



Artsmark Validation Form

Artsmark Detail

Please select the level of Artsmark being applied for?

Artsmark Gold

Organisation's Details

Name of organisation/school/college

Shoscombe Primary School

DFE Number

8003347

Arts Provision

Part 1 recommendation summary (max. 300 words)

1.1 Time devoted to the arts

Meeting criteria. KS1 and KS2 pupils at Shoscombe Primary School spend on average 4% of their time on each of the four main artforms. In total, 18.5% of time is spent on arts subjects.

1.2 Qualifications

Not applicable.

1.3 Extra-curricular

Meeting criteria. You offer a range of activities across all artforms which exceed the Artsmark minimum requirements. This was verified in discussion with your pupils who provided more examples of extra curricular clubs than I could write down in the time! You are meeting the minimum criteria for boys, girls, and all pupils taking part in activities and the pupils I spoke to clearly value, enjoy, and regularly take part in extra curricular arts activities.

1.4 Artists & Arts organisations

Meeting criteria. You offer an opportunity for all pupils in every year group the opportunity to work with at least one artist / organisation per year and there are at least two different artform opportunities per key stage to engage with artists and arts organisations. We have both noted your arts partnerships as of particularly high quality and this was a recurrent discussion theme during my visit.

Summary

You are meeting criteria consistently across section one and to a higher degree than the criteria requires. I was able to verify section one through discussions with your staff and pupils and observed an afterschool craft club at the end of my visit.

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:

Meeting criteria. You provided a link to your website and an extract from a current document / statement. Within this, you have provided a definition of the arts at Shoscombe Primary School, you discuss how you deliver the arts subjects within and outside of curriculum time as well as how you ensure your provision is accessible and that you provide a range of opportunities for children to experience cultural diversity through the arts. You also detail the value of arts partnerships to delivering your arts vision.

Your statement and weblink were less specific around the following parts of the criteria:

Inclusion

Student voice

Nurturing gifted and talented

Leadership in the arts

We discussed these areas in depth, your students also responded to questions about some of these areas, and they were very much themes that flowed through the whole visit. I am completely satisfied that all of these areas have been met and as this section sets the scene for each of these elements throughout the rest of the application, I will elaborate as we reach each section.

I noted the Comenius Project and your Forest School evidence observed on my visit are particular strengths in delivering your arts provision. Your school newsletters downloaded from the website, and you also sent me one recent one for January, reinforce your commitment to offering a broad, varied and rich arts provision for your pupils. Your commitment that all KS2 pupils will achieve Arts Award Discover before they leave Shoscombe Primary School is the icing on the cake! Enabling you and them to recognise, value and be accredited for their artistic abilities and enables them to achieve an externally verified award for their hard work, taking that forward into the next stage of their lives.

Assessment:

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

2.2 Quality & Progression

Please explain your organisation's approach to monitoring quality and student/learner progression.

Validator comments:

Meeting criteria. You have outlined your approach to monitoring quality and student/learner progression in the arts and provided four examples in visual art, creative writing, drama and music. During my visit and discussion with pupils and staff I was able to verify that the ways in which you describe monitoring progression are in place and that pupils are engaging in these review processes. Each of these elements of your application is meeting criteria.

Your pupils spoke extensively about the partnership with Edwina Bridgeman and how they had developed a range of different projects in partnership with her. We also discussed the Arts Award art club that was established that Edwina has contributed to and I observed a display that the children had put together in the main hall of their work towards their Arts Awards.

I discussed with one pupil his role in performances at the egg theatre and you had already told me about the impact of this opportunity on his learning and development.

I observed a drumming assembly and you identified some of the children who have benefited most from this focused activity on some challenging behaviour they had been displaying.

Assessment:

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

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:

Meeting criteria. You have explained why you value using and promoting the arts to develop learning in non-arts subjects in the curriculum. You have provided two examples in non-arts related subjects of how the use of the arts has developed learning among staff and students.

I was interested in one of your examples that not only had your students used the arts to learn about a history and geography based project, but that this had stimulated a greater appetite for learning across all three subject areas (history, geography and art) and stimulated further research and investigation.

We discussed, and I saw evidence during my visit, of both your examples provided in your application. There were other examples I noted during my visit, for example, the volcano games through which pupils took a response to a book, developed a board game, and used this as a story planner before using this as an opportunity to evaluate the effectiveness of the designed games.

There was also the textile piece created with Edwina Bridgeman took its theme from World War One and formed a part of the Comenius Project which partners were also involved with. Local history and mining was also explored with Edwina and a theme for the Comenius Project.

I understand that you have embedded the arts within the curriculum and your pupils' benefit greatly from opportunities to explore other subjects through the arts which helps them gain further insight and a passion for learning.

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:

Meeting criteria. You provide two examples of arts experiences that are offered to your pupils to engage them in and with a range of cultures. Throughout my visit, we discussed the Comenius Project and Thomas, Leah and Alfie spoke to me at length about the opportunities they have enjoyed as a result of this project, and the forthcoming visits they are looking forward to making later this year.

All your pupils referenced the four main art forms that they have experienced through this project in discussion with me and I was very impressed by the rich and varied cultural opportunities this project provides. I was able to see evidence during my visit from previous trips and we also discussed the benefits to your staff of involvement in this project. You have developed longstanding relationships with international schools who share and benefit from your arts provision and you benefit also from theirs.

Assessment:

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

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:

Meeting criteria. You have provided two examples of how the arts provision at Shoscombe Primary School have a positive impact on your pupils behaviour, engagement, self-confidence, self-esteem and attitude to learning. Often you might give two examples covering two of these areas but both examples provided cover all of these areas collectively.

I had the pleasure of meeting one student during my visit. You told me more about his circumstances and his development during his time at Shoscombe School. I was most impressed by his confidence and how articulately he described his arts involvement at school although it was clear that this had not always been an easy role for him to play. Formally taking backstage roles, it was clear that the opportunities to perform have had a significant impact on his development and this student's story is perhaps one of the most inspiring I have encountered.

Assessment:

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

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:

For the Artsmark Gold section of the application you have provided data, statements and statistical evidence that demonstrates the impact of the arts in school.

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:

Meeting criteria. You have described how you identify potential and nurture talent in the arts. During our initial discussions, you showed me some paintings made by Year 6 students created whilst listening to a piece of music called Hall of the Mountain King. As we took a tour around the school you showed me a painting by a reception class child who had been inspired by the Year 6 students and you described how you undertook the same activity with her. Her piece of work was identified by yourselves (and verified by me!) as being an exceptional piece of work that could have easily stood beside the Year 6 pieces. We talked about how you plan to nurture this student's talent and the journey you will help her to take through after-school activities and extending her reception choices. It was important that she was able to spend some time with me and the other pupils I spoke to about the arts and she contributed enthusiastically, despite being surrounded by so many older children and adults.

We talked in depth about Arts Award at Shoscombe School and it was great to hear from Tania about how she has embedded the award into the school and the ambitions that all KS2 students will leave having achieved Discover, and her plans to bring Explore into delivery too. 39 pupils have achieved Discover Awards and you outlined the importance that the credibility and recognition that this brings to their work.

You also provide regular celebration events across all four key artforms.

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:

Meeting criteria. You have provided an outline of how pupils contribute their ideas to decisions made about arts provision. You provided an example of two pupils who wanted to run activities based on their Thai heritage, and how your pupils gave feedback on a partnership with artist Mary Cross, and how enjoyment for working with this artist led to further projects and their shaping of future projects.

During my visit, your pupils told me about the surveys they complete about the arts which meant I was able to easily verify this statement. Two pupils have recently indicated that they would like to try stone and / or wood carving and this is something you are considering offering in future as a result.

You haven't mentioned in your application but your pupils tell me that they have a suggestion box which the school council uses to inform discussions and ideas about arts activities that might be suggested by pupils.

In section 2.10 Gold Edwina Bridgeman's statement further supports and verifies the strength of student voice at Shoscombe: it's always nice to have other aspects of your application verified perhaps unintentionally through other parts of the application process!

Assessment:

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

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:

Meeting criteria. You provide a range of examples of how pupils develop leadership skills / responsibility in the arts. I was able to verify nearly all of these examples in discussion with your pupils, in particular, we talked about the Comenius Playground Songs and Games project where your children have taught others actions songs and games. I also spoke to some of your Year 6 pupils about the buddying scheme you have in place and the occasions when children work in mixed age house teams, for example, to create the decorated tree with Edwina Bridgeman. Older children spoke about how they support the younger children, teaching them skills they have acquired.

We had a fascinating discussion with Tania about the Arts Award pupils who have developed responsibility and lead discussions related to the arts, which sounded very mature. They also share and discuss art work which they create at home as part of their Arts Award, and are comfortable presenting their work to their colleagues and create exhibitions of their work, including the display that I saw in the main hall.

Although you do not have formal Arts Ambassadors roles for your students, without doubt, Thomas, Leah and Alfie were your Arts Ambassadors during my visit and I would go further and suggest that all the pupils who met with me during my visit would all be excellent Arts Ambassadors as they already perform this role quite naturally and most enthusiastically.

Assessment:

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

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:

Meeting criteria. You have outlined how you ensure that your staff team are individually and collectively skilled in the arts and you describe how you identify staff development needs in the arts.

You describe the challenges of being a small school and I like how you positively use the opportunity to work with artists and arts organisations to the fullest extent by using this as opportunity to develop staff skills and CPD needs. The quality of the artists and arts partnerships you engage in ensure excellent and learning and development not only for your pupils but also for your staff.

This embedded approach is demonstrated through the four examples that you provide of training that has taken place over the last academic year and that is planned for the current year. It was helpful for me to meet John who is one of your visiting artists. His description of how he works with staff and pupils showed to me the development of dance at Shoscombe over recent years and the confidence that has grown with your team in this artform. I also observed during my visit Martin teaching and demonstrating during a drumming assembly.

You describe how the learning for staff through the CPD opportunities they have engaged with has shaped and developed their teaching and plans that they have for future activity.

Assessment:

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

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:

Meeting criteria. You provide two examples of how engaging with professional artists and/or arts organisations has impacted positively on staff and their practice.

Just as your pupils described to me the value to them for working with artists and arts organisations, and the 'wow' factor of knowing that these professionals are exhibiting and performing in prestigious venues in their own right, I understand that this also adds value and benefit to your staff and that they value these high quality opportunities to learn directly from arts professionals. The collaborative approach that your school takes in delivering arts activity, drawing in professionals, community members and everyone who can offer a supporting role enables your staff and pupils to create ambitious and professional performances and productions e.g. Bugsy Malone and Peter Pan productions at the egg.

In conversation with staff, active learning from working with artists and arts organisations is put into practice and developed in future projects and planning.

Assessment:

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

Community and collaboration

2.9 Communities

How do you share your progress, activities and achievements with the community?

Validator comments:

Meeting criteria. You have provided two examples of how you share your progress, activities and achievements with parents, carers and the local community. Early discussions made it clear that the whole school community is very much part of helping you achieve your creative ambitions as a school and they are welcomed as much to celebrate your achievements as well as being a part of creating them.

Displays within the chancel are a good opportunity for the local community to regularly enjoy some of your pupils 2D and 3D work.

Assessment:

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

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:

Meeting criteria. You have provided an example of the partnership you have developed with St Julian's of Wellow, with a particular focus being through the Comenius Project and the work with Edwina Bridgeman. You have provided contact details and a reference from St Julian's to support this part of the application.

Although this example is appropriate we discussed the strength of your role as the lead for the whole Comenius Project working with schools across Spain, Ireland, France and Denmark over the past number of years. I believe your leadership of this project and the creative ethos you have injected into it, infact you have made it central to the project. To me, this is an exemplary example of how you are providing leadership not only to St Julian's but also to these partner schools across Europe. The impact on your students is evident and this will be replicated in your partners' settings too I feel certain.

We talked about the benefits to the partner schools and the inspiration and support provided by Shoscombe Primary School in terms of projects, sharing, and providing leadership through arts activity and exchange.

You have already talked in your application about the leadership opportunities the project offers your students and I think it also provides your staff and your school with a unique example too.

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:

Meeting criteria. As I discussed with you during my visit, in your written application I felt your application was not fully meeting criteria in this part of the application and I have since my visit forwarded to you a resource from the Artsmark Network about good practice in working with artists and arts organisations. I no longer truly believe you need it because in practice I observe that you are performing it to a high standard already and I think this needed to be drawn out a little more in the narrative.

One of the strengths of your arts provision is the high quality and sustained arts partnerships that you engage in and the benefits this brings e.g. Edwina introducing you to a volunteer to support projects. We discussed recruiting new artists to work at Shoscombe Primary School and the processes and procedures you would go through to do so. I understand how you have done this in the past and I think the resource will provide you with further guidance and ideas. We discussed how you develop the purpose of the partnership and consider in advance what the possible outcomes for the project might be.

We talked about how you monitor arts partnerships, identify their impact and evaluate their success and I saw so many examples through displays within school and through discussions with pupils about the value to them of arts partnerships and what impact this has on their learning and development.

You provided evidence of the sustained partnership developed with Edwina Bridgeman and she has provided a quote which really validates your own reports and outlines the value to her artistic practice of engaging in this partnership. Throughout my visit, this partnership was brought to life through the children describing and showing me what they had created and telling me how much they value these opportunities. Infact, this is a very strong section!

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:

Meeting criteria. You have described three areas of strength in your arts provision as being the arts, and the whole community, coming together to support your arts curriculum. Although I had not fully understood what you meant by this when I read the application, within minutes of talking to John MacDonald and Tania Rorison this area of strength was immediately clear in their descriptions of how whole school activities are mobilised and learning and development is shared and embraced by all.

I saw evidence of how the arts are embedded within the curriculum which you outlined as your second strength. Your third strength is the offer of Arts Award and Forest School as ways of raising the self esteem of low achieving, vulnerable or disaffected children and again there was ample evidence to support this claim.

I felt that the quality of your arts partnerships, many of which are sustained partnerships are also a great strength of your arts provision.

You outline one area for improvement as being photography, video and digital art using ipads: Tania had attended training the day before my visit and you are fundraising to purchase the i-pads. The pupils are aware of this ambition and spoke excitedly about the idea. We identified a couple of displays of pieces of work during my tour around the school that could work well as animations so ideas certainly seem to be gathering pace!

We also discussed a formal display cabinet area for delicate artwork to be safely displayed.

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:

Meeting criteria. You provide an outline of how your vision for your arts provision in three year's time and three key steps to achieving this building on your already successful initiatives and partnerships, these being:

BBC Ten Pieces; work has already begun with pupils to develop their listening skills and to record and develop their composition skills and digital animation. The acquisition of ipads and staff music CPD described in 2.11 contribute to the realisation of this goal during your three year plan.

You are looking forward to rolling out Arts Award Explore and are committed to ensuring that each child who leaves KS2 will do so having achieved at least Arts Award Discover. You have identified a number of children who you think would benefit from Explore immediately and in the even longer term we spoke about preparation towards Arts Award Bronze. For pupils in Year 6, I suggested contacting other Arts Award Centres in the area, for example, the egg who have offered Arts Award in a Week courses before which might be ideal opportunities for some of your pupils to be signposted towards during their final summer holidays before progressing to secondary school. We agreed that a discussion with the egg about their Arts Award offer could complement your own, or at least your own learning and development of it.

Continued future funding for the Comenius Project naturally is an important aspect of your next three year plan to enable you to further cement those international arts and cultural links.

The themes from your three year plan flowed through my visit, our discussions, and with my discussions with your pupils. It was all supported with evidence through displays, information provided about work (e.g. Comenius Project portfolios) and discussions about yours and your pupils ambitions.

Assessment:

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

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)

Every section of Part 2 is meeting criteria. In one or two areas where I was unsure based on the narrative provided this has been verified in discussions with staff, pupils, governor and arts partner.

You have rightly identified three strengths in your arts provision in section 2.10. I would like to add my own thoughts on your strengths for your consideration:

Your arts partnerships; sustained, proactive, resourceful and of a very high quality for all involved.

The cultural opportunities which are offered through the Comenius Project are exceptionally strong, again of a high quality, and provide opportunities for your pupils and your staff and school to lead others in arts activity and practice whilst learning about other cultures through the arts. I think this is an area you can continue to lead – for example, where as a staff team you have undertaken a recent skills swap, I think this approach could also be applied at this level.

I particularly liked your positive approach to CPD and using artists and arts organisations consciously as your opportunities to really learn from professional artists and specialists and I was able to see a demonstration by your drumming teacher and pupils to illustrate this.

Your ambitions for Arts Award and every KS2 student achieving a Discover Award by the time they leave Shoscombe has an achievable plan backing up this ambitious vision. You are keen to find volunteers, or possibly students to help you deliver arts clubs and you could try emailing Bath Spa University's 'Job Shop': jobs@bathspa.ac.uk. Equally, Bath Volunteer Centre www.vol-centre.org.uk may also be able to help. With both suggestions you would be strongly advised to follow your safeguarding policy as these organisations will not provide much more than brokerage with potential volunteers.