

## Artsmark Validation Form

### Artsmark Detail

Please select the level of Artsmark being applied for?

Artsmark

### Organisation's Details

Name of organisation/school/college

Tankersley St Peter's CofE (Aided) Primary School

DFE Number

3703313

## **Arts Provision**

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

Please see Part One data

### **1.2 Qualifications**

#### **KS4 Takeup figures**

Please see Part One data

#### **KS4 Arts subjects**

Please see Part One data

#### **KS5 Takeup figures**

Please see Part One data

#### **KS5 Arts subjects**

Please see Part One data

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

Please see Part One data

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

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

Please see Part One data

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

Please see Part One data

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

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

Please see Part One data

## 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:**

Criterion met. The statement provided clearly explains the context and position that the arts adopt in the curriculum and in the life of the school. This has led to a broad and balanced approach to the arts within the curriculum, which is good to see. There is a clarity of thinking and a solid sense of purpose in the school which was further explored and discussed during the visit. There is a supportive and positive environment within the school that allows learners (and staff) to develop their skills and explore the arts within the wider curriculum with exciting and engaging results. During the visit we discussed if the school should further develop the website and celebrate the school's approach to the arts up-front.

**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:

Criterion met. The statements provided show that the role of subject co-ordinators is working well and that they monitor the quality of the arts provision through careful tracking and work analysis. The documentation that was presented at the visit supports the school's approach and gives a valuable foundation to help plan future provision and learning activities. The school provided two good examples that illustrate the work done on quality and progression and we also discussed how the development of using digital photography and video will also contribute to this area.

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:**

Criterion met. It was evident during the visit that the arts have permeated every aspect of the school's life and although they have offered two good examples in the application there was much use of art and craft, technology, drama, colour, dance and music, across the curriculum and on display. During the visit I was delighted to see how the children engage with live arts and are so willing to perform and engage in cross-curricular work without realising they are learning. Role-play and costume are great learning tools and featured frequently during the visit. We also discussed how digital technology; cameras and iPads, would have a positive impact across the school and benefit all subjects.

**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:**

Criterion met. The school provide good examples of work around a variety of topics relevant to a global and multi-cultural context. The work around music is particularly impressive with the use of singing, percussion and links to Africa being particularly strong. It is very positive that the school are pursuing opportunities to explore diversity and multiculturalism despite the backgrounds of the children and it is great to see the community involvement and parental participation engaging with the school. We also discussed how the school's links to the church provide regular performance and celebration activities for the learners and this was clearly on display with a wide range of programmes, photographs and displays.

**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:

Criterion met. The examples provided illustrate well how the arts has impacted on the learners and this was supported during the visit by watching the year 6 end of term rehearsal, where all members of the cohort were engaged, in costume and focussed. We also discussed some individual learners who have benefitted through the arts on offer: Joseph, who sang the role of Pontius Pilate during the Easter performance despite behaviour and engagement issues, Harvey, who engaged during the performances despite being deaf and playing the role of a cameraman, Olivia whose recognition of pitch was seen on video, a product of some excellent music learning around call and response. We also discussed how learners such as this could be developed further using a scheme such as the Arts Award that would allow learners to develop themselves and focus further.

### 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:

Criterion met. The school describe how learners with artistic talent are identified and developed through their interest in class and also how they are identified during cross-curricular and extra curricular activities. Learners also self-select for arts opportunities, such as performance and are supported by careful teaching often with parental and external support. Observations during lesson time also play a big part in encouraging learners to pursue their arts interests and develop skills and enthusiasms. We discussed how the arts award could be used further to encourage and motivate learners in the early stages of their artistic development to develop leadership skills and focus.

Learners also respond to the 'sparkle and shine' assemblies which are working well.

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:

Criterion met. The two examples given show how the school council and discussion around frequent performance opportunities helps develop learners and allow confidence and self-esteem to build. The live arts and whole year group performances in particular are a fine example of how learners can respond to opportunity. The school are particularly good at responding to initiatives like 'sing up' giving learners every opportunity to demonstrate their artistic skills and talents. The use of learner feedback has proved to be very useful and informed good curriculum developments and extra-curricular clubs, groups and ensembles.

### 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:

Criterion met. The 'Developing Excellence Plan' allowing and requiring staff to develop their skills and interest in the arts is in place and working well and the two examples given on the form illustrate that well. During the visit I saw good art techniques, pen control, care, work using ICT that was only possible through the staff development opportunities. The input from Martin Harvey has clearly had an impact amongst staff and learners and has contributed to a rise in enthusiasm and satisfaction amongst the teachers and learners. The teaching and learning staff are also demonstrating an increasing range of arts and craft skills as they are developed and coached through internal procedures which can be seen by the excellent craft, sewing, ceramic, puppet-pals, design and ICT learning opportunities.

#### 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:**

Criterion met. The school has a good sense of place in the local community and have leveraged the potential for interaction and involvement through the many links and initiatives they take part in. The inclusion of parents and carers into the learning environment has benefitted the learners and staff by introducing a range of approaches and experiences. Involvement in local and national events such as Sing-Up and Art on Canvas has paid dividends. The celebration of excellence, the 'Sparkle and Shine' assemblies, are a great way of communicating and celebrating within the school and community. There is some notable press coverage of the arts on display, such as the 'sign to sing' and article on the dancers, that sells the school, the arts and the success into the wider community.

**Assessment:**

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

## 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:

Criterion met. The school has benefitted from some excellent partnerships with external arts providers and this will continue to be an important part of the school's life and curriculum planning. The school's answer shows they recognise the benefits of working with arts professionals to complement and support the skills of the staff and carefully assess the quality of the work through assessment of feedback and local and national benchmarking. During the visit we discussed how networking wider with other schools, cementing the school's position as a hub of excellence in arts education, will lead to further opportunities to engage with a larger group of artists and providers. Essentially becoming a first point of call for other school's wanting contacts, suggestions and partnerships.

Assessment:

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

## 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:

Criterion met. The school has taken the opportunity provided by Artsmark to thoroughly evaluate their arts provision which now leaves them well prepared to plan and prepare for short, medium and long term goals. The answers given on the application are well reasoned and show some careful consideration and insight. During the visit there was discussion on impending technological change and how this will impact the curriculum and how well the school was addressing learners' interests in iPads, digital video and photography. This will need to be pursued with vigour in the coming year.

#### 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 type="checkbox"/>	<b>Artsmark Gold</b>
<input checked="" 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 met.

Although there was clarification required of the data supplied on the form, the figures were discussed and validated during the visit and were seen to be well within the tolerances required. Take up and participation in the arts is strongly evidenced by the excellent Live Arts evidence on show that supports that there are no issues with gender bias, access or the range of arts offered in school. A key success in the arts provision has been the inclusive approach of the learning, with all learners actively required to participate and a positive and encouraging atmosphere maintained to support the work.

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

Criteria met. The school has a well-planned arts provision that is considered and inspirational, motivating learners and staff to explore creativity, ideas and the curriculum in a positive and engaging manner. The school is well placed to now prepare for Artsmark gold at the next opportunity using the time to further embed the arts within the school's ethos and tackling the extra requirements using the firm foundations already in place.

As we discussed during the visit, many of the gold requirements are possible and emerging but may require recognising and championing, such as leadership (perhaps using arts award) and sharing expertise with other schools and networks. Throwing themselves into the "Yorkshire Sculpture Triangle" will be an exciting and positive next step to take.