

# 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 met

You offer a statement outlining your vision and provide a link to your Arts, Sports and Culture Policy on the school website. Your vision for the arts is informed by the 2013 DfE Cultural Education Plan. Central to your vision is an ethos of equality and inclusion, ensuring access to the highest quality arts entitlement for all pupils. You outline your definition of the arts and the wide range of disciplines that this encompasses and discuss your commitment to ensuring that all pupils, regardless of ability or challenging circumstances, are able to access provision including a high quality arts curriculum, a range of qualifications and extra-curricular activities, excellent teaching, and a network of arts partnerships. You discuss nurturing of talent and disadvantage and describe how you use the arts to promote understanding of cultural diversity. You outline your commitment to consulting pupils regularly about arts provision and to providing a structure for leadership opportunities.

Further contextual information was provided at visit by your Principal who outlined the role of the arts in the school's recent improvement journey and spoke of the importance of the arts in students' academic, personal and social development, articulating clearly the transferable skills around learning that participation in the arts can engender.

**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

You give a clear overview as to how you monitor the quality of teaching and learning. This includes whole school and faculty reviews, learning walks, lesson observation and work scrutiny. External reviews moderate the judgements made by the school. You describe your 'forensic' approach to scrutiny of data in order to track students' progress and pinpoint where improvement for individuals or cohorts is required.

You offer four examples, each covering a different accepted art form, of monitoring that has taken place and how this has led to modification of teaching. In Art you identified that SEN were an underperforming cohort for Art GCSE and developed an action plan in response. In Drama lesson observations of two new teachers identified a training need which was met through peer observation and additional planning time. In Dance you noted a need to improve the use of questioning in lessons resulting in faculty INSET and modifications to planning. In Music, an external review of provision has resulted in improvement in quality of teaching.

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

You offer a clear rationale for using the arts to support learning across the curriculum, noting that through the arts staff and students can explore new ways of learning and develop transferable personal, social, creative and thinking skills which in turn improve academic achievement. You cite two relevant examples. In the first you describe the use of drama in Humanities subjects and in the second you discuss how Modern Foreign Languages has drawn on a range of music, drama, dance and art to develop language skills and cultural understanding. Drama has also played an important role in the teaching of Latin.

At visit staff gave many more examples of how the arts are used in a cross-curricular context including the Head of Art who described a forthcoming initiative linking ceramics and chemistry in the exploration of melting and firing natural elements. Staff noted that the only constraint to them pursuing even more cross-curricular links was time.

Students also gave a number of examples as to how arts had supported their learning and were articulate about why they valued this approach. One sixth form student studying biology and chemistry noted that she found text-based learning hard and therefore used drawing skills developed through GCSE art to represent information visually.

**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:**

Criteria met

You give two relevant examples. In the first you describe a project in which Year 7 and 8 pupils set a production of Hamlet in South Africa, using the play as a vehicle to represent and understand apartheid. In the second example you discuss a visual arts project 'Art and Society' in which pupils represented the use of text and language in their community through pieces in metal. Examples of this work, which was displayed in the offices of City law firm Allen and Overy, were seen at visit.

**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

You give two relevant examples. In the first you describe how a student with a statement for emotional and behavioural difficulties developed a positive attitude to learning and increased his self-esteem and confidence as a result of becoming involved in drama. The student completed Drama GCSE and Arts Award Silver as well as taking a leading role in a school production. At visit the student described how he was now doing A level Drama and undertaking drama-based mentoring of younger pupils with behavioural difficulties. In the second example you discuss how a student survey revealed how students identify the impact of the arts on their self-esteem and confidence.

At visit staff gave many further examples of how the arts supported students facing challenges and led to positive outcomes

**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:

Criteria met

Your 2012 Ofsted report notes that students' social, moral, spiritual and cultural development is well supported through the curriculum and extra-curricular activities and states that this has a significant impact on students' attitudes, views and behaviour. The report also discussed the high levels of attendance and student and parent satisfaction.

Although you were able to provide an apt Ofsted quote, we noted at visit that your effective collection, analysis and interpretation of data would have enabled you to provide many alternative responses to this question.

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

You give a clear description of how students with potential are identified in lesson time, extra-curricular activities and by arts partners. You also note the role played by the local music hub in identifying talented musicians joining the school in Year 7. You go on to give a number of examples of how students on the gifted and talented register have been given opportunities to develop their talents, both through school-based and external provision. You give one example relating to a pupil with additional needs and note the positive feedback from the recent Inclusion Quality Mark assessment around this topic.

Students' achievements are celebrated in many ways including the Oscars celebration evening, in assemblies and through the Principal's award.

You give a detailed list of arts-related guidance, work experience opportunities and careers events/talks

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

Student voice is a particular area of strength. Your overview describes a number of ways in which students can put forward ideas or offer feedback about arts provision. These include a pupil survey at the beginning of the year, consultation about curriculum provision, direct consultation on specific issues such as how membership of the school choir might be increased, and through representation by Arts Ambassadors. You offer two relevant examples. In the first you describe how the Arts Ambassadors promote the arts in assemblies and other forums. They show visitors around the school and are involved in selecting arts partners. Ambassadors also undertake a variety of leadership roles, detailed in 2.7Gold below. In the second example you describe the role played by Silver Arts Award students in organising an Arts Award day. At visit a pupil described setting up her own craft club and the support she had received from the school to do this including purchase of resources.

### 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

There are many ways in which students can develop leadership skills in and through the arts. You offer two relevant examples. Firstly you describe how students at all levels act as buddies to support their peers and may also assist with the teaching and facilitation of lessons. Secondly you discuss how students take a leading role in organising key events such as the Art Beat exhibition at Allen and Overy. In the previous section on student voice many of the examples given relate to leadership, such as the work of the Art Ambassadors in facilitating and supporting learners facing challenges, and delivery of performances and workshops in a feeder primary. The example of the Year 12 pupil (cited in 2.5) who is undertaking drama-based mentoring of younger students with behavioural difficulties is also highly relevant.

Your Bronze and Silver Arts Award offer ensures that students' leadership skills in the arts are formally recognised. You also have internal systems for recognition such as your Oscars awards, Principals award, letters home and status afforded to the Arts Ambassadors

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

You describe how CPD needs are identified through activities such as annual staff appraisals, formal observations, the bi-annual teacher survey and how individual and group learning plans are created. You note that CPD is embedded into the daily routines of the Academy through a weekly briefing sharing best practice from different departments. You also discuss the Arts and Culture entitlement INSET which took place at the beginning of 2013/14 and contributed to the year's Action Plan. You give four specific examples of CPD opportunities across the key art forms and describe how these have impacted on subject knowledge and pedagogy.

**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

You cite two relevant examples. In the first you describe how a partnership between the Drama department and Richmix led to reflection on the KS5 assessment process, and on staff's knowledge and skills in technical theatre. The drama teacher also modified her practice by encouraging students to take increased responsibility for devising and rehearsing their work. In the second you discuss how mentoring by a dance consultant and cultural producer from Tower Hamlets dance network enabled the school's dance teacher to develop her choreographic skills and initiate a wide programme of work in and out of school.

**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

In your first example you detail the many ways in which parents/carers can learn about students' progress, activities and achievements including the termly Creative News (a high quality publication, seen at visit), the school's website, a Facebook group, a termly publication 'What's on in the Arts' and a further bi-annual brochure. A large number of performances and exhibitions are open for parents/carers to attend.

Students are involved in a wide variety of community-based arts events. These include performances by students at the Barbican Box and Richmix, a musical showcase at a community centre for the elderly, exhibition at Allen and Overy, dance performance at Disneyland Paris and involvement in a number of competitions such as Great Big Dance Off, Dance Make Your Move, and Young Photographer of the Year.

**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

You discuss your participation in the training of Teach First students as well as projects with primary schools including a cross-phase project using physical theatre on the theme of Equality, collaboration on a Christmas Single and an arts-based transition project on Hamlet. A quote from Columbia Primary School is provided confirming the details of your partnership and commenting on the positive outcomes it achieves for students and staff.

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:**

Criteria met

a) You note that development of sustained partnerships was an objective for 2013/14. You discuss how you identify partners based on need, value for money and quality, holding initial meetings to determine how an artist will add value to the learning environment and to discuss the learning objectives and outcomes. Adequate planning time is built into partnerships and safeguarding procedures are adhered to.

b) You outline a five-stage process for evaluation – planning, delivery, collecting evidence, reflecting and moving forwards, sharing findings – and give brief detail of what each stage entails.

c) You identify a 10-week visual arts project led by two artists and funded by the school's business partner Allen and Overy as your example of a sustained project. You describe the key project activities including visits to exhibitions, and design, production and exhibition of the pupils' own work. You identify the specific aims and objectives for this partnership and give statistical evidence relating to impact. This project was also mentioned as being a highlight for one of students met at visit. A quote from one of the artists involved confirms the partnership details, the project content and the commitment offered by the school to the partnership

**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:

Criteria met

You identify three strengths – a clear vision and strategy for the arts, quality of arts provision and the quality / quantity of collaborations with artists and arts organisations. All of these strengths are reflected in information provided elsewhere in the application and were confirmed at visit. You identify your sixth form as an area for improvement noting that you would like to expand the range of courses and opportunities available and increase the numbers of students opting to study arts subjects. You aspire to offer Dance A level and will investigate Level 3 BTEC. A first step will be to survey the sixth form about what opportunities they would like to see available.

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

You state that in three year's time Bethnal Green Academy will be known as a good practice centre and have taken further steps on a journey to becoming a world class provider of arts and cultural education. You note ten key indicators of success and outline the next three steps that will support your achievement of these goals.

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)

Criteria are met in all areas of Part 1

The percentage of curriculum time devoted to the arts at KS3 is in excess of the 12% benchmark and each individual art form also meets benchmark criteria.

The number of arts qualifications offered at KS4 and 5 also meets benchmark criteria. You noted that you aimed to introduce A level dance in the future.

Extra-curricular provision meets criteria in terms of the number of activities, range of art forms and numbers attending. On the application form you entered the number of pupils participating in the boxes intended for number of clubs. However at visit you provided full information about the number and nature of clubs, confirming that this criterion was met. At visit pupils were appreciative of extra-curricular opportunities, noting that they could still pursue arts interests and develop arts skills even if they were not opting for subjects at GCSE.

A range of artists and arts organisations work in the school ensuring that all pupils have at least one opportunity to participate in artist-led activities each year and more than one art form is represented within each Key Stage. At visit you noted that you were exploring partnerships with dance organisations including Sadlers Wells as part of your plans to develop dance within the curriculum and beyond.

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

Your application demonstrates the importance of the arts in Bethnal Green Academy's ethos and provision.

Students are able to learn skills and progress in all four key art forms and a wide range of other art forms. Effective monitoring of teaching and learning underpins the quality of your offer. Use of the arts in other areas of learning is a strong feature, demonstrated through a wide variety of examples. You recognise how the arts achieve personal and social outcomes and are proactive in creating opportunities for students, especially those facing challenges, to develop through arts-based activities. Gifted students can develop skills across a range of art forms and there are many opportunities for students to feed back and input ideas about arts provision. High quality partnerships with artists/arts organisations extend your arts provision, provide aspirational experiences, achieve good outcomes for students and develop teachers' own skills. Everyone that I met at visit, including teachers, the Principal, Senior Management Team and students, articulated the vision for the arts with passion and energy, indicating a coherent and deeply embedded approach.

We discussed the following development points:

- You self-identified a need for further development in dance. You will invest in Year 8 Dance provision to encourage uptake at KS4. You are also planning a two-week dance festival, researching a dance partnership and experimenting with single sex lessons at KS3 to challenge gender stereotypes
- KS5 provision and participation is a further development area
- We noted your excellent use of data to ensure participation and inclusion. You should continue to apply your 'forensic' approach to data in order to measure the impact of key initiatives. An action research approach in which you explore in detail how impact is achieved through specific strands of work could be particularly relevant to your organisation.