

Artsmark self-assessment

framework resource:

2. Leadership

Demonstrate leadership

Definition: The setting's development or improvement plan clearly demonstrates an ongoing commitment to the quality of provision and the breadth of arts and cultural education offered across the whole setting. Clear milestones and methods of evaluating impact are in place

Silver: Artsmark is clearly outlined in the development or improvement plan, and all teaching staff understand the ambitions for arts and culture and are engaged in developing these across the whole setting.

Gold: A senior leader drives and develops arts and cultural provision across all phases to establish and maintain good practice. Leadership makes sure all staff take responsibility for this and can provide evidence of the whole setting's planning for arts and culture.

Platinum: The setting demonstrates that a named governor takes responsibility for monitoring arts and culture. Senior leaders advocate for the impact of arts and culture and share good practice across a wider range of settings.

In our experience, schools don't always address the detail given in the leadership criterion relating to quality assurance and evaluation of impact. Involving senior leaders at all stages of the Artsmark process will be the key to a strong bid and a persuasive statement of impact.

Consider the headline:

Demonstrate Leadership

Consider also key points from the indicators above:

- » arts and culture in the school improvement plan
- » ambitions and quality of provision
- » arts and culture across the whole setting
- » the role of senior leaders, other staff members and governors in developing provision
- » evaluation and evidence
- » sharing practice

Useful Information

Aspects of leadership that could be demonstrated in your Artsmark statement of commitment/ impact

- » Vision and sense of common purpose
- » Analysis and problem-solving
- » Inspiring and motivating others
- » Modelling practice
- » Managing change
- » Outreach
- » Evaluating impact

A New Direction has a number of relevant blog posts on its website, including case studies profiling leadership for the arts. Here is one example but, using the Artsmark tag, you will find others to inspire you.

<https://www.anewdirection.org.uk/blog/artsmark-case-study-leadership-range-of-offer>

While not specifically about education settings, the Arts Council's 'Changing Cultures: leadership in the arts, museums and libraries' is useful

<https://www.artscouncil.org.uk/sites/default/files/download-file/ChangingCulturesKCLACE.pdf>

Arts Council England's [Seven Quality Principles](#) can also help you to demonstrate leadership in action.

<https://www.artscouncil.org.uk/quality-metrics/quality-principles>

Activities & questions

These questions and activities will help you to map and demonstrate strength in leadership with respect to the self-assessment framework. They could be used at the beginning to audit and show current provision and/or at the end of an Artsmark journey to measure and demonstrate distance travelled.

Arts and culture in the school improvement plan

How is Artsmark referred to in your school improvement plan? Is it mentioned explicitly? How many of the eight Artsmark criteria are covered in your plan?

Use different colours to highlight connections to the eight criteria in your SIP. Where are the opportunities to link your priorities with these criteria e.g. student voice, broadening the range of offer?

Ambitions and quality of provision

Take a walk round your school, starting at the reception desk. What are the three most pressing ambitions for arts and culture in your setting?

Ask your colleagues to address this question independently of each other.

When you review all your responses, would you say there is a shared understanding?

Where is the common ground? Where are the differences?

In their Artsmark action plans, schools can sometimes include too many goals, with long lists of tasks that make quality assurance and evaluation of impact challenging.

Can you agree on two to three overarching ambitions?

Which of the Artsmark criteria would they address?

How will you ensure quality of provision? Which of the quality principles would they address?

Arts and culture across the whole setting

Where is provision strongest in your setting? Think about:

- » Year groups
- » Art forms
- » Time of day
- » Staffing
- » Extra-curricular offer
- » Young people with SEND

Using the same prompts, where are the weaknesses in your provision?
With this in mind, would you change your ambitions agreed in the activity above?

The role of senior leaders, other staff members and governors in developing provision

Thinking about your ambitions, who could support their delivery?

What would be the role of:

- » Senior leaders
- » Middle leaders
- » Student leaders
- » Governors
- » Other members of the school community

How does this match the roles assigned in your school improvement plan?
What adjustments could you make to align the two?

Evaluation and Evidence

Thinking of current practice, how do you evaluate arts and culture provision, including:

- » The value of long-term providers such as a music hub
- » Workshops, performances, visits and other one-off events
- » Projects, led either in-house or by arts partners
- » Quality of partnerships with arts practitioners and organisations
- » Resources
- » INSET/CPD, especially that delivered by external practitioners

Who drives the monitoring and evaluation?

When do you monitor and evaluate?

What tools do you use? (Surveys, feedback, reviews, data-tracking)

How have you used your evaluation to inform future planning?

Sharing practice

What have you shared with other settings?

How have you shared practice: face to face, in-school, borough/trust-wide, online?

What has driven your programme of delivery? (responding to needs or requests, long-term programming)

How have you measured responses?

Next steps for your Artsmark journey

Establishing a steering group for arts and culture (and Artsmark).

If you are writing your **Statement of Commitment**, select examples from your responses to the questions above that demonstrate most effectively the strength of leadership for the arts in your setting. For each question, 1-6, consider how strong leadership connects to values, SIP priorities, strengths, action planning, evaluation and evidence gathering.

Use your responses to the questions above to create a framework for evaluation and evidence gathering that will strengthen your **Statement of Impact**.