

Artsmark: Planning for Impact

Effective questions
and good answers



**A NEW
DIRECTION**
We create **opportunity**



Gathering evidence of impact

The Statement of Impact requires settings to create a narrative that reflects on the original aims and objectives set out in your Statement of Commitment. One of the ways to evidence the positive impact of your Artsmark journey is to create opportunities within your action plan to ask effective questions to the children and young people you are working with.

These responses will enable you to ensure you are delivering the seven Quality Principles throughout your Artsmark journey.

For more information about the Quality Principles and how you might use them in your Artsmark journey and associated paperwork, see our resource [Arts Council England Quality Principles Explained](#).

Arts Council England's Quality Principles:

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership

Your questions could be in the form of a questionnaire, a focus group, an observation, case studies and/or interviews...

Questionnaires

Questionnaires should use clear language and can include pictures or symbols to make them clearer and more interesting for children, young people and adults to use. Questionnaires can include different types of questions that generate different types of information, including closed questions and open-ended questions.

Closed questions

These questions require participants to select from yes or no answers. You can create data which evidences impact of your Artsmark journey.

Examples of closed questions:

- 1 - Have you ever been to the theatre before?
(Measuring participation in the arts)
- 2 - Will you talk to your family about your experience in the dance workshop today? (Measuring impact beyond the school setting)
- 3 - Did meeting the classical musician today in class, make you think that you could be interested in listening to classical music in future? (Measuring impact of lifelong love of the arts)

Open questions

These questions seek more information on the participant's experiences and views.

Examples of open questions:

- 1 - What ideas did you contribute to the workshop/project? How did that make you feel?
(Belonging, ownership, participation)
- 2 - What new skills do you think you learnt today in the workshop? (Creativity, Progression, Career Pathways)
- 3 - What creative risks did you take today? (Progression, Authenticity, Innovation)

Focus groups

A focus group is a small number of people brought together with a facilitator to discuss a particular idea or theme. A focus group allows members of the group to interact and influence each other during the discussion and consideration of ideas and perspectives.

When planning a focus group, try to ensure your theme for discussion is not too broad so that you can make the most of the people in the room. You might also like to plan for how you are going to gather feedback from the group during the discussion so that you can reflect on it and plan your next steps.

Observation

Usually led by a teacher or adult facilitator to notice something that a young person has seen or experienced in a session. Example of an observation:

Joshua is a pupil who would not usually join in with group activities and often gets upset when required to contribute to whole class discussion. However, in our dance workshop, I noticed that Joshua worked well in a pair and was contributing ideas to create his piece to some classical music, he was animated and engaged in the task and when I asked him if he and his partner would like to share their dance piece with the rest of the group, he agreed and looked delighted and proud to perform in front of the class.

Case Studies

A process or record of research into the development of a particular person, group, or situation over a period of time.

Example of a case study:

We partnered with our local theatre company to create a project with the aim to develop the speaking and listening skills for our Key Stage 1 pupils which had been identified as an area of development in our school improvement plan. X Theatre Company delivered an INSET for all KS1 staff so that we had a toolkit of ideas to use in class and then they delivered weekly sessions over one year with our Key Stage 1 pupils. They used drama approaches to instil confidence and create a safe creative space for pupils to develop their speaking and listening skills. We ran regular observations and pupil interviews as well as liaising with other partners such as the speech therapy team and our SEND co-ordinator. As a result of the project, 60% of the pupils who had been identified as working below the required speaking and listening level are now working at the required level. A further 10% of those pupils are now working in depth for their speaking and listening assessments as a direct result of this project.

Interviews

Interviews can be structured (asking the same questions to all participants) or semi-structured, with some core questions but also with the flexibility to add different or probing questions depending on the person being interviewed and the specific context. Interviewers can use open or closed questions. Open questions can enable more detailed information to be collected. A good interviewer can use ad hoc questions to probe and find out more than may be revealed in a questionnaire. Interviews can also be effective with children, young people or adults who are not literate or confident in literacy.

Writing the Statement of Impact: sample responses

The Statement of Impact is a reflection of everything you have achieved during your Artsmark journey. This document should reflect what success looks like and outline how you have measured this success. Key to this is to ensure you refer back to the original objectives set out in your Statement of Commitment and use your responses to the questions to focus on the impact of your Artsmark journey on your pupils, teachers, parents and wider community.

Effective answers will consider the Artsmark self-assessment framework, the quality principles, your Statement of Commitment document, your school improvement plan and any evidence of impact.

Question 1

Reflecting back on your Statement of Commitment and the Artsmark Award criteria, what was successful in your Artsmark journey and how did you achieve this?

Sample ineffective response for evidencing impact

One of our key successes was being able to deliver the Arts Award across KS3 so every pupil had a chance to take part.

This response does not illustrate what the impact of using the Arts Award on the pupils.

Sample effective response for evidencing impact

120 pupils in KS3 completed a Bronze level Arts Award. In order to facilitate an authentic experience, our teachers undertook a short twilight CPD session to support those staff members who had not led Arts Award activity before. We took our pupils to visit a local art gallery and choose an artist that inspired them to research and share their findings with their peers. We asked pupils to complete a questionnaire at the end of the visit and 89% rated the visit as 'inspiring'. They went on to develop their own art work inspired by their chosen artist. All our pupils including our SEND pupils were able to choose artwork that spoke to them. The pupils then created and curated a gallery space in our hall where parents were invited to view the work and our pupils. We asked our pupils to write a short review on how it felt to be an artist and many pupils used terms such as 'pride' and 'ownership'.

This response uses both quantitative and qualitative data using the language of the Quality Principles. It shows the impact of the Arts Award on pupils, teachers and parents and tells us the steps they took to achieve their aim.

Question 2

What challenges did you face and how did you overcome them? Were there any differences from your original plans and how did you implement them?

Sample ineffective response for evidencing impact

We originally intended to have a small working party of teachers to lead on the arts but once we presented our ideas at an early staff meeting, many more staff members wanted to be involved and had lots of ideas for arts and cultural provision.

This response does not tell the reader what happened next and therefore does not illustrate evidence of impact. Once all the staff were involved, what happened and what impact did this have on the setting's Artsmark journey?

Sample effective response for evidencing impact

We originally intended to have a small working party of teachers to lead on the arts but once we presented our ideas at an early staff meeting, many more staff members wanted to be involved and had lots of ideas for arts and cultural provision.

We drew up an action plan of arts and cultural provision across the school and pinned it to the staff room wall where we mapped all the ideas against the key stages and curriculum areas to ensure no classes were left out. Each half term over 5 terms we would have the Artsmark on our staff meeting agenda and we could refer to our action plan to ensure all our aims and objectives were being met. **The impact of this was that every teacher was involved in our Artsmark journey from SLT to LSAs and this ensured that all the adults in the school felt ownership of the Artsmark process.**

This response outlines a series of actions that were undertaken as a result of all staff wanting to be involved in the Artsmark process and how this was facilitated by the setting.

Question 3

What impact has the Artsmark journey had on your children and young people and how can you evidence this?

Sample ineffective response for evidencing impact

There is a general consensus amongst the children that there are a wide range of arts opportunities at our school and they love celebrating and showing off what they can do to parents and the community.

Child B in year 5 took part in a drama workshop and noted, 'I really enjoyed being in the workshop about the fire of London. I felt proud and it was the best fun ever'.

This response uses generalised statements which are not underpinned by evidence of how the setting knows that their pupils agree that there is a wide range of arts on offer at the school. The pupil quote illustrates enjoyment but does not tell us the longer term impact of the drama workshop as experienced by the pupil.

Sample effective response for evidencing impact

There is a general consensus amongst the children that there are a wide range of arts opportunities at our school and they love celebrating and showing off what they can do to parents and the community. We know this because since our Artsmark journey began, there has been 3 additional arts based clubs scheduled with over 65% of pupils attending either an arts based lunch time or after school club provision compared to 35% when we began the Artsmark journey. We noted that over 300 parents and family members attended our summer show this year compared to 220 parents last year and we believe this is because more pupils are talking about their positive arts experiences at home.

Following a drama workshop on the fire of London, our evaluations showed us that children had engaged with the topic and shown thinking skills when asked to respond to the characters and scenarios. Child B, often reluctant to participate in group work, showed confidence in performing and communicating with his peers. He noted, 'I could really imagine how people felt and I liked trying out everyone's ideas.' He went on to write a strong poem on the theme, inspired by his participation.

This response utilises a baseline percentage of pupils who attended arts-based lunchtime club at the beginning of the Artsmark journey and is able to illustrate that the percentage of pupils has increased. This response also shows how the setting is able to evidence increased parental involvement in the arts by identifying how many more parent audience members attended the summer show compared to the previous year. The quote illustrates how the pupil felt ownership and was able to collaborate effectively by taking part in a positive and inclusive experience. Successful writing evidences progression. These are key areas highlighted in the seven quality principles.

Question 4

What impact has the Artsmark journey had on your staff, leadership team and wider community and how can you evidence this?

Sample ineffective response for evidencing impact

Staff have benefited from Insets on key visual art skills as well as discussing how to improve our method of assessing art and engaging in art appreciation exercises.

This response does not give enough detail about the impact of the INSET on the staff.

Sample effective response for evidencing impact

Staff have benefited from Insets on key visual art skills as well as discussing how to improve our method of assessing art and engaging in art appreciation exercises. Our baseline questionnaires invited teachers to identify gaps in their knowledge of teaching the arts. **Our evidence showed that gap in visual arts knowledge** with only 60% of our staff feeling confident to run visual arts sessions and so we ran a series of twilight taster sessions led by a specialist teacher. Class teachers then were supported in creating lesson plans which were delivered the following week. **Six months later** teachers fed back through an online questionnaire which showed that **85% of our teachers felt more confident delivering visual art sessions** than they did before the twilight INSET session.

This response illustrates how the setting responded to the outcome of the staff audit and the impact of the legacy of the visual art session shown as a percentage based on an online survey.

Question 5

How has your Artsmark journey influenced change to your strategic values and the priorities in your strategic improvement plan?

Sample ineffective response for evidencing impact

Arstmark has made significant contributions to whole-school improvements: it influenced key changes to strategy and implementation.

This response does not outline the changes in strategy and policy.

Sample effective response for evidencing impact

Arstmark has made significant contributions to whole-school improvements: it influenced key changes to strategy and implementation. Our school vision outlines that we want to celebrate creativity and recognise the power of the arts to enrich lives. We review our vision on an annual basis inviting buy-in from our parents, pupils and local community. We have revised our school policies in order that they are informed the Quality Principles. Our skilled subject leads deliver creative CPD which creates a shared understanding of policy and practice. Progression documents support planning and delivery between key stages. These combined processes have influenced positive learning experiences across the curriculum.

This response illustrates how the Artsmark process itself has enabled the setting to make positive changes at a whole school level. It outlines the process they followed and the steps they took involving key stakeholders to ensure their Artsmark journey would be a success.

Question 6

What are your future goals and ambitions for developing the role of arts and culture in your setting?

Ineffective response

Ineffective answers would give a very broad response with no clear vision for future arts strategy and delivery.

Effective response

Key areas to consider an effective response:

- » How do you plan to use your learning from Artsmark and share your expertise with other settings?
 - » What partnerships do you plan to develop?
 - » What will your approach to CPD look like?
 - » How will you continue to develop a creative curriculum?
 - » How could another cycle of Artsmark develop the role of arts and culture in your school?
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A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity.

We work directly with schools, cultural organisations, local authorities and businesses - campaigning for better policies that serve children and young people, delivering joint events and projects to reach a broader audience, and connecting young people to mentors, work experience and inspiration.

A New Direction is part of a national network of bridge organisations, funded by Arts Council England via the lottery.

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