

Artsmark self-assessment framework resource

7. Partnerships

Develop valuable partnerships

Definition: The setting can demonstrate that they understand the value of working with a broad range of partners to provide and deliver high quality arts and cultural education.

Silver: The setting can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The setting is exploring opportunities to work in partnership with other settings.

Gold: The setting can demonstrate that it has developed partnerships with a range of arts and cultural organisations and can provide evidence of the positive impact on outcomes for children, young people and staff. The setting is working in partnership with other settings, sharing resources and good practice. Settings should be engaged with their local Music Education Hub.

Platinum: The setting can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people and staff. The setting has established larger scale partnerships with other settings that they share expertise with.

In our experience, Artsmark schools aspire to work with a range of arts partners but sometimes do not necessarily have the time or resources to fulfil these aims.

At the Artsmark Development Day there are opportunities for other schools to recommend arts organisations they have worked with and to share ideas for identifying external arts provision for London schools that is either free or low cost.

A New Direction's LookUp platform is a searchable database of arts organisations in London. You can search by art form, key stage and whether you would like to work specifically with an Artsmark Partner organisation.

[Click here to visit LookUp](#) 

Artsmark Partners have undergone training to understand the Artsmark process for schools and map their arts and cultural offer against the quality principles and the Artsmark self-assessment criteria.

Useful information

Below are links to documents which might be useful for those who would like to develop partnerships.

LookUp database -

lookup.anewdirection.org.uk

Artsmark Partner information from Arts Council England -

www.artsmark.org.uk/artsmark-partnership-programme

The seven quality principles -

www.anewdirection.org.uk/asset/3803/view

Artsmark Case Study blog - Lindsay Corbin from St Joachim's Catholic Primary School talks about how partnership working helped them achieve Artsmark Gold

www.anewdirection.org.uk/blog/artsmark-case-study-building-partnerships

Activities & questions

These activities and questions have been designed to help you develop your partnerships with arts organisations when writing your Statement of Commitment.

- » Which arts organisations has your school worked with in the past?
- » Do any of your staff, parents or partner schools have any recommendations of arts professionals and arts and cultural organisations that deliver high-quality programmes with schools?
- » If you have identified a gap in your staff knowledge in a specific art form, is there an arts organisation or arts professional you could identify through [LookUp](#) to support you in developing INSET training to focus on this training need?
- » Are you ensuring that your pupils' experiences with arts venues, arts organisations and arts professionals are having **authentic experiences** as set out in the Quality Principles?

What kind of activity could you consider for this section?

- » **Celebrations** that invite multi-cultural dancers, artists and/or musicians to share their own culture such as Black History Month, religious and cultural festivals and World Book Day.

- » **Projects, visits and workshops** ranging from one-off experiences through to longer term residencies.
- » **Curriculum areas** where an arts partner could deliver immersive and creative workshops based on topics across the curriculum.
- » **Extra-curricular** activity which could be delivered by outside agencies with specialisms in dance, drama, art and/or music

What purpose do each of these activities serve? How are they mapped against the quality principles?

- » To provide **exciting and inspiring** artists who will provide an **authentic** experience for pupils.
- » Regular opportunities across a range of art forms and key stages for children and young people to visit and experience **excellent and engaging** arts provision.
- » To provide opportunities for creative approaches to the curriculum using the arts to **enable personal progression** and **ensure a positive and inclusive experience**.
- » To ensure that children and young people have an opportunity to **progress** their skills outside of school and are signposted to opportunities beyond the school setting.

Start by mapping your current arts and culture provision in regard to partnerships. You will have started this at your development day.

- » Are the activities accessible to all students?
- » Who decides on the programme? Is it driven by agreed criteria and/or policies?
- » What role does SLT/ the governing body play in shaping it?
- » Do the activities follow the same pattern each year or are there factors that might determine changes to the programme?
- » How do you evaluate the programme?
- » How do you measure impact on motivation, behaviour, confidence?
- » How do you share activity with parents and the wider community? With other schools?

Look at the Artsmark criteria in the self-assessment framework, Partnerships. Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Use the mapping exercise to show opportunities that best demonstrate your commitment to using arts and cultural professionals to support the delivery of quality provision. (Silver)
- » Identifying effective ways to document your partnerships with a range of arts and cultural organisations? (Gold)
- » Sharing the arts expertise within your setting with other settings. This could happen through hub meetings, teach meets, conferences, subject leader meetings or perhaps through your local authority.(Gold)
- » Developing your relationship with your local Music Education Hub. Being aware of opportunities to access their music programmes for schools. (Gold)

- » To work in partnership with arts and cultural organisations planning aims and objectives together with a view to sharing expertise and findings with staff and children and young people from outside of your setting. (Platinum)
- » Showing how you share your practice with other settings: digital documents and resources, CPD, learning walks. What were the benefits to those settings? (Platinum)

Next steps for your Artsmark journey

- » Map and audit existing provision for arts and cultural partners.
- » Develop an evaluation framework to show the impact of these partnerships on your setting and other settings you work with.
- » Establish systems for tracking and documenting partnerships
- » Research and reach out to other arts and cultural organisations through Lookup
- » Map the quality principles against your planned arts and cultural provision to ensure best practice.
- » Developing partnerships and sharing practice with other settings