



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 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:

The school's arts policy is comprehensive and gives a sense of the enjoyment derived from participating in creative activity as well as the intended learning outcomes. This was an important theme in many of our conversations.

A year 6 child is quoted: 'We have a school where children can express their thoughts and feelings using art'.

The policy relates to the Arts Council Quality Principles and includes sections on pupil voice, the learning environment and monitoring.

Duncombe School shows itself to be a hub for the arts in its community and this is very much part of its overall vision.

Along with the four key art forms, creative writing is an important element of the school's arts provision. My first conversation during my visit was about an ambitious project for a whole-school book-in-a-week led by the chair of governors who teaches creative writing at Royal Holloway.

The head teacher and the arts team invest heavily in resources and opportunities to broaden the children's – and parents' – horizons and open up the world beyond north London. Governors have a visible presence in school, supporting and advocating for the arts as well as initiating fund-raising for large-scale projects.

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:

The approach to monitoring is also clearly set out in the arts policy available on the school website so that parents know what to expect and are also aware of the status and importance of the arts.

I was able to see the self-portrait development referred to in the application where children assess their own progress in observational drawing. It provides an opportunity for reflection and a one-to-one conversation with a staff member. The journey is clearly visible.

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:

<p>The arts are also used to enhance displays and working walls.</p> <p>I witnessed a drama session in progress, supporting work on study of 'The Tempest'. In year 2 I was able to see children creating puppet theatre to explore a sea/ underwater theme.</p>
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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:

This was shown in displays and photographs of events such as International Day where children are performing dances and songs often dressed in traditional clothing.

The arresting work produced for refugee week focused on the work of artist Marisol Escobar and I noted that children doing their Arts Award had also used her work and the work of Yinka Shonibare as a stimulus.

Displays show African masks and textile designs and the school is full of artwork reflecting a range of traditions and techniques.

While street dancing is popular among boys particularly, the school also offers country and maypole dancing, and children enjoy an introduction to classical opera working with the Pavilion Opera Company.

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:

Children I met told me how much they enjoyed opportunities to perform and how it gave them confidence and made them feel 'great!'

'Playing the recorder makes me feel so relaxed', said one boy, and others spoke with enthusiasm about being able to play a variety of instruments and tackle some challenging pieces.

There is a sense of fun and commitment at the same time; children spoke about staying after school to rehearse or going to lunchtime sessions. They take instruments home and their parents have come to appreciate the value of practice and performance.

Children couldn't wait to show me the art studio, the Creation Station (currently a music studio) and the Free Spirit Club where some of their peers were writing and drawing on specially designed totem poles in the garden. They were proud of art they had created and they wanted me to meet the singing teacher and the artist in residence as they rated both highly.

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:

Criteria met for this section.

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:

The school provides resources, particularly musical instruments, and gives children the chance to find out if they like to play them and if they have a talent. Children can attend the music hub 'if they want to' and this is not reserved only for the obviously gifted. In school, they are supported in small groups to play music rather than being asked to play in a large orchestra which was found to be less successful in the past.

There is support for individual students such as the violinist referred to in the application whom I met and the girl who became FutureZone Poet Laureate 2014 with a poem inspired by e.e.cummings. (The chair of governors sent her a letter of congratulations on his University headed paper.) The children's achievements are celebrated in school and they are given opportunities to perform on larger stages such as the Hackney Empire and Sadlers Wells.

There are many celebration events including concerts, exhibitions and assemblies.

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:

Children have many opportunities to give their opinions about the arts. I was given some survey results showing how they felt about the school's arts provision and how much they felt they were able to influence it with their own ideas.

Children showed me the arts ambassadors notice board and the (full) suggestion box which they would empty and prioritise possible action. "We expand on their ideas and make their dreams come true."

Their free spirit club was running during my visit and I spoke with children about how they could become helpers and get involved.

They have lobbied for new facilities such as a Van Gogh- inspired climbing wall and a Stanley Spencer wall with outdoor instruments in areas of the playground which they had identified as being trouble spots.

They run their own prayer groups, offer ideas for the choir's repertoire and exercise a lot of choice in the instruments they play.

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:

Arts Ambassadors are clearly comfortable in their role. I noted some of the supportive comments they made to peers, particularly in the reception class.

The school plans to recruit more ambassadors next year but retain the existing team members to benefit from their experience and engage their mentoring skills.

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:

There are many examples of staff learning from each other and also working effectively with external practitioners and specialists. Staff model a culture of learning by participating in their own art club and singing group as well as learning instruments. This extends to all staff in the school.

I note that a priority in the school's SIP is 'leadership: developing home-grown talent'. The arts team including the subject leaders that I met play a key role in supporting and developing staff skills.

An example is the drama leader (with a background in professional theatre) who is working with year 4, where he is supporting planning and team-teaching.

Staff members I met talked about the value of being able to offer accreditation to staff and community members for training/ course undertaken in the arts. As Arts Award is only open to those up to 25 years, this leaves a gap. The school would be interested in developing a pilot to formalise achievements beyond simply giving out school-based certificates.

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:

The school builds some long-term relationships with artists including the artist in residence and a drumming tutor who has been coming into the school for 20 years.

The relationship with Pavilion Opera was cited as especially significant due to the quality of the work produced and the fact that it has such an impact on the children, for whom it is usually a first experience of the art form. The impact on staff practice is clearly articulated.

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:

There are many opportunities for parents to come into school and enjoy the work that the children have done. Parents are also included in many activities including trips to galleries – where they can take their sketch books and are not just expected to be child-minders – and sessions such as the one I witnessed where parents were working with clay and screen printing, guided by the school's artist in residence. Some parents have now started to share their own skills with others and have taken on more of a leadership role.

Duncombe School has also taken part in the Art in the Underground labyrinth project and has created art in the local community eg on the bridge just outside school. Children blog about paintings they have seen on gallery visits. They also take part in the Shakespeare Schools Festival to be held at the Pleasance Theatre this year and have exhibited work at the PDC.

One of the stated areas of development is to find new, creative ways to show art both in the school and in the wider community. We spoke of possible outlets for the to-be-published book in a week, including local libraries and online options.

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:

<p>This is a particular strength of the school.</p> <p>As well as an ongoing relationship with Montem School, the school also works with extended schools and supports the borough's education library service.</p> <p>Duncombe School also supports students who have been excluded from other (secondary) schools and offers them activities, some of which are arts-based. The head teacher spoke of offering people 'a second chance' to be part of a community. Alumni return and are welcome to share their developing skills in music, for example.</p> <p>One target group is NEETs and the school has worked with the children's commissioner to develop further opportunities for young people at risk of social exclusion.</p>

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:

In addition to the statement provided, the school offered other examples of partnerships with the Clod Ensemble, The Hub at IAMS and Cubitt Arts.

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:

Many of the children I met highlighted their positive experiences in music. They also enjoyed the many opportunities to perform and share work across all the art forms.

Another strength is clearly the role that the school plays in offering arts to the community as a whole.

In terms of areas for development, the following points were noted:

- Expanding the arts team and offering further CPD
- Offering more opportunities for children to make their own music, especially using more technology/ studio facilities at IAMS. One of the children I met was keen to see greater links between IT and art/DT including graphic design
- Exploring other dance styles, particularly ballet, and making them attractive to boys thus building on the success of the street dance sessions
- Opportunities for children to experience more 'craft' activities such as sewing and basket-making (motivated by the fact that adults enjoy these activities in their sessions)
- A chance to 'review and revisit old subjects'. This was the suggestion of one of the children.
- A year 6 production for leavers and 'more plays going on'.
- Poetry, including performance poetry

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:

The school has a clear vision for developing provision, taking children's views into account and making full use of London as a resource. There is a commitment to entitlement; there should be no barriers to what the Duncombe community can access and enjoy. Trips to the RA, Kenwood House and the William Morris gallery, for example, give the children and their parents new experiences but they also bring their own new perspectives to these institutions.

Duncombe School plans to embark on an ambitious project to build a community centre with facilities dedicated to the arts which the school and local people can use.

'People re-discover their abilities if they can bring something into the school', said the head teacher. This engagement with the community is seen to have a mutual benefit.

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
<input type="checkbox"/>	Withdrawn

Part 1 recommendation summary (max. 300 words)

Duncombe School meets the criteria for curriculum provision and offers a range of art forms in addition to the four key art forms required, including film and creative writing.

The range of extra-curricular clubs is large and varied with music being a particular strength.

There are many trips outside the school: these include galleries and theatres. The school works with established organisations as well as individual practitioners.

Arts Award is currently offered at Bronze level, and the art leader intends to extend this to include Discover and Explore.

Part 2 recommendation summary (max. 300 words)

Duncombe School's understanding of and vision for the arts is set out clearly and there is strong leadership and advocacy from the head teacher, the governors and the arts team.

The school nurtures the talents of both children and staff. Enjoyment and confidence were frequently referenced during my visit and, where children are engaged in the arts, parents are also inspired to support and participate. The quality of the work is noted by audience appreciation, awards and external practitioners. There is data to show that the arts have had an impact on children's learning and behaviour.

The work with the broader community is exemplary, and the school makes a significant contribution to social cohesion which is worthy of note. It offers time and resources to borough-wide initiatives such as the music and library services.

Various art forms have been identified for further development including ballet, physical theatre, film and the creative use of IT across the arts. There is stated commitment to 'not standing still' with the Artsmark process stimulating review, celebration and a plan of action to challenge and nurture a lifelong interest in the artistic process.

We spoke of the value of developing a relationship with A New Direction and also linking up with other Artsmark schools in the local area and I have sent relevant links to the arts leader.