



Artsmark Validation Form

Artsmark Detail

Please select the level of Artsmark being applied for?

Artsmark

Organisation's Details

Name of organisation/school/college

Trinity and St Michael's VA CofE Methodist Primary School

DFE Number

8883343

Strong solid application showing the firm base established within the arts with art, craft, design, music and use of new technologies in the arts coming across very strongly.

Strength in community links and wider involvement in the arts through competitions and involvement in national and regional opportunities.

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

Curriculum provision exceeds minimum criteria with 13.8% (KS1) and 13.4% (KS2) of curriculum time spent on the key artforms. Discussion during the visit revealed that 'other' included creative writing, creative sewing and the use of the new technologies. The school's considerable investment in hardware and software is having an impact on the digital art skills of the children and their confidence in applying them across the curriculum.

Arts Award is not currently offered but we discussed the award and possible approaches. You were signposted to the Arts Award website, the Arts Access Fund and Curious Minds for further information.

You exceed the criteria in extra-curricular activities with an excellent take up of activities by students. Discussion during the visit revealed that 'other' included digital arts including radio and video editing.

Not listed within the original application. This was requested and provided. There are a range of opportunities to work with artists and arts organisations, these meet criteria and provide coverage of all 4 key artforms. Many of these are sustained partnerships particularly with Lancashire Music Service, a local Choirmaster and two Cultural Education Groups. During the visit other partnerships were found to be in place including those with a Morris Dancing group, a salsa artist and a video artist using a Green Screen .A local Dance School uses the school premises at weekends and there are possibilities for further links. The school has negotiated Drama Scholarships with a local Drama School and this partnership has benefited individual children.

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.

The strong statement underpins the schools commitment and resourcing within the arts. This is further evidenced within the School Prospectus and on the School Website.

You explain the value of the arts referencing the key artforms and strengths in the use of new technologies within the arts; curricular and extra-curricular opportunities; inclusivity, cultural diversity, partnerships with artists and arts organisations. Student voice, opportunities to develop leadership within the arts and links within the community were discussed and are noted in 2.7. 2.9.

Additional time for the arts is provided through collapsed timetable weeks such as the Chinese New Year; and through Golden Time, Friday afternoon enrichment, including for example, art and construction, jewellery making and creative sewing. Students spoke enthusiastically of these activities and work shown included aprons that had been designed and made for staff with a personalised approach!

The Headteacher is passionate about the impact of the arts on individual well-being, self-esteem, confidence and enjoyment of learning. She discussed several examples where the arts had had far reaching impact on individual children. Her strong leadership and vision is palpable in the ethos of the school and key staffing appointments, which, even in a relatively short period of time have had a far-reaching impact on the arts and approaches to teaching. Strategic planning is solid and partnerships embedded.

During the visit discussion with the Governor confirmed the support and commitment of the Governing Body to the arts, noting that they were kept informed about developments through annual reports and visits to the school. Their support is exemplified in their budgetary decisions and in the excellent resourcing for the arts through, for example, facilities and small timetabled groups. The governor present was involved in developing the choir and training staff in singing techniques (2.8).

Pupil Premium monies have been effectively used in developing arts activities and facilities providing inclusivity in access to the arts and cultural activities; and in enriching learning and access to the curriculum.

Whilst there are individual policies for all the arts subjects we discussed the possibility of having an overarching Arts Policy. You were signposted to resources on the Artsmark website resources library on 'Writing an Arts Policy' and felt that this would be a positive move.

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:

Criteria met

Visit and written response confirmed a rigorous planning, monitoring and evaluating system in place within the arts linked to whole school policies, SDP and staff appraisal. Staff expertise is shared and developed through internal and external training. Student progress is closely monitored through a range of approaches and there is regular reporting to parents. (Also detailed on the website and prospectus) You explained that there are opportunities for children to be involved in the process through self and peer assessment and interviews.

You provide 2 good examples that clearly illustrate the embedded approach to monitoring quality and progression expanding on the above. The first relates to a partnership with Lancashire Music Services and a Wider Opportunities programme which provided staff with a greater insight into expectations and led to developments being implemented within teaching content and use of software subsequently raising student achievement in this area. The second discusses tracking progression through the use of sketchbooks and documentation which facilitates differentiation and self-assessment. During the visit examples of these sketchbooks were seen together with guidance for staff in developing and tracking progression. Alongside displays seen, these evidenced the early impact of in-house training and the appointment of a member of staff with specialism in art, craft and design. Students were able to confidently articulate drawing skills.

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:

Criteria met

You give a statement showing how you feel the arts are essential to teaching and learning you explained that they are embedded across the curriculum giving examples of how they are used to stimulate learning in non-arts subjects During the visit the Headteacher emphasised the centrality of the arts in making the curriculum accessible to the children and their ability to engage and raise achievement in other areas.

You provide two good examples demonstrating how the school has used the arts to develop learning amongst students and approaches by staff. The first relates to students using videoing, drama, music and software to consolidate and explain learning in science. You note that this is an embedded approach across the school and learning is often shared with other year groups. The second shows how creative writing and art, craft and design are used to enrich learning in history and RE.

The tour of the school showed a particular strength in using the arts within non arts subjects. Further examples were observed throughout the visit both in displays and in work currently being undertaken. For example, art, craft and design was seen in the development of high quality drawing skills within a topic on Stonehenge; creative writing and drama were heard in a radio broadcast on the 'Black Death'. In the latter students showed how they had planned the broadcast and used journals to develop ideas.

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

You provide 2 excellent examples of how the arts have been used to engage students in a range of cultures. The first relates to art, craft and design and dance offering opportunities to understand the Hindu faith during a week's celebration of Diwali. The second involved all four key artforms in exploring the Chinese culture and sharing performances with other students and adults .During the tour of the school I was able to see part of a rehearsal for the 'Dragon Dance'

Both examples show a breadth and depth in your approach to promoting awareness, respect, appreciation and enjoyment of other cultures. You show this is embedded in school by including it in year round provision and curriculum planning. We also discussed that you were looking to extend work in this area and were exploring possibilities with a Muslim artist.

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:

Criteria met

You give two excellent examples, further expanded on by the Headteacher (2.1,) confirming that the arts are firmly embedded and valued within this school having a strong impact on the students.

You provide comprehensive details on the development of a radio show by year 6 students specifically noting the impact on two students who were given responsibilities. You explain how this has impacted on their social responsibility, behaviour, confidence and self-esteem enabling them to support other students. Secondly you write of the long lasting impact sewing has had on a child with low academic abilities, social and emotional problems and the developmental opportunities that have arisen as a result of his engagement with sewing.

During the visit discussion with students articulated the impact performances, success in competitions and having their work displayed had on their confidence and pride. They spoke with enthusiasm about the many arts activities they had been involved in such as video editing, song writing, poetry and Golden Time.

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:

Criteria met

You explain how initiatives such as the percussion and brass lessons through Wider Opportunities and choir are used to identify talent within music and target instrumental and singing lessons. Tracking through sketchbooks in art, craft and design enables staff to identify talent and we discussed how extension activities were planned and opportunities to buddy other children helping them develop skills. Those who are successful in digital media are given opportunities to take on leadership roles and work with younger children. The second example, in 2.5., further illustrates the school's approach to nurturing talent.

During the visit you expanded on this discussing a considered approach to identifying and nurturing talent within your students. The school has a Gifted and Talented register which is updated regularly. We discussed how potential in the arts is nurtured through levelled planning, extension activities, opportunities given in terms of performing, exhibiting and competitions, signposting to other opportunities and discussion with parents.

The application and the visit revealed how achievement is recognised through opportunities to perform during assemblies, concerts, school productions, in the church, local shows, competitions and festivals.

We discussed Arts Award, which is not currently offered, and possibilities of introducing it (see Part 1 Summary)

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

You have in place a School Council that enables students to put forward their ideas and give feedback on arts provision. During the visit a student spoke of her role within the School Council, in terms of being able to put forward arts ideas.

You provide two examples the first showing how consultation led to drama, dance, arts and construction, jewellery and loom –band making being included in the Golden Time enrichment afternoon on a Friday and a second example in which year 6 are engaged in developing and running the radio station; identifying changes that have been incorporated and the development of facilities and resources.

Discussion also revealed that there were opportunities in place for developing leadership for example buddying and occasional opportunities to design programmes for arts events. We discussed developing this aspect of work within the arts—extending opportunities for buddying/assisting with classes/workshops/responsibilities for an art area/sharing skills/arts ambassadors/combined KS1/KS2 artists workshops/designing publicity material and programmes for events. These could be formalised and included within the arts policy.

The Artsmark Website Resource Library additional question information 2.7. Artsmark Gold may be helpful in considering this.

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:

Criteria met

This section expands on 2.2. and explains both formal and informal sharing of skills and training using the skills of staff within school. The example given is a session on drawing and painting. During the visit high quality materials and examples from this training were seen and the impact seen in the tour of the school. You explain how artists/arts organisations residencies always have a CPD element used to further develop staff skills.

You give a good example of working alongside a professional Choir Conductor which led to the further development of skills and approaches to both the choir and whole school singing. This has already been integrated into teaching approaches, has been cascaded to other staff through assemblies/staff meetings and you describe the impact this has had on content, approaches and outcomes.

The second example shows how a partnership with Lancashire Music Service and a decision to offer the Wider Opportunities Programme has upskilled staff who both observe and partake in the sessions.

During the visit we discussed how the cycles of Staff Appraisal and School Development Planning further identify needs. Co-ordinators of subject areas are involved in monitoring and observing the teaching and learning within their areas and for providing subsequent reports and forward planning. There is informal coaching and opportunities to attend external courses if applicable.

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:

Criteria met

Links with parents, the local and wider community are strong with many examples, from a range of artforms, given both in the application and during the visit. The local community and parents are invited into school to watch school productions, concerts, and students have close links with the adjoining church exhibiting work and performing dance, drama and singing in the many celebrations such as Christmas Story. Students have a link with a local Residential Home with students visiting to perform Christmas carols and we discussed your involvement in local festivals and competitions.

You explain how you take part in local and national singing competitions, national poetry competitions, radio and film competitions. During the visit we discussed that a local Dance Group use the school facilities and you assist a local Drama School in signposting their activities.

Information is regularly shared on the website and in newsletters.

Assessment:

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

2.10 Artists & arts organisations – Artsmark level only

How do you choose and plan which artists and arts organisations to work with?

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

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

Validator comments:

Criteria met

You explain both in the application and during the visit how the school approached a partnership considering wider cultural development and a range of artforms. and gathered feedback from staff, students and the artist which is then used to modify/develop the partnership and any future work. The selection of artists, arts organisations and artforms is linked to school development plans, curriculum needs and inclusion of different artforms. During the visit we discussed that there are checks on qualifications/experiences/previous work references/CRB/Insurance. Artists residencies always have a staff development opportunity inbuilt.

You give a good example of what is becoming a sustained partnership with a Hindi artist who works across dance art, craft and design, music and cross-curricular work. Its success measured in enjoyment/quality of work /staff development opportunities. We discussed that residencies generally have a planning session prior to the visit and that choice of artists often came from recommendations.

At the visit we discussed in more in more detail how artists work is planned including the artist's involvement in identification of learning objectives/outcomes and involvement in evaluation. As a development point we discussed the use of a Contract and Artists Brief standardising the practice across the school. You were signposted to materials on the Artsmark website regarding further question information on 2.10 and Working with Artists and Writing a Brief. We also discussed signing up to Curious Minds e-newsletter and Culture Hubs to broaden your contacts with artists and arts events together with any funding opportunities.

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 identified strengths as the use of digital media – this showed clearly in your development of a radio station and opportunities you give the students to engage with digital media in the recording of other artforms and in sharing learning. (2.3) Discussion with students during the tour of the school emphasised this as a strength and the Headteacher spoke of the high level of funding invested in developing the new technologies.

Outstanding facilities and staff expertise are clearly a strength and you have considerable capacity to continue to build on this. The provision of arts activities, including within Golden Time Friday afternoon, when the normal timetable is collapsed, is high quality and enriches the experiences and learning of the children. Music is a strength within curricular and extra-curricular provision; song writing /singing/instrumental lessons are well established and staff are involved working developing their skills and working alongside students in for example, the choir.

The visit showed other strengths including community links. You identified further links with other schools as an area for development and you are well placed to share arts expertise and facilities. We discussed that currently you are looking at the possibility of working with a smaller primary school in terms of sharing facilities and expertise and building links with the adjoining secondary school. There are also possibilities to share training with other schools by inviting them to staff training sessions such as in drawing and painting, song writing and singing.

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

Part 2 recommendation summary (max. 300 words)

All criteria met.

You have a vibrant and creative school environment seen through visual displays, outdoor areas and the ethos of the school created by the commitment of staff and governors to the arts and the enthusiasm of the students. The Governors, Headteacher and Artsmark Co-ordinators provide strong leadership through their vision, passion and resourcing of the arts. We discussed the possibility of developing an overarching Arts Policy (2.1.) Digital media and music are strengths used to good effect in learning within other subject areas. A recent staff appointment is making an impact on teaching within art, craft and design and its use in other subjects. Planning, monitoring and evaluation are rigorous supported by a programme of staff development.

Staff use imaginative ways to deliver the curriculum and the arts are used effectively as a vehicle for raising achievement; developing the individual child and their ability to access the curriculum with confidence, joy in learning and a sense of self. The school offers opportunities for cultural awareness and understanding through the arts

You have well established links with the local community and a range of sustained arts partnerships in place. We discussed the possibility of standardising practice in the writing of artist's briefs and contracts. You were signposted to materials on the Artsmark website that may be useful in this and contact with the regional Bridge Association 'Curious Minds'. (2.10)

Students have the opportunity to contribute to the development of the arts and take responsibility within them. We discussed formalising leadership opportunities within the arts (2.7) and looking into the possible development of Art Award.

You are well placed to share your good arts practice and facilities with other schools and you will look for opportunities that may arise to take leadership in the arts within the local cluster of schools. (2.11)