



# 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

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

- 1.1 Time devoted to the arts
- 1.2 Qualifications
- 1.3 Extra-curricular
- 1.4 Artists & Arts organisations

#### Summary

You meet the criteria and I strongly recommend Artsmark Gold. There is appropriate provision across all the art forms and a very strong out of hours offer that is accessible for all. Arts Awards is offered to the children and your colleagues are enthusiastic about its value. There are very strong links with museums in Manchester and you also employ a range of practitioners throughout the year for specific projects as well as for developing the skills of children and colleagues.

## 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 meet the criteria for Artsmark Gold. You state that the 'arts learning at Goostrey is a vehicle for theme-based learning' and this was clear from the evidence you provided about 'The Exhibition' and how this annual, whole school half-termly event is organised as a 'wow factor', immersive arts experience for every child at your school. This innovative and challenging approach to the use of arts learning is an outstanding approach to teaching and learning. You have shared this with cluster partners. My advice is to consider making approaches to a research partner at a university to collect evidence on the impact upon the learners of this 'strategic and coordinated approach to arte learning.

The young people are clear about what art and design and music look like in your school. You might wish to ask them to consider what dance and drama look like? This would support the children's understanding of what is involved in learning through drama and dance and in learning through theatre.

**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:

You met the criteria. Another outstanding strength of your school is focus upon deep learning about the arts. Your use of sketchbooks enables the children to understand where and how they make progress in the arts. Also you are being very strategic in linking Arts Awards with monitoring and progression in and through the arts. To support the development of your think and expertise, my advice would be to make contact with Teresa East of Curious Minds, the Arts Bridge Organisation, to see how you can access more ideas and approaches as well as linking up the schools in the North West who have developed innovative models that explore the use of Arts Awards to help with monitoring and progression. My second piece of advice is to consider some further investigation into how children make progress in drama and dance and how this might be logged, blogged or recorded.

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:

You meet the criteria. The Exhibition is an example of exemplary practice. Another strong example is the way in which you use the arts to enable working with partner schools in the UK and abroad to develop understanding about 'A Sense of Place'. The examples are appropriate and interesting. The children endorsed the view that they learned about other areas of the curriculum through the arts. My advice is to share recent findings and data about the links between the arts and whole school improvement with colleagues within the school and across the sector. I have sent through to the Head Teacher some of this evidence in a separate email.

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 meet the criteria through the evidence and examples given. The Exhibition is an excellent way for the children to learn about other cultures as are your links with schools abroad and in urban areas of Manchester. There are very good visual displays of work as well as the use of social media-based presentations. You bring into the school arts practitioners who have a different cultural background during the course of the school year. My advice is that you build stronger links with National Portfolio organisations that use theatre to broaden appreciation of other cultures such as Library Theatre and Royal Exchange Theatre.

**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:**

You meet the criteria. The out of hours provision for all children was cited as an example. You also cited instances of how involvement in mainstream curriculum projects developed social and emotional skills. My advice is to consider how you can capture the data for the impact. How could the local cluster of schools be involved in capturing such data?

**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:

You meet the criteria by citing evidence provided by Ofsted. My advice is to consider how else one can capture evidence. Look at the Young Framework for Social and Emotional outcomes. You might also like to look at reports on the impact of Music by looking at

[http://www.mec.org.uk/storage/POM\\_EXECUTIVE\\_SUMMARY\\_2014.pdf](http://www.mec.org.uk/storage/POM_EXECUTIVE_SUMMARY_2014.pdf)

There are also useful reports on the website of Creative Futures Cumbria on the impact of dance and also on Learning and Participation website of Manchester Camerata, particularly the evaluation report on the project, 'I Have a Dream'.

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:

You meet the criteria. You cite the many ways in which your school nurtures and promotes talent and in ways in which the whole family is made aware an individual child's strengths and potential. You have good links with outside agencies and you are able to signpost young people to arts organisations beyond the school. You give young people the opportunity to present their arts learning to a wider public.

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 meet the criteria. Student voice is valued and there are active channels for children to communicate their ideas, views and opinions. My advice is to set pupils the challenge of making all learners aware that drama and dance are distinct arts subjects in the same way as is the case with art and craft, creative writing and music. Consider how they could be involved in an 'audit' of dance and drama. Ask them to canvass opinion as to how they might work with a theatre or dance company in the way that has worked so successfully with Manchester City Art Gallery? Ask them to find a solution to the absence of a performance space for out of hours provision because the community hall is not accessible.

### 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:

You meet the criteria. The example that relates to the Horsfall Guide was an exemplary example of leadership in the arts. This was a first class model. Your use of Arts Awards is another way in which you recognise leadership in the arts in a highly effective way. My advice is to consider how this approach will be developed and sustained and how your best practice might be shared with other schools. You might wish to let the Arts Bridge, Curious Minds, know about this best practice so that it might be shared at conferences in the North West.

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:**

You meet the criteria. You cite valid and appropriate examples of how teachers and teaching assistants develop their skills in a collaborative way. There is strategic use of arts partners to develop specific arts learning strategies and approaches. You described some of the approaches to monitoring and developing skills.

**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:**

You meet the criteria. There are strong links with expertise from museum and gallery education which has led to strong links with Manchester Art Gallery, Manchester Museum and The Whitworth Gallery. The practitioners who are contracted to work on specific projects during the school year such as the Exhibition are used strategically to embed skills. My advice is to consider working in partnership with a Dance or Drama company that are able to update the skills of colleagues in those areas. You might wish to contact the Bridge arts champions by looking at the Curious Minds website. The Royal Exchange and New Vic Stoke have strong outreach departments. There are free events being organised as part of the Get Creative initiative launched in February.

**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:**

You meet the criteria. There is another example of excellent practice in the way that you involve your children in community projects such as placing art work – installations – at the local station. Your school is part of the social capital of the area. You also have strong links with the Church. Your Exhibition is an event in the calendar that 'the whole community looks forward to immensely' and this seemed very true from the visual evidence that you provided. My advice is that you might like to investigate some of the work done across the country by schools producing urban and rural trails for their communities. Salford Museum has done some interesting work in this field.

**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:

You meet the criteria. Other schools have benefited when colleagues move on to teach elsewhere and adapt what they have learned from your best practice into a new setting. You also share your learning with the cluster of local schools in the Holmes Chapel area. Community organisations such as 'The Friends of Goostrey Station' have benefited event to the extent of winning award for a station populated with art work from the school. My advice is to follow up the discussion we had about tracking what happens to your pupils when they move on and up to secondary schools. How do they compare in terms of the knowledge of the arts and in their creative thinking skills?

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 meet the criteria. You have very strong links with museums and galleries in Manchester. This is a sustained partnership which was of value to you and to the museum, as evidenced in the project description and materials of the Horsfall Project. The endorsement is very strong indeed. There is effective evaluation in the form of witness testimony as to the value of the partnership. My advice is to consider the question: how do you build upon this very real success?

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 meet the criteria. The strengths you cite are valid and the areas for development were ones that we discussed during the validation visit. Interestingly, that area for development was the one identified when the discussion with the children took place!

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:

You meet the criteria. You might need to consider how to continue to build expertise in all the arts forms, drawing upon current best practice. This could involve continuing that strategic use of arts practitioners to teach alongside classroom teachers and teaching assistants to build skills in drama, dance and music. You might also discuss how to time table the hall space for practical work in the arts during the school day.

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>

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

You meet the criteria in all sections and I would strong recommend Artsmark Gold for Goostrey Primary School. There is evidence of exemplary practice in terms of how your vision for the arts becomes translated into delivery. Your approach is to immerse learners into an art rich experience at the start of the year as this galvanises their interest in learning across the curriculum. The way that you link Arts Awards to monitoring and progression is another key strength of the school as is your use of sketchbooks. There are very strong links with museums and galleries as well as with the local community. I was very impressed with the Horsfall Guide. You have ways and means in place to engage families so that they become fully involved and cognisant with their child's learning and experience in the arts. You celebrate their achievements very effectively. There are structures in place that enable students' opinions and views to be taken into account. You understand that involvement in arts learning builds the resilience, independence and confidence of young people. As Goostrey is a rural school, you place importance in having links with urban schools and those abroad. Those links have an arts focus, too. Sharing through dance, for instance. You rightly identify the need to further support teaching and learning in dance and drama. It might also be of value for you to make contact with the local arts bridge organisation, Curious Minds, as well making contact with arts organisations that specialise in teaching through theatre and dance. You might also find it of value to think about how you can be involved in collecting hard data with regard to link between the arts and school improvement. Your school values the arts and you create a rich environment for children to flourish as learners.