



## Artsmark Validation Form

### Artsmark Detail

Please select the level of Artsmark being applied for?

Artsmark Gold

### Organisation's Details

Name of organisation/school/college

Richard Avenue Primary School

DFE Number

3942159

## Arts Provision

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

#### Criteria Met

##### 1.1 Time devoted to the arts

Meets criteria with a broad and balanced curriculum offered across all 4 art forms and key stages with 12.1% of time devoted to the arts in KS1 and 12.1% in KS2.

##### 1.3 Extra-curricular

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

The school provides a broad and responsive offer for all year groups, across all art forms.

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

Take up **exceeds minimum requirement** with 31% in year 2 and an average of 45% take up in KS2, there is a well-planned offer in place to ensure a reasonable gender balance including targeted activity as required.

##### 1.4 Artists & Arts organisations

At least one opportunity is available for all students to work with or visit an arts organisation or artist with two different art form activities available across each key stage.

#### Summary

A good quality broad and balanced offer for the arts is in place demonstrating the schools value and commitment to arts rich practice and creative learning. Evidence exceeds minimum criteria across Part 1.

## 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:**

Richard Avenue Primary School demonstrated an embedded culture of creative teaching and learning and commitment to the arts as an entitlement for all pupils.

They have provided a comprehensive Arts Policy further enhanced through discussions to demonstrate how the key art forms are defined, delivered, managed and developed across both the curriculum and extra-curricular offer. They have also identified how they successfully work with arts partners to continue to develop and enrich that offer.

**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:

There are clear processes in place to monitor quality and student/learner progression in the arts from student assessment for learning to staff skills audits, skills sharing and CPD. This informs quality and progression in addition to formal performance management processes.

Four examples are provided to demonstrate how teaching has been assessed and modified to build staff confidence, skills & knowledge to improve teaching and learning in music through specialist music observation and coaching; dance development with an emphasis upon improved planning; drama with an emphasis on child centred reflective practice; and in visual art through the support planning, evaluation, skills development and co-ordination offered by the Arts co-ordinator.

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:

There are clear examples in the application form and throughout the visit of how the school promotes and develops learning in in non-arts subjects throughout the curriculum. This responds to different learning styles and individual interests to increase and encourage engagement.

Two good examples provided in history, drama and creative writing; science art and design and dance. During the visit staff and students readily provided examples of this in practice, this was also evident through the range of high quality learning displays.

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:**

Two examples are provided to demonstrate how arts experiences are offered to students to engage them in and with a range of cultures. These include; KS1 Dance and creative writing lessons taught with a cross curricular focus linked to geography and the opportunity to explore the culture of different countries such as Africa and Scotland; the school also offer real life experiences to celebrate cultural diversity inviting local community members/carers into school to share their different life experiences and lead learning through the arts such as African drumming and costume design whilst reflecting upon the differences and similarities of living in England and Nigeria.

There are also creative learning and arts based developments in the planning following a staff exchange with Bangladesh.

**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:**

Relevant examples in music/singing in the cathedral and drama work incorporated into the creative curriculum and local study trip are provided to illustrate the positive impact the arts have on student motivation, sense of achievement, behaviour, engagement, aspirations, self-confidence, self-esteem and attitude to learning. Students spoke with passion and insight during the visit sharing their feelings and perceptions across a wide range of opportunities both within and beyond school.

**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:

Evidence provided through Ofsted report excerpts (October 2014) relating to a 'lively curriculum' which provides 'opportunities to work together, demonstrate empathy, foster curiosity and imagination...' in which the school believes the arts are fundamental. This is enhanced further by raised attainment targets and enjoyment ratings from pupils in relation to arts provision and cultural learning/cultural partnerships.

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:

There are clear processes and opportunities in place to identify student potential and nurture talent in the arts which include: assessment for learning; G&T register, differentiated teaching and learning; progression work and extended arts clubs and signposting.

Opportunities to recognise arts development, and celebrate success include a range of art form celebrations events both within school and the wider community as one off and regular events. Displays are a key strength, valuing achievement across the school with regular renewal, care and consideration. There are star of the day awards across subjects and the school is also keen to develop an Arts Award programme.

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:

The school evidence clear processes to consult with students to enable them to play an active part in developing the arts provision. This includes the formal structure of the student council and pupil questionnaires, decision making has a clear and explicit process and student voice is taken seriously resulting in developments such as a new Street Dance club for children after school. Students are also formally involved in planning for and evaluating work with visiting artists.

### 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:

Students have a range of opportunities to lead learning with peers and family groups in the arts and be key decision makers through a cycle of plan, do and review when working through topics and with artists and visits.

Achievement is formally recognised through 'achievement awards' in the arts and through the school website with a page dedicated to the celebrating the achievements of arts leaders. Students were highly animated when describing how they are involved, lead learning and inform decision making. This is an area that could still be developed further and we discussed how this might be further facilitated during the visit.

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:**

There is evidence provided to demonstrate how the school ensures that the staff team are skilled in the arts which includes: Annual audit of skills and training needs; alignment to SDP; performance management; scrutiny; individual and whole school CPD; skills sharing and coaching.

Four relevant examples are provided demonstrating CPD into practice. This includes working with a professional musician from Durham Cathedral to develop harmony work; working with a dance specialist to develop planning and delivery of dance through lesson observation, team teaching, independent delivery and reflective practice; peer to peer support to develop drama in the creative curriculum and sharing staff skills to develop drawing 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:**

There are regular opportunities to work with professional artists including drama practitioners using role play to enliven the curriculum, develop teachers' drama techniques and confidence; also in the visual arts, an artist is currently developing 3D work specifically to appeal to boys to raise standards and levels of engagement. New ideas & skills are clearly developed and put into practice with increased confidence and on-going support provided where needed.

**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:**

A range of examples are provided both in the application form and visit to demonstrate how the school shares progress, activities and achievements with the community both within and beyond school. These include: performances, exhibitions, festivals and celebration events in school, across art form, in various community venues, website and newsletters. Family engagement is an area of on-going development in this culturally diverse 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:**

The school are effective in encouraging and supporting leadership at all levels and demonstrate this on a number of levels including the nurture of their visual arts specialist teacher from teaching asst to NQT and arts leadership. She has also been critical in leading learning across a partnership of schools.

Endorsed by Benedict Biscop CE Academy

“Having an artist teach art has allowed staff to work alongside a skilled art teacher, see the potential in their own teaching, have opportunities to discuss and plan the development of ideas and refine planning. As a school, we have benefited from the expertise of Sharon Howard improving pupil outcomes through the development of staff both in the classroom and through display, creating a stimulating learning environment. This work has inspired us to develop further partnerships”.

**Assessment:**

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

## 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:

Clear checks and process in places for effective recruitment and selection including links to strategic development and SDP.

A clear process of plan, do review and evaluate in place which is inclusive of students, staff and artists, aligned to teaching and learning priorities and measured outcomes.

Example provided of a successful, sustained partnership with the designer and illustrator Simon Howard and what makes this a success. Simon has provided strong endorsement for the nature of the project and approach of the school.

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:

Strengths and areas for development are consistent with the evidence provided across the Artsmark assessment and validation process.

Strengths identified are: the schools community presence in relation to their music; the use of sports premium to resource high quality dance provision and staff CPD in dance; strength in the range and quality of art form expertise across the staff team.

The school hope to continue to develop their arts partnership work (thoughts and contacts provided during the visit to help with this).

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:

The school have a clear sense of what needs to be done to significantly/consistently raise the quality of arts provision in school with a SMART plan in place of how to achieve that. Partnership work with other schools, arts partners and possibly Arts Award are intrinsically linked.

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

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

Richard Avenue Primary School has evidenced strength in leadership at all levels demonstrating their commitment to art and culture as an essential entitlement for all. They offer Arts rich creative teaching and learning both within and beyond the curriculum. The application form and school visit combined to highlight: the breadth and depth of creative, meaningful learning through a range of experiences; a wide range and depth of art form expertise readily shared across the staff team, complimented by a good use of professional artists for added value and sustainability; and the schools commitment to identify and nurture talent in the arts, celebrating individual and collective achievements both in school and within the wider community.

Richard Avenue present a clear, three year vision for the Arts, to build upon their excellent provision and continue to drive improvement using SMART objectives with sustainable and collaborative practice at the heart.

Reflective practice and on-going development is embedded across the culture of the school with student voice and Young Arts Leadership as a key strength and area for on-going development.

To support the school in developing their arts practice further the following links might be useful?

**The Northern Cultural Ambassadors Network:** <http://ncan.co.uk> a free learning and information network providing access to professional learning and professional arts opportunities

**Bridge North East:** [www.bridgenortheast.com](http://www.bridgenortheast.com) soon to be managed by Tyne and Wear Museums which might have added value in making links to cultural heritage projects (see below)

**HLF Young Roots** <http://www.hlf.org.uk/looking-funding/our-grant-programmes/young-roots> A possible source of funding for a local or international creative exchange project connecting communities creatively in Bangladesh and Sunderland (also consider Cultural Spring for this).

**Culture Street** [www.culturestreet.org.uk](http://www.culturestreet.org.uk) provides a range of online interactive workshops/artists interviews set up to support Arts Award across a range of disciplines

**Cultural Spring** - lead on Creative People and Places for South Shields and Sunderland looking to develop the quality of arts on offer to disadvantaged communities through sustainable practice (3 year funded programme). <http://theculturalspring.org.uk>

And of course the **Arts Award** programme and **Artsmark** network which includes a wide range of learning resources such as creative evaluation techniques: <http://www.artsmark.org.uk/artsmark-network>