

# 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

Statement and Website

Your statement explains how the Arts are valued at Brindishe Green School. The Creative Curriculum / "Learning through the Arts" approach is underpinned by your strong belief in the vital role of the Arts, in their own right, as a means to access learning and for individual development, which is set out in extensive detail on your Website.

Arts are inclusive and accessible - through the arts, children are enabled to express themselves and make connections in understanding the world they are growing up in. They also help to engage individuals with learning challenges and enable them to make a positive contribution.

Cultural diversity is richly explored through the arts, as demonstrated in on Website, and in displays of student work around the school .

Nurturing of talent is central to your school's vision (see also 2.6); Student voice, (as outlined in 2.7) is ensured through 'teams' of appointed representatives; Leadership opportunities presented through the arts are clearly outlined (see 2.7 & 2.11) and you plan to further explore this through Arts Award.

Working Artists and Arts Partners is detailed in 1.4 and also in 2.10, and was discussed at the visit.

Although there is a extensive information on the Website about Arts in the curriculum you don't make reference to your links with Artists and Arts Organisations nor of the range of arts projects children are involved in. This is an area you may feel could be considered given the strength of arts provision and of this application.

**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

Explanation

4 Examples / 4 Art forms

You have explained your approach to monitoring quality and progression, the role of the Creative and Expressive Team and their responsibilities in relation to this. Your curriculum is imaginatively interpreted and subject to continual review, with student progression at the centre of this and online planning systems which allow teachers to share and review collectively. You have demonstrated the flexibility and responsiveness of your curriculum and how this helps to inform teachers planning within each of the four art forms:

In music - greater understanding on the teacher's part of the intellectual capacity of older children has influenced the content of lessons.

In Drama – CPD on linking learning across the curriculum used in conjunction detailed curriculum guidance has helped teachers to develop reflective process of self-assessment with children. This in turn is used to fine tune on going planning and delivery of lessons.

In Dance, feedback on observed lessons from dance specialists has enabled teachers to develop new skills and confidence.

In Art, collective planning Art project by teachers of different levels of experience within the federation, has given teachers valuable insights into creative planning project planning and monitoring progression across a mixed age range of pupils.

Strong section

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
2 examples
Teaching and learning of curriculum subjects through the arts is very clearly demonstrated both in your response and in the supporting examples.
Science unit on 'Space' in Science explored through music (with elements of drama)
PHSE & Geography 'War and conflict' in role play and drama
At the visit, use of the arts for promoting learning in non-arts subjects is strongly evidenced in the school as a whole, student work and displays. Your children talked enthusiastically about how learning in this way affects them:
<i>"Everyday there's an activity" and, "doing art helps you understand better, and it helps you with your writing".</i>
In English, the sound studio has been used for recording parts of Macbeth, and English is also combined with Art: (see Portraits of Mary Seacole).
Science lesson on the human body – making skeletons, drawing and painting from x-rays displayed on a light box/ Forest Schools project on environment and wildlife with drawings, paintings and habitats made from recycled material,
History: Displays of items of clothing made for Tudor Fashion show /Ancient Egypt, scarabs and figurative sculptures, Study of the Victorians as a local history project was launched with A Victoria Sponge tea party, and was further explored through drawing of different architectural styles and types of housing through clay reliefs!
Strong section

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:**

Criteria met

2 examples / Art & Dance,

The schools approach is explained here with accounts given of recent projects on China, West Africa and Indonesia. In both instances it is very clear that children have lots of opportunities for experiencing other global culture through creative enquiry.

Additional evidence at the visit

There is currently a whole school topic on Food and Health and at the visit there were several examples of different global cultures being studied through their cuisine - displays and role play in Early Years through to still-life drawing in Year 5.

Tango performed by eight children from Year 4.

In conversation with you, we talked about the diversity of the school's own community and your appreciation of the local environment and London as a whole for teaching global awareness, as identified in 2.11. You actively encourage parents and families to take part on a day-to-day basis, (seen at the visit in the large number of Reception class parents enjoying the opportunity to read and play with their children) and to feel welcome to contribute to regular international evenings.

**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

2 Examples

Your response reflects your strong belief in the arts as a vital access to learning and development for individual development. Additional evidence at visit in conversation with children, the arts are self-evidently a key factor in the high morale of students, their aspiration and enthusiasm for learning, and increased empathy.

The examples show the positive impacts of Dance and Drama for two particular individuals selected on the basis of educational special needs. In each case the experience was very rewarding and has had lasting benefits, which range from greater capacity for perseverance, increased self-confidence, and improvements in their social skills and ability to work with others as part of a team.

Strong section

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:

<p>Criteria met</p> <p>The examples include:</p> <p>Pupil and Parent Surveys, Pupil Premium Data</p> <p>On going review and monitoring systems enable you to accurately track progress of pupils and their achievement in relation to individual targets</p> <p>Pupil observations made as part of Behaviour management by teachers</p> <p>The 'Outstanding' status you have received as Challenge Partners in relation to specific criteria</p>
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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:

Criteria met

Explanation + examples

Your systems for identifying potential and nurturing talent are clearly explained individual talent is identified through student progression review, and your teachers and arts specialist staff, including your G&T co-ordinator confer to devise arts opportunities, according to their ability and potential. As teachers you communicate well with one another and share observations on individuals on ways to ensure the best creative learning are offered within class time to ensure that children identified with particular talents and gifts can get the most of the curriculum to engage them, which out of school hours, might be less certain or effective.

There are particular opportunities for children to share talent, for example through assemblies, Summer Breeze talent contests, public performances etc. which enable those individuals to direct and channel ability effectively, which is also integral to your approach.

At the visit we discussed the possibilities of Arts Award and your interest in this. Your plans are in the early stages and you are currently discussing ways forward with your partner school for joint training of your teachers (see also 2.11).

Strong section

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:

Criteria met

Outline / 2 Examples

Both examples reflect your strong commitment to this -

You have excellent arrangements in place to ensure the children's input to planning and development of arts provision and there are well-established mechanisms for this:

Informally, class teachers listen attentively and encourage children to discuss their learning and to feedback ideas for different activities, spatial arrangements, future projects etc. which helps to inform their planning.

Formally, The Arts Team and School Council are dynamic and effective and combine to convey the ideas views of others gathered through energetic enquiry – pupil surveys, class meetings etc. for consideration by the Creative and Expressive Arts Team, and where practical, these are implemented.

Arts Team members are appointed by the CEA.. This is a developing area and you plan to explore this further through Arts Award (see 2.11).

Additional evidence at visit: children's letters of application /

Strong Section

### 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:

Criteria met

2 Examples

Arts Council Membership

Your children have a range of opportunities to enable them to developing leadership skills and you are ensure the best opportunity for them, as shown in the examples and also in your development plans outlined in 2.11.

As your explanation makes clear, there are widespread opportunities for children to develop leadership skills and responsibilities, ranging from older child-led lunchtime clubs, assisting in Drama and Arts Workshops, and through the formal mechanisms of Arts Team and School Council. As teachers, you believe strongly in the value derived by children learning from each other, sharing their experience and creating meaning, which in turn helps them to develop empathy and cooperation.

Additional evidence at visit: discussion of leadership opportunities associated with the school's Internal Radio and child-led aspects to this(Recent interviews with artist partner Levi Roots, are available on the Website); and your plans for developing the Arts Council and the funding bid for this already in progress

Arts Award is under consideration with a pilot group later this year (see 2.11)

Strong Section

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:**

Criteria met

Explanation / 4 examples x 4 art forms

You have very thorough systems for ensuring that your staff are collectively skilled in the arts – this is in part done in response to staff self-assessment, Creative and Expressive Arts team monitoring and lesson observation used to support individual teachers by providing constructive feedback, and with reference to the objectives your development plans and annual teaching reviews. Where possible, you meet teachers' needs for professional development through support by specialist teachers from within your federation, and otherwise you draw on expertise of local professional arts education networks.

Externally provided CPD received by individual teachers is maximised through sharing at staff team meetings and staff insets.

You have a range of high quality contacts through Arts partners and make excellent use of these.

Examples of four key arts forms very adequately demonstrate the ways in which staff have been able to develop their skills and apply what they have learned in their practice –

Music opportunities provided by arts partners preceded by INSETS with the aim of embedding music within the Creative Curriculum which teachers are increasingly confident to do;

Art – working with from within the Federation and beyond to develop teacher skills in the use of 2 and 3 D materials in response to a specific artist / major retrospective exhibition, specifically with the aim of supporting NQTs

Dance – external training of 3 staff helping them to making cross-curricular links through dance.

**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

2 examples

You have shown the positive impacts for teachers associated with working with artists and arts professionals in Music, Drama, Dance and Art.

Your account reflects your commitment to support teachers in growing their confidence to teach through the arts by engaging with arts professionals. Careful thought is taken to ensure that experiences can be translated and applied by teachers and support staff, with particular attention to their capacity for them being sustained and developed by individuals in their own practice. Importantly, as is clear from the examples, this includes providing enough time for arts professionals to model different approaches and processes, with relevant instruction and for teachers to trial these with the full support of their own senior management.

All four art forms are referenced.

**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

2 Examples

You provide opportunities throughout the school year for sharing and celebrating your achievements in the Arts, and this is enthusiastically by you all. Families and carers are welcomed to your regular celebration assemblies and performances, and are kept up to date with their child's progress in termly discussion with teachers at parents evening, and are guided on ways to further support their child's skills and talents.

The website is continually updated and newsletters, past and current provide lots of details on the arts, including information about arts activities, family picnics, trips and other opportunities, and which parents can contribute to. You have an excellent approach to sharing with parents, and guide them on supporting their child's creative development and achievement out of school.

You also contribute to local festivals along with your partner schools, which are enjoyed by the wider community.

**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
Example
Quote from partner school
As the lead school for the School Direct Programme for teacher training in Lewisham you are very active in the support you give to other schools, assisting them in planning, teaching and opportunities to their children by your specialist team.
You also share resources, perform to each other first, share in joint community ventures and 'growing of staff expertise' by harnessing the staff strengths within each school.
The quote for your partner school reflects the high value of your support at a critical point in their own transition. They are very clear that the quality of Arts provision in their school has improved enormously from working with you and now feel confident to teach the Creative Curriculum with the Arts at its centre.
Strong section

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:

Criteria met

Explanation w/outline and example

Quote from Arts Partner

You have provided a very clear outline of how Artists and / or Arts Organisations are appointed. This is done on the dual basis of their capacity to deliver highly specific learning outcomes children and teachers, as identified as part of your needs analysis and in line with your Schools Development Planning process. This makes excellent use of your resources and ensures that arts opportunities provide by external partners are relevant and precisely targeted.

Teachers work collaboratively with artists to agree project objectives and planning together, with time factored in for on going monitoring and review, and final evaluation. The CEA is involved throughout to support and guide the process towards final evaluation where the whole projects is jointly discussed to consider its impact, and where changes or adjustments might be/ have been made.

The CEA's formal role in feeding back to Senior Leadership during the projects progress and reporting on its impact to relevant external agencies including the school's use of resources and value extracted.

The quote from your Arts Partner, reflects the success of the success of the partnership from his viewpoint and demonstrates how the Artist has used his expertise to produce positive results with target group, and has gone on to expand this with other children adapting his practice and tailoring activities to their needs. Through working with him, teachers have learnt new skills and approaches and gained in their understanding of the children's needs.

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:

<p>Criteria met</p> <p>3 strengths / Areas for improvement outlined</p> <p>Strengths reflected throughout this application are accurately identified here. These are as follows</p> <p>Quality of the Curriculum, the prominence of the Arts within this and inbuilt flexibility to best fit for meeting learning needs of children</p> <p>The range of arts specialist teachers within and outwith the school are a major resource which benefits teachers and children alike</p> <p>Use of resources including the use of Pupil Premium to maximise opportunity, is particularly good – this includes the arts partnerships with Artists and Arts Organisations locally and London wide</p> <p>Areas for improvement</p> <p>Arts Award is now being considered and the school would like to introduce this to improve engagement and to build leadership skills of underachieving, harder to reach children.</p> <p>At the visit this was further discussed in terms of how this might be approached and with reference to guidance and examples could be studied when planning this.</p>
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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:

Criteria met

This an achievable plan as outlined in three stages, which is relevant to and founded on existing good provision.

Initial conferring with partner schools,

Arts Award Training for Teachers

Developing Arts Award across the Federation

At the visit Arts Award was further discussed in terms of developing student voice and leadership skills with harder to reach children possibly being paired with others to enable them to make a positive contribution

The Website could also be developed to become more visual and with greater representation of all your arts, including the children's work, links with arts partners etc.

You are keen to look into digital possibilities in relation to this and possibly to introduce an interactive page, managed by a group of your children.

You are keen to explore ideas for a child-led newsletter and possibly to combine this with the Internal Radio Station with regular daily posts generated, particular roles and responsibilities allocated in line with this.

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)

Artsmark Gold

Criteria met for all sections

- 1.1 Arts are centrally placed in a broad and balanced curriculum. All four art forms are well represented with a slightly higher provision of Art and Music than Dance and Drama. Level of provision is consistent across both Key Stages 1 & 2, with an overall percentage 15.5% of curriculum time devoted to the Arts.
- 1.2 N/A
- 1.3 There are rich opportunities within the Extra-curricular arts timetable and these are consistently well attended by all age groups. Year 2 pupils have 3 art forms and pupils in Yrs 3-6 clubs and activities are offered across all four art forms. There is a high take up by both genders, with higher proportions of girls in Yr 2 and boys in Yrs 3 – 6 which reflects both the enthusiasm of children to be involved and your commitment to ensuring the fullest opportunity for them.
- 1.4 Links with Artists and Arts Organisations are high quality and cover an excellent range in all four art forms. These are well set out and represent a substantial opportunity for a widening of experience and aspiration.

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

Artsmark Gold

Criteria met for all sections

There is an excellent quality of arts provision in your school and children are encouraged in all subject areas to extend their knowledge and understanding through creative enquiry, helping each other and being helped by teachers who themselves are highly skilled in the arts. Throughout there is evidence of the creative approaches to teaching and learning of the whole curriculum which is flexible and adaptable, making it possible for teachers to deliver personalised learning according to pupil need. Particular strengths are observed in

2.2, 2.3, 2.5, 2.6, 2.7 Gold, 2.9 Gold