

Statement of Commitment

Establishment Details

Name: The Long Eaton School

DfE Number: 8304052

Bridge: The Mighty Creatives

Bridge details: <http://www.themightycreatives.com/Pages/Category/the-whole-bridge>

Context

Describe the context of your school or education setting (for example your phase of education, establishment type, location, number on roll and so on).

The Long Eaton School is a secondary academy in Derbyshire, also bordering Nottinghamshire and Leicestershire; a small proportion of our students attend from these neighbouring counties. We have operated under new leadership since January 2020 and joined the Archway Learning Trust in February 2021. Since September, new policies and practices have initiated a process of positive change.

There are 1052 students on roll from 11 to 18. We have higher than national average rates of students eligible for free school meals (23.4%) and pupil premium (31%). Long Eaton has higher than average levels of residents with either no, or low qualifications, and of people who are unemployed. Aspirations of students are low; addressing this is a key focus for the school moving forward. We have low rates of students for whom English is an additional language (2.6%) as the local area is much less ethnically diverse than national average.

Question 1

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

Underpinning the vision of The Long Eaton School is a belief in the power of education to transform lives, commitment to ensuring that all students excel academically, can positively contribute to their community and are supported in their wider well-being. The core values of the school are respect, ambition, academic excellence and community.

All students at KS3 study art, drama and music through a diverse, well sequenced and planned curriculum which focuses on the acquisition of skills and knowledge over time, and is delivered by specialist staff. These subjects are also offered at KS4 and 5 through GCSEs, A levels and BTECs. The curriculum includes links to other subject areas, such as history and geography. Creativity and personal expression are encouraged in lessons through creating safe and supportive learning environments.

Results in the arts are very good; early indications are that results this year will also be strong with a positive progress 8 score across most subjects. Staff are confident in using data to identify gaps in learning and track the progress of key groups of students, and provide timely intervention to address these. We have started to provide arts specific careers information through the curriculum and in whole school settings, for example through assemblies.

This year staff have had regular CPL (continuing professional learning) opportunities with a focus on quality first

teaching. The Arts Department have engaged with specialist CPL around the use of oracy and are training to become Arts Award Advisers. Members of the arts team are also acting as mentors for trainee teachers this year and have engaged with mentor training.

Throughout the pandemic, the arts team pioneered the use of Microsoft Teams to set up a full range of engaging resources, lessons and teaching live online. We also created a "covid friendly" curriculum for use in the classroom and for students working from home which enabled the continual development of vital skills. We maintained provision of instrumental lessons and recorded whole school showcase events.

The arts play a vital role in supporting the development and well-being of students. We provide opportunities in the curriculum and in extra-curricular settings. This includes a range of activities that are delivered by specialist teachers, such as school productions, clubs, instrumental groups and tuition. Students comment that they develop a sense of belonging through participation and form supportive relationships with students from different year groups. Students with wider pastoral issues have an outlet for their creativity and develop coping strategies for other issues they may be facing. Students attend arts trips and perform and showcase work, celebrate success and develop self-confidence. Students in higher year groups act as leaders and often as informal mentors to younger students.

The Arts Department is outward facing and engages with the local community. We invite feeder primary schools to attend performances, and work with local care homes and supermarkets to perform to the wider community. Arts transition activities are offered to year 6 students in preparation for year 7.

Question 2

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

The aims of the Artsmark award are aligned to the priorities outlined in our academy five year improvement plan (AIP).

At the heart of the AIP is quality first teaching and CPL for staff. We have reviewed curriculum sequencing to ensure consistency in our schemes of work. Artsmark will support us to review our curriculum, lesson planning and homework to ensure we are striving to be ambitious, inspirational and including opportunities to improve the aspirations of our students. We are looking forward to seeking more involvement from our students in this area. There are regular CPL opportunities provided by the Archway Learning Trust and we seek CPL that is more specific to our subjects.

Raising aspirations is a focus for the school using careers education strategies and online platforms. Engaging with Artsmark will enable us to focus on improving the careers guidance that is available around the arts, which in turn will help to raise the aspirations of our students therefore also improving their life chances. In addition, it is the goal that this will help to highlight arts careers as genuine choices and therefore improve the involvement of students and uptake of arts subjects beyond KS3. Engaging with external arts organisations will also have a positive impact on these areas. As a department, we are already engaging with Arts Award training and have schemes of work in place to potentially deliver this to whole year groups at KS3. Through delivering Arts Award, plus developing our instrumental and vocal tuition, and exploring the possibility of running Lamda exams, we will be providing additional accreditation opportunities for our students which again will have a significantly positive impact on improving their life chances and aspirations.

The Arts Department contributes significantly towards creating a positive school environment; another key focus of the academy improvement plan. As a school we are aspiring to use Artsmark to contribute to student engagement and well-being. Through reviewing our current offer with the help of our students, we will be in a position to offer activities that are more clearly linked to the needs of our students, as well as providing

opportunities for leadership and personal progression.

In recent years, our intake in years seven and twelve has been below the capacity for each year group. This was not the case this September and initial indications are similar for next September. The AIP includes clear aims linked to enrolment numbers in year seven. It is the hope that through Artsmark we will develop much stronger links with our feeder primary schools and also within the wider community. This in turn will have a positive impact on numbers of students joining us in year seven, improve the knowledge and skills in the arts that are taught at our feeder primary schools, and improve transition for those students that may struggle to make the leap from primary school up to secondary.

Question 3

Looking at the Artsmark Award criteria, where does your setting currently have strengths and where would you like to develop?

The Artsmark self-assessment framework has highlighted several areas we consider as key strengths.

Over the past few years the timetable for arts subjects has changed considerably. From September 2022 students at KS3 will be receiving an hour per week each of art, drama and music, taught by subject specialists. We offer all of these arts subjects at KS4 and 5; we also offer Photography A level alongside this. Already, the Artsmark has had a positive impact with SLT and heads of department; they are more aware of the current role of the arts within the school, and there are early indications that SLT have a much better appreciation of the arts value and impact.

The curriculum was reviewed and fully sequenced in September. Schemes of work are well written to show an increase in knowledge, skills and understanding across all key stages, exploiting opportunities to link to other areas of the curriculum, such as history or English. The revised curriculum includes new schemes of work in each arts subject that provides opportunities for students at KS3 to complete Arts Award. The Arts Department will be completing Arts Award Advisor training. We received highly positive feedback from a recent Ofsted deep dive regarding curriculum planning and sequencing in music.

Extra-curricular provision is inclusive and wide ranging, and provides regular opportunities for students to showcase their work, to see live performances and engage with professional art work. As a team we have sought innovative ways to maintain these opportunities during the pandemic.

There are some key areas for development that have been identified. The arts are currently not mentioned in the AIP, nor is Artsmark explicitly mentioned in our faculty improvement plan (FIP); this is also the case with the PSED evidence. Currently, the arts are not considered to be the responsibility of the whole school; Artsmark will most certainly help us to improve this.

We do not measure the impact of the arts other than through data based around KS4 and 5 results. We need to embed and regularly use a variety of different methods of measuring impact in order to track changes that we are implementing. We currently have a large number of students involved in the arts department, but these are not in any kind of leadership capacity and we also do not provide a platform for students to voice ideas in a productive manner. We would be looking to set up a student leadership group so that students are fully involved in the development of both the curriculum and wider extra-curricular offer.

We provide students with opportunities to engage with external organisations, but only as trips. We do not currently have working partnerships with any outside organisations. Being positioned equidistant between Nottingham and Derby, currently on the long list for the City of Culture 2025, there are a number of organisations that we could work alongside and will be looking to establish partnerships soon so that these relationships have

time to develop throughout our Artsmark journey.

Question 4

What are the goals and ambitions for your Artsmark journey and what steps will you take to achieve these?

Completing the Artsmark self-evaluation has identified certain goals to achieve over the next two years.

We will promote arts and cultural industries as genuine career choices to improve the uptake of arts subjects, attitudes towards these as valid life choices, and help students in their steps towards careers in this industry. We will do this through assemblies and "arts career of the month". We will engage with arts industry days and explore running our own for other schools. We will include more careers information within our curriculum. For staff engaged with careers advice, we will provide CPL to improve guidance given to students interested in careers in the arts. We will engage with the Unifrog careers platform, identifying relevant resources for students. We will explore opportunities for work experience in the arts from local organisations and target student recruitment onto suitable courses.

We will develop partnerships with arts and cultural organisations in the local area and work more closely with the local music hub. By delivering projects through these organisations we will involve industry professionals to inspire and engage students. We will explore CPL opportunities to improve our subject specific knowledge and skills, including completing Arts Award training up to silver award level. We will deliver arts award at KS3, and explore opportunities to expand.

Initially, we will carry out surveys for staff, students and parents to measure attitudes towards the arts, taking feedback into account and enabling us to measure the impact of changes and developments that are implemented. We will implement tracking processes to include student, staff and parent voice, plus a range of quantitative and qualitative data, such as uptake of courses and involvement in extra-curricular activities.

We will provide CPL to staff around Artsmark, highlighting whole school responsibility and providing updates regarding progress. We will train support staff on the delivery of Arts Award to offer it as part of year 7 enrichment. We will continue to work with our link SLT member, wider SLT, and form links with members of the AAB (governors) to involve stakeholders at the highest levels of school infrastructure. We will ensure that the arts feature in the AIP, review evidence in the PSED, and make links to Artsmark more explicit in the FIP.

We will establish a student group to develop leadership roles, helping shape and develop curriculum and extra-curricular provision. We will engage this group in delivering CPL, student voice, information sharing, and deliver some provision, particularly around primary schools. We will forge deeper links with primary schools to explore and develop their arts curriculum. We will collaborate with other schools around curriculum design and provision.

Engaging students in reviewing and planning our range of offer will help us to identify a range of new opportunities. We will review activities, exploring regularity of events, forging links to partner organisations and ensuring all students have access to high quality, inspiring and engaging provision. We will explore current calendared events to ensure regular and well-planned opportunities to showcase work.

Question 5

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

In order to achieve our goals we will need the full support of SLT, the AAB and all staff within the school. This will

include engaging with CPL, staff briefings and exploring their own practices and attitudes towards the arts to identify areas for improvement. We will need an increase in staff engagement in running and attending showcase events and trips. Arts subjects should continue to be offered at KS4 and 5 with a commitment to running the courses if uptake is at least in line with national averages.

We will all need to be committed to meeting the goals and ambitions that we have identified. It is vital that every member of the arts team has input into the process and shares additional workload. We will work with the strengths of the team and support each other in specific tasks.

Support will be needed from the trust Arts Enrichment Lead throughout our Artsmark journey, for example general guidance and in specific circumstances, such as forming links with outside organisations. There may be additional funding needs that could be met through applying for grants. This is an area that the Arts Enrichment Lead will be able to help with. There may be additional resources required, specifically for certain projects such as working with the primary schools, or on student led projects. If possible, there should be a budget set aside for this however grants will be sought where possible.

As a team, we will need protected time as part of the CPL calendar to meet regularly, to review progress and make key decisions about implementation. There should be some recognition that work towards Artsmark is in addition to normal workload and centrally provided CPL. In order to develop deeper links with primary schools and the wider community, we will need time to visit these schools. This could be accommodated by protecting any additional free lessons that the team have on top of PPA. If possible, these lessons should be towards the end of the school day or in double lessons as this would minimise the need for cover. There may be occasions when additional free time is needed, for example when completing specific projects; any cover requests for such events should be accommodated unless in extreme circumstances. We will endeavour to ensure that the team consult the school calendar and office manager to avoid times when planned cover is already high.

A review of current facilities within the Arts Department should be carried out in order to identify anything that is not fit for purpose. Issues will be communicated to the relevant department to identify solutions. In situations where specific technical or admin support is required, this will be communicated to the academy manager to attempt to staff these centrally.

Question 6

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?

We will know we have achieved our goals and ambitions when the arts are fully embedded into the schools ethos and culture. Success will be shown through the improved attitude and awareness of the arts, which will be evident through the ability of students to confidently talk about arts subjects and share their enjoyment for learning with their families and the wider school community. Formal evidence will be gained through the results of student, parent and staff voice. This will also be used to measure the impact of the arts on student wellbeing and the development of transferable and employability skills.

There will be improved uptake of arts subjects at KS4 and 5 plus higher numbers of students involved in the arts outside of the classroom. Students will have a greater awareness of the range of careers available in the arts industry and there may be an increase in the number that go on to explore these on completion of their time at the school. Through examining data, we should see an improvement in attainment, particularly at KS3, as the impact of our work with the primary schools comes to fruition.

Students will be more engaged with the arts generally and will hold a variety of leadership roles, particularly leading some projects themselves. The curriculum will have developed to take into account the feedback from

students. Our range of offer will be broader and more closely in line with the needs of students. There will be good attendance across the school community at regular showcase events. We will have formed links with outside organisations and will be working with them to develop strong relationships.

Records will be maintained to keep track of all actions taken towards meeting our goals. Such as lists of students involved in activities, minutes of meetings and records of any interactions with outside organisations. Where we have lists of students, we will examine these to see if there are trends in the engagement rates of certain groups of students, for example, pupil premium or SEN students.

There are certain goals that will be able to be evidenced simply. For example, evidence of the arts careers communicated through student notices. The impact of these more straightforward actions will be explored in order to reflect, develop and adapt as needed throughout our journey.

Where possible, we will keep photographic and video evidence of projects which may then be used to promote the work that we are doing towards Artsmark. We will do this in line with GDPR and parental consent.

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)

Headteacher name: Richard Peel

Chair of Governors name: Liz Taylor