

# Artsmark Validation Form

## Artsmark Detail

Please select the level of Artsmark being applied for?

## Organisation's Details

Name of organisation/school/college

DFE Number

## **Arts Provision**

### **1.1 Time devoted to the arts**

Please see Part One summary

### **1.2 Qualifications**

#### **KS4 Takeup figures**

Please see Part One summary

#### **KS4 Arts subjects**

Please see Part One summary

#### **KS5 Takeup figures**

Please see Part One summary

#### **KS5 Arts subjects**

Please see Part One summary

#### **KS4 + Post 16**

Please see Part One summary

### **1.3 Extra-curricular/ Arts enrichment**

#### **The extra-curricular arts opportunities your school offers to pupils**

Please see Part One summary

#### **Take up of extra-curricular arts activities**

Please see Part One summary

### **1.4 Artists & Arts organisations**

#### **Working with artists and arts organisations**

Please see Part One summary

## Vision and Quality

### 2.1 Arts vision

**What is included in the arts in your school and why are they an important entitlement for all students?**

**Validator comments:**

Criteria met:

You describe what you understand by the arts, which art forms are covered, and how they are taught. You describe why the arts are important and you give them parity with other subjects in your curriculum statement on your website.

The Ofsted statement mentions the wide range of extra curricular arts activities and arts partnerships, which are also referenced throughout this application.

You make reference to:

cultural diversity in the arts in your answer to question 2.4

student voice and the pupils arts council in your answer to question 2.7

inclusion in your answer to 2.5

student arts leadership in your answer to 2.7 and 2.4

During my visit it was clear, through discussion with you, your staff and the children, through the displays and activities that I witnessed and through your clear and interesting curriculum planning that the arts are integral to teaching and learning and the whole life of the school.

For future development you may want to consider writing a formal statement about your arts delivery that is accessible when clicking on the Creative and Expressive Arts hexagon on the curriculum page of your website. You may also want to highlight the students' Arts Council.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.2 Quality & Progression

Please explain your organisation's approach to monitoring quality and student/learner progression.

### Validator comments:

Criteria met:

You explain your school's approach to monitoring and evaluation. You evaluate the impact of delivery on learners and create action plans.

The four examples indicate how the information has been used to modify teaching in a number of art forms.

Example one shows how the music specialist uses a range of tools to monitor teaching and learning and to deliver music CPD for all staff.

Example two indicates that transparent and collaborative planning for celebration events informs teaching.

Example three describes the moderation of art sketchbooks and the resulting scheme of work developed.

Example four describes the monitoring and evaluation of the early learning goals, and how this has had an impact on the teaching and learning of arts activities

During the visit we discussed with the dance specialist how the teaching of dance is monitored through conversations with teachers where they identify support needs, particularly around resources. As a result of these conversations a Year 4 non-dance specialist trialled the Dance Notes resource pack and recommended that the school invest in it. The dance specialist also worked with an NQT delivering team teaching to work towards a performance. As a result of this partnership she now leads dance sessions by herself. The dance specialist also told me how she is developing an ipod library of music for teachers to use, and in response to a request from Year 6 children, she delivered surgeries in technique and body alignment to move them forward.

We discussed how drama is embedded in literacy. The arts lead discusses mid-term planning with all staff. He collects lesson plans from teachers who feel that they have delivered a particularly successful lesson and uses these to signpost teachers requesting support to the best colleague to coach and work in a buddying situation with them.

For future development you may want to consider making your development and incorporation of drama more explicit in official and publicity documents.

### Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.3 Non arts subjects

**How do you use and promote the arts to develop learning in non-arts subjects in the curriculum?**

**Provide two examples in non-arts related subjects of how the use of the arts has developed learning amongst students/young people and staff.**

**Validator comments:**

Criteria met:

You describe why using the arts across the curriculum is valuable to teaching and learning.

The two examples describe how music and art enhanced the teaching and learning of English and PSHME; and dance enhanced the learning of science.

Further examples of how you use the arts to develop learning in non-arts subjects were discussed during my visit, and were evident in the planning documents discussed and in the displays around the school.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## Impact and Opportunity

### 2.4 Engaging with cultures

**What arts experiences are offered to students/young people to engage them in and with a range of cultures?**

**Validator comments:**

Criteria met:

You hold the Diamond Cultural Diversity Quality Mark.

The two examples demonstrate how you celebrate and value cultural diversity as part of embedded practice, particularly through the celebration of festivals and themed activity weeks.

During my visit we discussed how you engage families from minority cultures by inviting them to contribute towards displays, celebrations, teaching and performances, with a particular focus on one culture at a time, eg African, Eastern European and Sri-Lankan culture. This has meant that families feel valued and have a sense of ownership of learning that takes place.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.5 Positive impact

**What positive impact does your arts provision have on students'/young peoples' behaviour, engagement, aspirations, their self-confidence and self-esteem and attitude to learning?**

**Validator comments:**

Criteria met:

The two examples clearly show how engaging in arts activities has had an impact on the engagement, fine motor skills, communication and confidence of particular students.

During my visit we further discussed your action research projects that demonstrate the remarkable impact of engagement with the arts on pupil premium students, and how this could challenge the findings of the Sutton Trust.

We discussed how all CPD and curriculum delivery support requires an element of reflection on the impact on the children's learning, and how you may use this model with the children as they develop their independent learning and leadership skills.

The children in all the classrooms that I visited, and those that I spoke to, were remarkably eloquent and confident in their communication about the arts and obviously engaged in their learning.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.5 Additional question for Artsmark Gold (if applicable)

Provide any data, statements (e.g. Ofsted) or other statistical evidence you have that helps to demonstrate this impact.

### Validator comments:

Criteria met:

Quotes from Ofsted, Diamond Cultural Diversity Quality Mark and the Inclusion Quality Mark all reinforce the positive impact of the arts on community inclusion, participation in arts activities beyond the school day, and enhanced learning.

The Challenge Partners quality review that we discussed during the visit also mentions the impact of the arts on teaching and learning.

### Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.6 Potential & Talent

How do you identify potential and nurture talent in the arts?

### Primary schools only

How do you recognise arts development and achievement?

### Secondary schools only

How do you recognise arts development and achievement outside of GCSE, AS/A2, BTEC, GNVQ or HNC/D achievements?

How do you provide arts related advice and guidance?

Validator comments:

A. Criteria met:

You describe how you identify potential and nurture talent. The case study of the able singers demonstrates the school's approach to this area.

B. Criteria met:

You describe how you have delivered Arts Award Discover across the school using a visit to the Matisse exhibition.

You also list a number of regular internal and external arts celebration events involving the students.

During the visit we had extended discussions about identifying and nurturing talent in the arts, and how you are working towards the NAACE award. We discussed how you develop leadership skills in all your students, and how these could be further developed using the Arts Award structure and the reflective research-based model that staff use for their CPD.

I also signposted you to the Innovation Unit's Teachers' Guide to Project Based Learning – 'Work that Matters'.

Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.7 Leadership & Consultation

**How do you consult with students/learners to enable them to play an active part in developing your arts provision?** *This question is different from the leadership question at Gold level as it focuses on decisions on how to consult students; 2.7 Gold focuses on opportunities for leadership within an art form.*

### Validator comments:

Criteria met:

You imply a number of structures that are in place to enable students to inform their learning in the arts. You also introduce the school's Arts Council.

Example one describes how the pupil Arts Council influenced the activities planned around gallery visits.

Example two describes how students write their own success criteria throughout art lessons, followed by a 'gallery walk' where students give their own feedback to peers, which informs future teaching. This practice is used by many teachers during arts lessons.

During my visit our discussions regularly focussed on leadership and student voice opportunities for students in the arts.

### Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.7 Leadership & Consultation - Artsmark Gold only

How can students/young people develop leadership skills/responsibility in the arts?

How do you formally recognise or celebrate the development and achievement of leadership skills?

Validator comments:

A. Criteria met:

You clearly describe opportunities for arts leadership development through buddying in art, dance and photography.

You also describe how Arts Council members organised student contributions for a collaborative piece of art.

B. You describe how you deliver the Arts Award and how the programme developed leadership skills in the Year 6 students.

During the visit I met some members of the student Arts Council who were extremely eloquent about their arts experiences in the classroom and across the school.

We also discussed how the Arts Council students do a great deal of information gathering and dissemination. They have expressed an interest in fundraising, running a club for younger children and having their own display board. We discussed the possibility of helping them to write a funding bid for an activity such as a trip to a West End show. We also discussed how they might work to develop a school dance or a school song or lead playground dance activities.

Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## A skilled workforce

### 2.8 Skills development

**Describe how you ensure that your staff team are individually and collectively skilled in the arts by:**

Explaining how your school identifies staff developmental needs in the arts

Reflecting back on training that has taken place over the previous academic year or that is planned for the current year to provide examples of professional development in the arts:

- Artsmark level - an example from each of two different key art forms.
- Artsmark Gold level - one example from each of the four of the key art forms.

Using the examples identified to explain how staff have developed their skills, knowledge and understanding and how they have applied this to their practice.

**Validator comments:**

A. Criteria met:

You demonstrate that you have clear procedures for identifying teachers' needs for professional development in the arts, and how you address those needs.

B. Criteria met:

You provide examples of professional development for staff in all four key art forms:

Art INSET for all staff on how to work with Matisse

Music INSET for all staff on how to use xylophones

Working with arts leaders from other schools to deepen understanding of progression in drama

Team teaching in dance with the dance specialist

C. Criteria met:

You describe the impact on the confidence of the teachers and the quality of the learning and outcomes that all four of the above CPD session had.

During my visit your supportive and reflective emphasis for CPD was evident in all our discussions, and your action research model for all CPD is worth promoting through outreach to other schools and via the Creative Pages magazine.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.8 Skills development - Artsmark Gold only

**How has engaging with professional artists and/or arts organisations impacted positively on staff and their practice?**

**Validator comments:**

Criteria met:

The two examples clearly show how working with a professional arts organisation has impacted on teaching and learning.

INSET with Laban has given the Year 4 teacher the skills and confidence to create dances from students' ideas.

Training with the Pavillion Opera Company has enabled Year 5 staff to incorporate drama into their guided reading sessions and incorporate the opera script into literacy.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## Community and collaboration

### 2.9 Communities

**How do you share your progress, activities and achievements with the community?**

**Validator comments:**

Criteria met:

The two examples show a number of approaches to profiling arts achievements and activities with parents and the wider community. Other approaches are described throughout this application, and are clear on the school website.

During my visit we discussed how you involve parents and the community through celebrations of culture and exhibitions such as the Matisse exhibition. We also discussed how you look to the local community as a first point of call for arts partners.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.9 Communities - Artsmark Gold only

How do other schools or community organisations benefit from your school's best practice and strong leadership in arts education?

You will need to provide a quote from the organisation in the example (with their contact details) describing how they benefit from your arts facilities, activities, leadership etc

Validator comments:

Criteria met:

You clearly demonstrate how your school has provided support to partner schools through the Rock School Project.

You provide two quotes from partner schools explain that the schools benefitted from increased student participation in music, with additional performance opportunities to families and community.

During the visit we discussed how you have generously shared your new curriculum planning document online. We also discussed ways in which you may share your action research model for CPD more widely than your federation; for example, through the Creative Pages magazine, by challenging the Sutton Trust or with the Institute of Education.

Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.10 Artists & arts organisations - Artsmark Gold only

How do you choose and plan which artists and arts organisations to work with in a sustained partnership?

How do you evaluate the success and impact of this work?

Outline a successful example of a sustained partnership with an artist or arts organisation (taken place within the last year) and explain how and why it was successful.

Provide a quote from the artist/arts organisation, with their contact details, that describes their view of the project/ partnership and its impact.

Validator comments:

A. Criteria met:

You describe occasions when you need to recruit arts partners and the fact that you have well-connected staff and parents. However, in your application, you do not state how you consider safeguarding, health and safety or evaluation and monitoring.

During my visit we discussed how the school embeds health and safety and safeguarding in all its activities, and how visitors are never allowed to be on their own in the vicinity of children in the school. We discussed how you require a DBS check for any partner who engages with the school on more than three occasions.

For future development you may want to consider creating a formal document outlining selection criteria and procedures

B. Criteria met:

You discuss what should happen when monitoring and evaluating an arts partnership, implying that the school expects open discussion, additional learning outcomes, planning and adapting and sharing with the school community.

For future development you may want to develop formalised procedures for evaluating and monitoring arts partnerships. You may want to consider creating a formal document about managing arts partnerships from selection to evaluation.

C. Criteria met:

You give a clear example of a sustained arts partnership with a flamenco artist to enrich work on Spain. You describe the way the partnership was planned, how it evolved and the impact on the students and school staff.

The quote from the artist identifies full support from the staff and engagement from the pupils, enabling her to focus on developing her art form with the students rather than behaviour management

Assessment:

<input checked="" type="checkbox"/>	Pass
<input type="checkbox"/>	Not achieving

## Reflecting and Planning

### 2.11 Strengths & Development

Reflecting on what you have written for previous questions in this application, can you now identify what your particular strengths are and any areas for improvement for arts provision in your organisation?

**Validator comments:**

Criteria met:

You describe three strengths that reflect the information in your application form: cross curricular arts delivery, quality performances and exhibitions, and inclusion.

You have outlined the development of art, craft and design extra-curricular activities as an area for development, along with developing art portfolios.

During the visit we discussed how you would explore the development of the visual art sketchbooks into portfolios of arts learning.

We also discussed how you would make learning through drama more explicit in documents and discussions.

**Assessment:**

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## 2.11 Strengths & Development - Artsmark Gold only

In three years time, how will your school have significantly raised the quality of your arts provision?

What is your action plan in order to get there?

Validator comments:

A. Criteria met:

You outline a brief, specific and clear vision for the arts in your school over the next three years, focussing on quality, pupil voice, community and progression.

B. Criteria met:

You describe a number of measurable and achievable steps to achieve your vision.

During the visit it was evident that you are very clear about continually challenging yourselves and developing your arts provision. You are confident to take risks in a supportive environment, and are constantly looking for ways to grow and to develop the confidence and holistic learning of your students.

Assessment:

<input checked="" type="checkbox"/>	<b>Pass</b>
<input type="checkbox"/>	<b>Not achieving</b>

## Validation

Thank you for validating the form. Do you consider this application to have achieved Artsmark status?

Result:

<input checked="" type="checkbox"/>	<b>Artsmark Gold</b>
<input type="checkbox"/>	<b>Artsmark</b>
<input type="checkbox"/>	<b>Not achieved</b>
<input type="checkbox"/>	<b>Withdrawn</b>

### Part 1 recommendation summary (max. 300 words)

Criteria is clearly met in curriculum hours, extra-curricular activities/take-up and working with artists /arts organisations. You provide a well-balanced range of arts activities and art forms throughout your skills-based curriculum and across the year groups.

You work with a wide variety of artists and arts organisations in a range of long-term partnerships.

You generously share your new curriculum plan on your website and during the visit you showed me further planning documents that demonstrate how the arts are embedded throughout the curriculum. We discussed a number of your arts partnerships, and how important you feel it is to make use of the skills of your local community.

**Part 2 recommendation summary (max. 300 words)**

You met the criteria for every section of the application.

You have a clear overarching approach to the arts available in school with clearly identified objectives, monitoring and outcomes. These are flexible enough to benefit from the expertise and input of a wide range of specialists, professional artists and arts organisations. You understand and collect strong evidence of the impact of arts on students and staff in the school and the teachers I met showed a passionate enthusiasm for the arts.

You have well established links through the arts to your local community and this is reflected in the displays around the school and your students' enthusiasm for sharing their experience of the arts. You are active in your outreach through the arts to other schools, in providing developmental support and you aim to develop this further.

Your procedures for developing staff confidence and expertise in teaching the arts are flexible, open and nurturing. We agreed that they would not benefit from being formalised. However you are asking staff who request developmental support to use the model that you have developed from the action research projects. This will ensure that the impact on teaching and learning is reflected upon and measured in some way.

You have a clear vision for how you would like to develop your arts provision, and have identified clear steps towards that vision.

For future development you would like to develop the role of students as leaders in the arts, and will consider using the action research model and the Arts Award structure as tools for this. You will also explore how to extend the use of pupils' sketchbooks to show engagement and progression in the performing arts. You will also ensure that all key art forms are fully described and celebrated on the school website. We also discussed the possibility of structuring secondary school work experience placements along the silver Arts Award leadership model, and of brokering suitable arts placements.

A further thought has occurred to me after my visit. You may want to consider teaching your pupils to develop digital portfolios or arts blogs in programmes such as Artsbox or Weebly for Education, since you have an impressive range of apple mac desk-tops and i-pads.