our school, one school has now set up a programme of art teaching following our model. This collaboration is an area which we will pursue in the forthcoming year.</p>
<p>Question 2 – Where there have been differences from your original plans how would you account for them?</p>
<p>The actual plan did not differ hugely from the original plan. However, some aspects of the plan played a bigger role than we at first envisaged whilst others, played a smaller role due to the difficulty of following through with the action point. It is important to note as well though, that some ideas and action plans evolved over time as a result of a lot of discussion within the creative team.</p> <p>Firstly, as mentioned previously, the partnership with Cambridgeshire music has been a huge success and enabled both staff and pupils to have varied experiences and opportunities throughout the year. Similarly, the consistent CPD across the year with all adults being involved in training and been exposed to high quality ideas, staff feel more confident about their own knowledge, as well as knowing where and who to turn to when they are unsure. These were two aims and plans where the actual and original plans were similar.</p> <p>On the other hand, forging links with artistic organisations and other schools has been more difficult. Whilst we have set up a link with the Wysing centre and had different artists in throughout the year to work with different children, this is an area which we need to continue to focus on and constantly look outwards to what we can get involved in and who we can work with. This has led us to look to forging a musical partnership with a local school in the coming year.</p> <p>As a result of regular discussions as a creative team, an idea about an outdoor free flowing art zone during playtime was raised. This has been set up for a term now and it is clear that it has made a huge difference towards many pupils. Certainly, it has played a role in breaking down social and emotional barriers. This was not on the original plan but came as a result of discussion of ensuring that art is inclusive.</p> <p>It would have been impossible to plan the exact journey that the artsmark would take. One thing is clear and most important of all, the artsmark has made us constantly reflective and in the process has made our action points much clearer for the future.</p>
<p>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)</p>
<p>Undoubtedly, pupils have been able to benefit in a number of different ways. Firstly, they have had more opportunities to see real professional musicians perform as part of assemblies and workshops. This has helped inspire children to want to sing in the choir, and in some cases, has given children a flavour of music genre such as opera which they might not have heard or seen before. For children in Y5, they have been taught and practised the different steps to creating a song such as lyric writing, choosing a melody on top of chords as well as deciding on a structure. The song was then uploaded online where schools across the county could listen to other KS2 classes. Again, as a result of our partnership with Cambridgeshire music, thanks to the Artsmark, we have had greater opportunities to perform. The choir has been on two additional trips through the partnership, both of which were of a high calibre musically.</p> <p>As a result of the strong CPD which has been invested in and put as a focus area on our School Improvement plan, pupils have benefitted from all the teachers and teaching assistants having time to learn or recap the core skills involved in art. Art has certainly been a key focus and teacher confidence, as a result of more discussions and</p>

training has increased. Through being part of the Artsmark, we have collected an art portfolio of high quality art. This promotes inspirational ideas for teachers and sets a standard for art going forward.

Parents have been able to come to a number of art events throughout the year. KS2 put on an ambitious musical of the 'Lion King' supported by Cambridgeshire music through the teaching of drumming. Many parents commented that this was the best production that they have seen at the school! Parents have also been welcomed into school in KS1 to learn about basic art skills and in KS2 to explore design structures for bridges as part of their theme. Parents were taught by pupils on different skilled stations and in KS1 each classroom had its own nocturnal animal exhibition!

As part of the Artsmark, we have worked hard to take a more active part in the local community. As a choir, we visited the local care home and we hope to make this a tradition going forward. We have many visitors from other schools and Cambridge university teacher training who focus on looking at our creative approach to learning through our learning zones. Many people are interested in our learning zones, the amount of high standard of independent learning as well as the creative approach to both learning and presenting work. Through our work with the local gardening society, we are going to take part in the village open garden scheme next year where members of the public can visit our school gardens and allotments whilst at the same time, listening to our choir and visiting our art exhibition.

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

We have demonstrated the 7 quality principles in a variety of ways. Firstly, we are committed to ensuring that children are inspired, excited and engaged by immersing them in a rich curriculum of arts. We have continued to do this by planning CPD for staff to renew their own skills as well as providing children with a range of learning experiences that involve the arts. For example, this year children have had the chance to learn bhangra dancing, listen to authors reflecting about different cultures and have been inspired by a culture different to their own. As well as this, children have been actively involved in producing their own films to enter into a festival which has enhanced their creativity in ICT and the arts.

Children have also given feedback about how much they have enjoyed the range of activities they have been involved in this year. Inclusivity is inherent in the fabric of our school. An example of how we do this through the arts can be demonstrated by the opening of our new art area. Children are able to sketch during lunchtimes when they are looking for an alternative way to relax. This has been a success because children across the school who would normally not come into contact with each other are now forming friendships and bonds over art. In addition to this, after our staff CPD sessions, children have now been given more ownership over their work and have been taught to critique and feedback on their own and their peers work. This has developed their empathy and has helped with the progression of their art skills.

With the development of the learning zones over the year, children have now become more resilient when tackling a task involving the arts. As one of our school

targets was to develop children's independence skills, the Artsmark has allowed us to find ways to motivate children to be independent and resilient in a tricky situation. We have actively involved children in the school productions this year. Children have designed their own costumes, chosen the themes of the shows as well as writing scripts and narrations for the productions. This has given the children a real sense of ownership over their performances which in turn, engaged and motivated them to take part and do the best they could.

The creative team have worked incredibly hard to ensure that the arts are embedded throughout the curriculum and that the children are receiving an array of learning experiences to engage, motivate and inspire them into becoming confident young people. To us, the arts are a key part of our daily learning; we believe that it is one of the foundations of children's learning and we are committed to continuing this when looking forward.

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?

The arts mark has inspired us to give children more opportunities to experience the richness of the arts. At a whole school level, through the focus on the arts, we have reviewed and revisited our core art skills. All staff have been able to benefit from a strong emphasis on CPD. Through our programme and focus on CPD, we have been able to make new links, for example with the Wysing centre. Moreover, we have sought to review pedagogy through looking at successful examples of art teaching throughout the year. As a whole school, children have created and then sold high quality art at both the Christmas fayre and the summer farmer's market. This has meant that both parents and members of the community have been able to share and celebrate in our successes.

Through building our partnership with Cambridgeshire schools alongside the Artsmark, all children have been able to meet professional artists, musicians and benefit from meeting diverse artists during 'Unity in the community' week. Groups of children in choir, children who learn instruments and different phases have also been able to benefit from lessons and additional workshops. Furthermore, through our partnership, teachers and children have been able to benefit from added input into our KS2 production. Artsmark has helped us focus on our next steps; through constantly reflecting along our Artsmark journey, we have sought to become more outwards to the community. This meant that, for the first time, we organised a choir trip to the local care home where children said that it "felt good" to do.

Again, through being part of the Artsmark we have sought to make art inclusive for everyone. We have now created an outdoor art area with picnic benches, umbrellas and the appropriate resources to allow children to draw pictures linked to the visual and often physical stimuli set out.

Through focussing on the arts, teacher confidence has certainly increased. House music was a real success and this was a result of teachers thinking carefully about the song, using the talents of various pupils and feeling confident to take a risk and to sing not just in parts but in harmony.

With our big focus on the arts, we have ensured that there is high quality specialist provision in lower KS2. This has been monitored throughout the year, and now as we are keen for the children to have clear progression, now we have invested into further provision for Y5 also, next year.

As a creative team, it has given us both a clear structure and goals right from the beginning. Moving forward, we still have a clear vision in place. We are keen to find meaningful partnerships and want to further reach out into the community. Our first step

is creating a musical partnership within our local cluster, so that we can share ideas for whole school singing and also for choir.

Please return your completed Case Study to artsmark@artscouncil.org.uk