

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:

You have met the criteria demonstrating an outstanding approach to creativity and learning. Your holistic approach to teaching and learning in delivering the whole curriculum via arts and creativity is an integral part of this mission and ethos. Students are provided with a multitude of opportunities to express themselves and to learn in practical and creative ways. All pupils have full access to a varied menu of arts activities both within the curriculum and in extra-curricular time. The school clearly provide pupils with the opportunity to develop skills and understanding and nurtures their gifts and talents across all art forms.

Assessment:

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

2.2 Quality & Progression

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

Validator comments:

The school has met this criteria demonstrating a creative approach towards planning, delivery and evaluation. All students are monitored in a consistent way across all art forms and staff use a national standard for raising achievement but also highly value a range of informal methods for monitoring a sharing progress. The examples provided are specific and evidence the modification in teaching and learning e.g. using sketchbooks. During the visit the Arts co-ordinator described in detail value of using sketchbooks not just in the arts but across the curriculum as a useful way of recording knowledge and understanding. The school is also using a range of media resources to support and enhance the learning in all art forms providing sensory experiences and recording positive feedback as part of a school wide monitoring scheme.

Assessment:

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

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:

Your school has met the criteria in using the arts a tool for communication across a range of subjects. You effectively engaged and enhanced learners enabling them to gain more from the wider curriculum, allowing and encouraging freedom of expression. Students worked with 'Nottingham Contemporary' to create a film, improving their knowledge and skill in ICT and digital arts. The Take One Picture project demonstrates the strength of a cross-curricular theme based project with pupils gaining literacy and numeracy skills and also using dance to explore scientific concepts. All staff have support and value the planning and delivery of arts across all subject areas in this theme based way.

During the visit you provided lots of photographic evidence of arts projects used in many subjects and explained how the whole curriculum is taught through themes allowing teachers and students to plan creatively. Examples of these could be placed on your website alongside your curriculum descriptions.

Assessment:

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

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:

You have successfully met this criteria. You describe two excellent projects both of which effectively demonstrate your commitment towards providing learning opportunities of and through cultural diversity. Both projects provided different perspectives, delivered through all art forms from a range of cultures and were equally relevant and engaging. You demonstrate a sensitive approach to the children's cultural heritage and use the arts to reflect the multicultural nature of your school and its wider community.

Assessment:

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

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:

You have successfully met the criteria demonstrating the positive impact of your arts provision on your students. The overview you provide of the commonwealth project provides information on the measurable impact increasing both engagement and confidence in pupils. Your description of pupil's involvement in art and design during lunchtime illustrates the importance of giving extra time and choice in order to develop confidence in using material and resources in art. During the visit I listened to a parent/governor give a very personal account of her son's improvement in confidence and communication skills since being in the school. She described his ability to take part in performance and his love ('bordering obsession') of singing and involvement in the school choir. It is clear that many of the children find a platform and a voice, also those who are none verbal can communicate using many art forms to express themselves giving them confidence and raising self-esteem.

Assessment:

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

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:

You provide strong date evidence that all students benefit from a creative curriculum, recognised by OFSTED and reported on a regular basis using national and school developed monitoring methods and procedures.

Assessment:

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

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:

The school has successfully met this criteria. You provide a very moving account of how one individual has been nurtured to develop and improve in a music. Overall your school has a sensitive and open approach towards supporting each individual child to reach his or her potential. In using both Arts Award and the Pivats assessment teachers are able to communicate with each other, parents and pupils and to celebrate achievement and encourage improvement with meaning and integrity.

Assessment:

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

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:

You have successfully met this criteria. All students are listened to and observed in order to gauge their interest and engagement across all art forms. The school council provides a more formal forum where students can develop understanding and communication skills around leadership. Excellent examples provided where students are given the opportunity to judge competitions and those with limited or non-verbal ability are observed to ascertain their interests and enthusiasms. All this is taken in to consideration in planning activities and students are empowered to indicate their likes and dislikes.

Assessment:

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

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:

You have successfully met this criteria. The role of Arts Ambassadors within the school develop and strengthen leadership skills and the involvement of parents clearly enhances the status and value of these roles. Achievements of students both past and present are celebrated and inviting an ex-student to demonstrate their work in printing provides a strong aspirational role model. During the visit I spoke to a student who has been assisting in the delivery of the lunchtime art club he described with understanding and passion the value of art for himself and his peers. The school is developing the Arts Award and has recently passed a number of students at Discover level and intends now to move on to Explore.

Assessment:

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

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:

You have met the criteria for skilled workforce. The 'Arts Transform' network provides a structure for discussion and development encouraging both team work and innovation across the school. Staff are willing and able to discuss their development needs and this also feeds in to the curriculum planning, delivery and evaluation cycle. You have utilised both artists and arts organisations to deliver training in Dance, Art and Media in recent times to ensure that the creative skills are sustained and that high standards and quality can be maintained.

Assessment:

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

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:

Your school has met this criteria. You provide examples and evidence of work with artists and collaborations between staff demonstrating expertise in using arts as a vehicle for learning and building on the strengths of the teaching staff within the school. You also worked effectively and consistently with Arts organisations giving time and space to staff and enabling them to try new ideas and learn new skills. During the visit I spoke with both staff and students who were able to describe the impact of artists and ideas and projects that have developed from this work.

Assessment:

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

Community and collaboration

2.9 Communities

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

Validator comments:

You have met the criteria for this section. You described numerous opportunities for sharing and collaboration the arts through both formal and informal events and activities. You clearly value the art work produced by children and young people and provide a range of celebratory opportunities to communicate everyone's achievements. During the visit we discussed current work with neighbouring primary schools and in particular the value and importance of the school production and whole school and community involvement.

Assessment:

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

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:

You have met the criteria through demonstrating that your school is a leader in arts collaboration. You have shown creativity through a range of projects and activities with Dance Equation and have demonstrated best practice in supporting performance work with children, teachers and dancers. The development mutual support and understanding between yourselves and the artist/s is very apparent. You are open to schools visiting and sharing bet practice and have recently been working with a Nottingham based special school sharing information and expertise in the use of 'green screen'.

Assessment:

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

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:

You have successfully met this criteria by providing a range of examples demonstrating how you identify and select artists using networks available. You provide an example of a creative project (willow weaving) which was carefully planned to meet several objectives. This sculpture project had high impact and enabled the whole school and the wider community (parents) to become involved. The artist worked closely with staff and students. During the visit we discussed relationship with Nottingham Contemporary Art and Rufford Park Gallery and how this can be developed and sustained.

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:

You have met this criteria demonstrating an innovative and forward thinking approach using the arts and creativity to deliver the whole curriculum. The design of the school supports this and the children and young people with a whole range of needs and challenges are engaged in the arts on a daily basis. You are very aware of your strengths as a school and are willing and able to share best practice with others. You understand and demonstrate outstanding planning and reflection across all art forms and have expertise in using the arts to deliver virtually all curriculum targets. More recently you have been experimenting with sketchbooks and the planning and assessment of these is beginning to open up possibilities for logging and blogging in in other curriculum areas.

Assessment:

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

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:

You have met this criteria by providing a solid action plan with a focus on partnership development with arts organisations and work with mainstream schools. You are already in the early stages of planning this and have started discussions sharing skills and knowledge with a mainstream school on delivering arts/creative curriculum for children with autism. The plans for an exhibition working with Nottingham Contemporary is particularly interesting and will seed many future partnerships.

Assessment:

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

Validation

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

Result:

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

Part 1 recommendation summary (max. 300 words)

I recommend this school for Artsmark Gold.

You have exceeded the minimum benchmark for curriculum provision due to the holistic delivery approach in utilising the arts to deliver many non-arts subjects.

You explained during the visit about the difficulties of offering extra-curricular activities due to supervision and support required. However despite this you have reached the minimum required. You may wish to pursue funding for further lunchtime activities and look to find ways to involve parents to support this work.

You didn't meet the requirements for gender balance however this was because in some year groups there are either no girls or just one.

Part 2 recommendation summary (max. 300 words)

You are an outstanding Artsmark Gold school. You offer an innovative and creative curriculum for children and young people with special needs. Your arts policy describes and ethos and mission which supporting creative learning and arts development of all young people according to their unique abilities.

Recommendations

To continue working in partnership with a range of artists and arts organisations and raise the profile of the arts across special education.

To share best practice across staff and take every opportunity to work with other schools both special and mainstream.

To improve extra-curricular provision in the arts through applying for funding and making use of parent, community and older students to do so.