



**Artsmark**  
AWARDED BY ARTS COUNCIL ENGLAND

## Artsmark Self-assessment tool

You have been sent this table as part of your preparation for your Artsmark Development day. In conversation with colleagues, including senior leaders, you are asked to consider the statements in this table and highlight the text in cells which best fit a description of your school at this moment in time. Do not be concerned if your school or college profile scatters across the columns. Your responses will form the basis of your forward planning during the Development day. The table assumes that on entry all schools and colleges will work towards a silver award as a minimum, although some will work towards gold or platinum.

This self-assessment tool embeds Arts Council England's seven Quality principles and these should be reflected by the school at every level.

- 1. Striving for excellence and innovation**
- 2. Being authentic**
- 3. Being exciting, inspiring and engaging**
- 4. Ensuring a positive and inclusive experience**
- 5. Actively involving children and young people**
- 6. Enabling personal progression**
- 7. Developing belonging and ownership**

	QP	Silver	Gold	Platinum
<b>Leadership</b>	1.	<i>Your Schools SIP should clearly demonstrate an ongoing commitment to quality and diversity in arts and culture education across all phases with clear milestones and measurements.</i>		
	2.	All teachers take responsibility for developing arts and culture in school.	A senior leader drives and develops arts and culture provision cross all phases. Greater evidence of whole school planning of arts and culture.	Schools must demonstrate over time that a named governor takes responsibility for monitoring arts and culture. Senior leader disseminates good practice across wider range of schools.
<b>Curriculum Design</b>	1.	<i>The value and impact of the diverse arts and culture curriculum is firmly embedded in the school's curriculum offer across all phases.</i>		
	2. 3. 6.	Clear schemes of work and programmes of study exist to show progression of knowledge, skills and understanding for arts and culture subjects across all phases. The arts curriculum is used to help children explore or make connections in other subjects.	Curriculum design demonstrates a whole school understanding and commitment to high-quality arts and culture provision, including experiences to perform, see live performance, and to create and evaluate art works in a range of media.	Schools must demonstrate over time that the arts and culture curriculum offers an extended and wide variety of learning opportunities in more alternative arts and culture subjects such as digital installations, videography or public art. Older students have the opportunity to have greater input into what they learn, how they learn and how they record their learning. Schools must demonstrate that they have helped or supported other schools with curriculum design.
<b>CPD</b>	1.	<i>The school can provide evidence of a clear commitment to CPD in the diversity of arts and culture for all members of staff and have allocated appropriate resources to enable this to happen.</i>		
	6.	The school can evidence regular in-house opportunities to demonstrate sharing/developing good practice in teachers' knowledge, skills and understanding of arts and culture delivery.	The school has evidence to show that specialist artists/professionals have worked with the school to develop teacher knowledge and skills and understanding of high quality arts and culture delivery, and have collaborated on the	The school showcases over time, high quality teaching of arts and culture by offering CPD opportunities to other schools and sharing resources. Key staff support/develop and lead CPD beyond the school, providing

			creation of quality teaching resources.	evidence of wider impact.
<b>Pupil Engagement</b>	3.	<i>All pupils in the school can talk enthusiastically and demonstrate their knowledge, skills, understanding and experience of high-quality and diverse arts and culture provision in their school.</i>		
	4. 5. 6. 7.	Children's art is showcased and displayed effectively and planned arts and culture events have a high take up in school.	Schools can demonstrate that they have involved pupils in the planning and delivery of arts and culture experiences, such as: <ul style="list-style-type: none"> <li>• Choosing visiting artists</li> <li>• Preparing and organising a live performance</li> <li>• Putting on an exhibition</li> <li>• Skills sharing workshops</li> </ul>	Schools must demonstrate over time that pupils are ambassadors for high-quality provision and learning and accompanying teachers to deliver CPD opportunities in and out of own schools. Case studies show an impact on outcomes and progression of skills in a wide range of arts and culture.
<b>Range of Offer</b>	1. 3.	<i>The school can demonstrate a diverse and universal offer of wide-ranging, high quality arts and culture experiences within and beyond the school day.</i>		
	4. 5. 7.	Over an academic year, the school can demonstrate a universal offer of a range of arts and culture clubs and experiences.	The school can demonstrate and evidence children have had experience of arts and culture within their community and locality such as: <ul style="list-style-type: none"> <li>• theatre trips</li> <li>• museum visits</li> <li>• dance events</li> <li>• art gallery trips</li> <li>• Film clubs, moving image</li> <li>• installations, public outdoor art</li> </ul>	The school can demonstrate over time that children have had a wide range of arts and culture experiences at of national significance such as: <ul style="list-style-type: none"> <li>• theatre trips</li> <li>• museum visits</li> <li>• dance events</li> <li>• art gallery trips</li> <li>• Film clubs, moving image</li> <li>• installations, public outdoor art.</li> </ul>
<b>Partnerships</b>	1. 2.	<i>Schools can demonstrate that they understand the value of working with a diverse range of partners to provide and deliver high quality arts and culture education.</i>		
	3. 4. 5.	The school can demonstrate that it has explored a range of partnerships to help the development of arts and culture in school, such as: <ul style="list-style-type: none"> <li>• registering on the Arts Council</li> </ul>	The school can demonstrate that it works effectively in partnership with a wide range of arts and culture providers and evidence that this is having a positive impact on outcomes for pupils and staff.	The school can demonstrate over time that it works in partnership on a larger scale and this may include taking a leadership role that has a positive impact on outcomes for a wider group of pupils and staff.

		England network • contacting their local bridge organisation • investigating offers from other local arts and culture providers.	Schools should be engaged with their local Music education hub.	
<b>Equality and diversity</b>	1. 2. 7.	<i>Your Schools Equality Action plan should demonstrate commitment to equality of education and opportunity of arts and culture experiences in line with the Equality and human rights commission's protected characteristics.</i>		
		The school must evidence arts and cultural opportunity within their Equality Action Plan.	The school can demonstrate the impact of arts and culture on their Equality action plan. Whole school understanding and commitment to equality of opportunity to arts and cultural experience.	The school must demonstrate over time that a named governor takes responsibility for Social, Moral, Spiritual, Cultural learning. Good practice is shared with other schools.
<b>Values and Ethos</b>	1. 3. 4.	<i>Schools actively promote diversity and a life-long love for learning and enjoyment of arts and culture. This is reflected in the school environment, ethos and shared language used by the school community to celebrate and promote their achievements in arts and culture.</i>		
	5. 6. 7.	The school values each arts subject and promotes the arts and culture for the intrinsic value they have, including appropriate timetabling. Pupils have the opportunity to develop their skills over a longer period of time.	At primary level, schools clearly plan to link the arts and culture to wider learning opportunities for children so that they can apply their arts learning in a wider context. At secondary level schools offer a range of suitable arts qualifications so that pupils can progress knowledge, skills and understanding of arts and culture subjects and/or signpost students to other resources and providers.	Schools must demonstrate over time that they actively promote, from an early age, arts and culture as a genuine career choice and promote opportunities for experience of working alongside people from arts and culture industries.  Established and credible arts offer at KS4 which may include Arts GCSEs with good levels of take up.  Schools should be actively working towards, or have an awareness of Arts Award.

### The Five Awards at a glance

Artsmark *	Silver	Gold	Platinum	Flagship**
Entry level	Emergent	Established	Stretching	Exceptional
Develop skills	Develop expertise	Develop Best Practice	Opinion Former	Influencer
Commitment	Tangible results	Measurable Effects	Making a difference	Leading Change

\* A school will become part of the Artsmark community once they have attended a Development day and completed their Statement of Commitment.

\*\* The Artsmark Flagship Award recognises exceptional schools valued for their leadership in championing arts education and cultural learning nationally. This award is available by invitation only and remains for the moment in the gift of the Arts Council.