**Artsmark: Self-Assessment Exercise**

**Step 1: Mapping and planning against Artsmark Framework**

When starting your Self-Assessment exercise, it might be helpful to begin by creating a table like the one below. In your table, you can map out each of the eight Artsmark Award criteria, outlined in the **Artsmark Framework,** against key questions. You should reflect on your current provision and think about the changes you would like to see in the future.

We have started this process below by asking some questions for the first criteria, ‘values and ethos.’ Continue this table by asking questions about your current and future provision for each of the other seven criteria. Make a note of the relevant documents, data and information that you will need to answer your questions. We have also posed some more general questions for you to consider at this stage of your Artsmark journey. Completing this table should provide you with a comprehensive list of data to collect as part of your next steps.

**As you are developing your Self-Assessment, make sure you involve:**

* pupils
* parents/carers
* governors and senior leaders
* colleagues across departments
* your school or setting’s wider community

**When it is time to gather your evidence and data, ensure this is from the broadest range of sources possible. These could include:**

* Ofsted reports/statistics
* school curriculum and policies including your school improvement plan
* governor meeting minutes
* budgets
* school website
* staff/student forums
* results from previous surveys taken in your school
* any written communication to students and parents (e.g. newsletters)
* visual observations of your setting
* assemblies
* information from previous Artsmark journeys (Statements of Commitment and Impact)

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| **Criteria** | **Planning prompts** | **Your answer** | **Where will you find the data to support this?** |
| **Values and ethos****(present)** | * What are the main values of your setting?
* How have these values been reached and articulated?
* Are your setting’s values reflective of your whole-school approach?
* Do your current values demonstrate a commitment to arts and culture? How?
 |  | * Visual observations
* School Improvement Plan
* Website
* Assemblies
* Newsletters
* Previous surveys
* Information from previous Artsmark journeys
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| **Values and ethos** **(future)** | * Are there any values that you think are missing? Why?
* Are there any existing strengths that aren’t currently reflected in your setting’s values?
* How might you go about identifying those strengths and embedding them as values in the future?
 |  | * Visual observations
* School Improvement Plan
* Website
* Assemblies
* Newsletters
* Previous surveys
* Information from previous Artsmark journeys
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| **General questions**  | **Planning prompts** | **Your answer**  |
|  | * What are your strategic development priorities over the next few months/years?
* How can Artsmark help you fulfil your development/improvement plan?
* How can you build on your achievements to date? Where can you stretch further?
* What new partnerships would you like to make? Which existing ones would you like to develop further?
* What challenges might stop you from achieving your Artsmark goals? How can you prepare for these?
* Can you support and influence other schools or educational settings? How?
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**Collecting and analysing information from different sources and perspectives will give you a clearer idea of where your strengths and areas for development are linked to the framework, and where you want to see change in your setting. This will empower you to be strategic and focused and to work together to plan how to make this change happen.**

**Step 2: Data and information gathering**

Once you have completed the mapping table and have a list of the data that you need to gather, it’s time to start collating the data about your setting.

**Below are some further suggestions for where you might find the data you need, and some questions you might consider:**

* **Visual observations** – walk around the school. What images are on your walls? What books are in your library? How do pupils and staff interact with each other? How are your pupils represented within your setting? What types of creativity can you see in your classrooms? Is there a dominance of certain mediums of the arts? What sort of imagery is used on your website?
* **Written documents** – collate your School Improvement Plan, curriculum, meeting agendas and minutes, policies, staff forums, assembly notes, assessments and budget reports.
* **Communications** – what communications do you have with pupils, staff, parents/carers and the wider community? How do you communicate? Gather emails, newsletters and bulletins.
* **Surveys** – do you send out surveys to pupils, staff, parents/carers and your wider community? What information can you gather from these? What is the content and purpose of these?
* **Verbal conversations** – by having discussions or interviews with staff, pupils and parents/carers, you could capture other perspectives. This is a great opportunity to involve children and parents/carers in this research. Do pupils feel represented within your setting? Are parents/carers empowered to engage with your school community? Are there any artforms that your colleagues or pupils would like to explore in the classroom? Conducting and recording open conversations could provide you with valuable insight.
* **Statistics** – attendance records, demographics, etc.

**Remember to save all the information you gather in an easily accessible, shared place. This will enable you to analyse it collaboratively with your colleagues later.**

**Step 3: Analysing the data**

Together with your colleagues, critically analyse this collected data (information).

* Carry out searches for key words across the data you have gathered. For example: art, creativity, culture, etc.
	+ What does this tell you? Absence is as important as presence – is there anything that isn’t in your School Improvement Plan, documents etc? What does this indicate?
	+ What does this tell you about your school’s values and priorities?
* Look for trends and patterns. What is reoccurring across the data? Is there a prevalence of a certain art field?
* Look for gaps. What is missing? Why do you think that is? What does this tell you? How can it be improved?
* Share analysis with colleagues and ask them to carry out a similar exercise. Do they reach the same conclusions as you? If not, what is the data telling them and why?