



## Artsmark Validation Form

### Artsmark Detail

Please select the level of Artsmark being applied for?

Artsmark Gold

### Organisation's Details

Name of organisation/school/college

Northcote Primary School

DFE Number

3412110

## 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:**

Criteria met:

- Additional information was requested, as unable to access link, and you provided this during the visit. The initial statement appeared to refer to Art, Craft and Design only but additional information expanded this. A comprehensive Overarching Arts Policy and individual policies covering all 4 key artforms were seen. These define the arts within school covering both curricular, including through non arts subjects, and extra-curricular delivery; approach to inclusion/accessibility cultural diversity/student voice and working with artists and arts organisations. During the visit the GT Policy was also made available with detailed practice in place for nurturing talent. The Artsmark Co-ordinator discussed how Pupil Premium monies were used to support the arts specifically through music, visiting theatre groups, dance, digital media and support for visits. Students were able to talk fluently about the wide opportunities available including artwork within the breakfast club.
- The Headteacher is passionate about the arts and has a strong vision and awareness of the power of the arts to enrich and enhance learning. The arts are embedded within the school. There is good resourcing and support from the Governing Body. The environment of the school promotes creativity with well designed outdoor areas including a stage and vibrant, exciting displays inside. The Headteacher outlined plans for further development of the buildings to include creative covered outdoor areas and an audio-visual room.
- The School Website has excellent coverage of the arts including photographic records of the many arts events and projects; additional arts activities and schemes. The last Ofsted report highlighted the high profile of the Creative arts.

**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:

- Visit and written response confirmed an effective planning, monitoring and evaluating system in place within the arts and linked to SDP. We discussed that Governors and SLT monitor quality through walks around the school and reviews. Subject Co-ordinators play a key role in monitoring the individual subject areas.
- Students are involved in giving feedback through surveys, reviews and individual progress meetings. Responses from a recent Art, craft and design survey can be found on line and have impacted on the development of the curriculum.
- You provide 4 examples that illustrate the embedded approach to monitoring quality and progression. The first relates to textiles through Design Technology and links with the creative curriculum. The second to how teachers monitor progression with individual children and ensure differentiation for the GT with a further monitoring of these students progress by the GT Co-ordinator. Additional information was requested and further discussion focused on assessment/feedback/parental involvement/reporting. Two further examples show how lesson observations/assessment led to a unit of dance being adapted and the use of performance to assess progress in drama.

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 give a strong statement, supported by the Assistant Headteacher, showing how you feel the arts enrich and embed learning across the curriculum ensuring a creative approach by staff and students whilst providing an exciting and engaging vehicle for learning. During the visit the Headteacher emphasised the part the arts played in making the curriculum accessible to the children and their ability to drive academic performance. He aimed to develop a school with a WOW factor and was passionate about the centrality of the arts in achieving this.
- 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 art, craft and design enriching the teaching of history, the second using design to develop learning within history and science.
- There were several other examples, showing how arts strategies had enriched learning in non arts subjects, discussed and seen during the tour of the school for example the use of Art, craft and design in the Vikings project.

**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.

- During the visit you noted that the creative curriculum provides many opportunities for exploring cultural diversity and exemplify this through the four key artforms including African culture, different religions, world music through playing different instruments and through song. You give a second comprehensive example involving teacher exchanges, sustained links with a Sri Lankan school including shared artwork/creative writing between students. During the visit displays of this work were seen and students spoke with obvious enthusiasm about the link and Hindi stories including the Elephant God. The examples show a breadth and depth in your approach to promoting awareness, respect, appreciation and enjoyment of other cultures.
- You show this approach is embedded in school by including it in year round curriculum planning.
- During the tour of the school displays of work exploring other cultures were seen on walls for example, the early years and Breakfast Club had celebrated the Chinese New Year through a range of artwork.

**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 2 good examples that confirm that the arts are firmly embedded and valued within this school having a strong impact on the students and their parents.
- You note the strong impact on confidence/self-esteem /engagement gained through the increasing numbers of art work that the school undertakes within the local community e.g. the large scale painting displayed at Sainsbury's (seen during the visit) This has also had the additional effect of increased engagement of parents on Family Fun Evenings and greater involvement in their children's achievements. A positive development in the school which is located within a deprived area, within a deprived area. Opportunities, through dance classes after school, to engage boys have been particularly successful and discussed an example whereby engagement with dance had impacted on the behaviour and motivation of specific boys.
- During the visit discussion with students articulated the impact performances had on their confidence and pride. The school's desire to ensure a rich arts education for its students was evidenced within the environment of the school e.g. the large scale murals of books within the library, the large story telling chair made this a magical place to be and was used for work undertaken with poets and writers – all of which had the impact of engaging students in their learning and raising aspirations. Discussion with students showed they like these highly visual areas and enjoyed being part of the collaborative project that created it, they have asked for more such opportunities.(Arts Survey)

**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:

- You provide a statement by the Local Authority Literacy Consultant that evidences your creative approach to teaching and the impact this has had on progress within literacy and science.
- Ofsted also notes that the high quality experiences through the creative arts impact on the spiritual, moral, social and cultural development of students.

**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 provide examples showing how GT students identified in music dance, singing, drama and art and design have opportunities to develop their talents through participation in performances/after school clubs and music examinations.
- Discussion with the Artsmark Co-ordinator during the visit expanded on these.. We discussed whole school policy on GT, provision and in class approaches including challenge/enrichment/extension activities/specialist teaching and differentiation. Identification of talent within the arts is through informal and formal assessment. Parents are informed and involved and signposting to appropriate opportunities. The school has a GT register and the GT Co-ordinator oversees progress of the individual students. Additional information is also cited in 2.2.
- You state and we further discussed, how achievement in all 4 key artforms is recognised through opportunities to demonstrate/perform skills during assemblies/displays /award of certificates. 'Good Work' assemblies are held every week when students receive certificates for achievement in all subjects including the arts. There is also a large interactive screen in the hall where video clips and photographs of events/performances are shown. The school website also celebrates the achievements of students within the arts.
- The school takes part in the 'Children's University' whereby credits are awarded for their participation in extra-curricular opportunities within the arts. Arts Award is not currently offered but you are aware of it are considering this.

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 explained that students are able to play an active part in developing arts provision through surveys and interviews with individual students. The school website contains the results of the survey cited in the first example and teaching within art, craft and design has been developed as a result of the responses.
- Additional information was requested and you provided this during the visit. You have a School Council (see 2.7. Gold) made up of representatives from throughout the school you note that they have been consulted on a range of arts related issues. During the visit the students spoke of their roles within the school council in terms of being able to put forward arts ideas. (see 2.5.)
- You provide 2 good examples one where the students expressed their wish, through a survey, for the wider community to see their artwork. This was achieved through the creation of large scale works for the Sainsbury's Art Hoarding Project which are now displayed at Sainsbury's (close to the school) and a second example showing how the school were able to respond to a request for an after school dance club.

### 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.

- Additional information was provided. You spoke of how during the Sainsbury's Art Hoarding Project year 5 and 6 students assisted in organising and guiding the younger children, taking on a leadership role and having the opportunity to implement their own ideas. Talented children are often selected to act as ambassadors and guide visitors in school. There are opportunities within the classroom where students work in mixed ability pairs giving an opportunity for those who are talented to support/buddy up with those that need extra-support.
- We discussed further developing this aspect of work within the arts—formalising opportunities for buddying/assisting with classes/workshops/responsibilities for an art area/sharing skills/arts ambassadors. These could be formalised and included within the arts policy.

**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:

- This is a strength. You describe how your school identifies staff development needs through performance management and describe how these needs are supported either in house or through external courses. During the visit we discussed how performance management links with the school development plan/monitoring through SLT and Subject Leaders/lesson observations. I.e. review/devplanning/support/evaluation. Further scrutiny is undertaken by an Art Task Team whose remit is to audit provision, identify gaps and ensure resources.
- We discussed how working with artists provide opportunities for development of skills, visits to performances bring different approaches and feedback is given after attendance on courses.
- 4 good examples show a wide range of approaches taken to develop staff skills within the arts. These include moderations and external courses (music); intense 2 day residential (drama); using the skills of the residential artist(art,craft and design); in house dance workshop using a dance consultant alongside the purchase of dance shemes (dance); and mentoring through a local secondary school (dance). Additionally there are formalised opportunities to share good practice.
- These have impacted on practice in terms of producing an open and supportive ethos, improved management of the arts, bringing new skills and consolidating practice within drama, music and dance and enriching both the work of the resident artist whilst impacting on learners progress.

**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:

- An alternative example was requested to replace the second example relating to cookery. You provided this during the visit.
- Two strong examples that show the breadth of engagement with artists and arts organisations. A sustained partnership with Wider Opportunities and a professional musician developed staff skills and confidence in the teaching of music leading to their ability to lead the music sessions. This is supplemented by training in an interactive programme. The second example provided relates to working with an arts company that led a topic based on the Chinese New Year with EYFS and KS1. Photographs and displays were seen during the visit to the school and these evidenced a range of arts activities including making Chinese lanterns, painted Chinese writing and dragon dancing. Working with the company enriched the topic and the understanding and skills of staff, these will be incorporated into future planning.

**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.

- You provide two strong examples of sharing your progress, activities and achievements in Art, craft and design with the community. The first involving working alongside a professional company to put on an exhibition of students work, based on other cultures, to which parents and the school community were invited. The second relates to work undertaken with students from John Moors University in producing artwork for the school foyer and to producing large scale murals displayed (seen during the visit) within the local community at Sainsbury's. There are extensive examples including displays in the local hospital, church a range of competitions and work produced for the city council and local football competitions (see 2.11)
- Discussion during the visit with staff and students together with images on the website (also see 2.11) revealed an extensive sharing of work within the whole community across all 4 key artforms. The choir sings at the Liverpool Philharmonic Hall, in Liverpool One city centre and has a sustained link with the Salvation Army performing regularly, in nursing homes, Sainsbury's and both the Liverpool and Manchester arenas. The brass band goes out into the local community. Students are taking part in a Shakespeare performance at the Playhouse Theatre in Liverpool. Dance hold regular performances within school and flash mob dancing in Sainsbury's. The website and regular newsletters advertise such events and provide reports and records of them.
- The Headteacher emphasised the important role the school had at the heart of a community typified by deprivation. Sharing the work of the school is important in bringing cultural opportunities to the parents and wider community. He recalled many emotional moments when family members attended performances by their children at the Philharmonic Hall or the MEN Arena, or saw the professional presentation of artwork for example. All of these raised aspirations within whole families and impacted on students..

##### 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 give a good example of providing the opportunity for a teacher from another school to access the good practice and specialist teaching staff within your school. This has initially involved observations, discussion and integration within the teachers practice. It is in place as an ongoing support mechanism.
- You provide a statement from the teacher describing the benefit of this.
- During the visit you spoke of sustained links with 2 secondary schools working in partnership in dance performances and providing drama/speaking and listening for KS2 over a 6 week period. We discussed further development in terms of sharing of the school's good practice with other school's including opportunities to contribute to 'Creative Pages'

Assessment:

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

## 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.

- You note that selecting artists/arts organisations is embedded in your School Development Programme with a shared approach involving SLT, Governing Body and Arts Co-ordinator. Additional information was requested regarding the selection and process of working with artists.
- You provided this during the visit confirming that you have a well considered approach with checks on qualifications/experiences/previous work references/CRB/Insurance.
- At the visit we discussed in more in more detail how artists work is planned including the artists involvement in identification of learning objectives/outcomes and involvement in evaluation. As a development point we discussed the use of a Contract and Artists Briefs standardising the practice across the school. You were signposted to materials on Artsmark website regarding Working with Artists and Writing a Brief, also to the Curious Minds website which has information on artists and opportunities through its E-newsletter.
- The Artsmark Contact spoke in detail about how the school approached a partnership and gathered feedback from staff, students and the artist. You give an example of working with the 'Images Art Exhibitions. Further discussion centred on a many other partnerships; for example, sustained partnership with Resonate (Liverpool Music Support), M& M Theatre Group perform within the school each term inspiring creative writing; A professional dance teacher working within the school for over 2 years providing after school clubs, and school performances.

**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 identified strengths within music provision and opportunities to extend this within the community; Art, craft and design involvement outside of the school through participation in competitions and extensive contributions and artwork within the local community; and strong links with artists and arts organisations across all four key artforms. These were validated through both the application and the visit.

You identify further development in terms of utilisation of the outdoor performance area and note that it is integrated within development plan.

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Assessment:

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

## 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:

- Your vision for three years time includes building on ther high quality partnerships in place and encouraging lifelong participation in the arts. You discussed current plans involving past students in choirs and brass band after school and the current building extension plans aim to accommodate this.
- You provide a comprehensive action plan, including current progress, for realising this vision.

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 met:

- The data for 2.1 was incorrect on the application. You provided revised information in advance of the visit (please see attached excel spread sheet). Criteria met. Excellent curriculum provision exceeds minimum criteria with 34%(KS1) and 30% (KS2) of curriculum time spent on the key artforms and other. Discussion during the visit revealed that other included digital arts, podcasting and creative writing in KS1 and KS2.
- Arts Award not currently offered. School given information and considering.
- Information on the application form was incorrect additional information was requested and you supplied this prior to the visit see attached excel sheet. Criteria met. Extra-curricular opportunities are excellent. Both take-up and the number of activities exceed criteria with a good gender balance. All key artforms offered.
- An extensive range of opportunities to work with artists and arts organisations, exceeds criteria and provides balanced coverage of all key artforms. There are many sustained partnerships with local artists and arts organisations and discussion during the visit revealed others (see 2.10).

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

All criteria met.

You have a vibrant and creative school environment seen through outstanding visual displays, creative areas outside and through the ethos of the school seen in the passion of staff and governors for the arts and the enthusiasm of the students. The Headteacher and Artsmark Co-ordinator provide strong leadership through their vision, resourcing and high quality staffing of the arts with an Artist in Residence and specialist staffing further extended by the sustained use of arts professionals such as the teacher of dance. Planning, monitoring and evaluation is rigorous and staff development both well targeted and resourced.

You are aware of the positive impact the arts have on self esteem and cultural experiences and use them to good effect as a vehicle for raising achievement; developing the individual child and their ability to access and engage in the curriculum with enthusiasm and confidence.

You have strong, established links with the local community providing high quality experiences for both the students, parents and wider community. The students spoke highly of these. You have an excellent range of sustained arts partnerships and further discussion centred on the possibility of standardising practice in the writing of artist's briefs and contracts. You were signposted to materials on Artsmark website that may be useful in this.

For future development you would like to develop use of the outdoor performance area and continue to build on arts partnerships, you have provided an action plan to achieve this. We discussed formalising leadership opportunities within the arts (2.7) and looking into Art Award to support this. We discussed sharing your innovative and creative practice with other schools and opportunities that may arise to take leadership in the arts. for example, through Creative Pages and the Artsmark website.