

Artsmark special schools and pupil referral unit application form

Round 10 – Deadline 18 November 2009

All questions are mandatory unless stated otherwise.
All questions refer to academic year 2009-2010 unless stated otherwise.

1. School details

1.1 Name of school If you are awarded this is the name that will appear on your certificate.
Ensure you enter it correctly as it will not be possible to change it at a later stage.

1.2 DCSF number

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1.3 School address

1.4 Postcode

1.5 Telephone number

1.6 Fax number

1.7 Email address Confirmation emails will be sent to this email address, please ensure it is correct

1.8 Regional Arts Council office [click here](#) to see map

1.9 Local authority

1.10 Phase of education

1.11 Specialist status

1.12 Artsmark contact name

1.13 Head teacher's name

2. School profile

2.1 This application is for tick one only

Artsmark	Artsmark Silver	Artsmark Gold
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2.2 Previous Artsmark awards

If you have previously been awarded an Artsmark, give details of the award(s)

Round awarded	Award received (Artsmark, Silver or Gold)

2.3 Numbers of pupils on roll as of September 2009

Year	Boys	Girls	Total
Nursery – full time			
Nursery – part time			
Reception – full time			
Reception – part time			
Key stage 1			
Key stage 2			
Key stage 3			
Key stage 4			
Post 16			
Total number of pupils			

2.4 Organisation of pupils

Explain how your pupils are organised into teaching groups

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2.5 Facilities

Show the number of facilities onsite and offsite used for the arts

Number		Number	
Classrooms used for the arts		ICT and other multimedia facilities	
Art and design room		Concert hall	
Multi-purpose hall		Local theatre	
Music room		Arts centre	
Dance studio		Other	
Drama studio		Other	

2.6 School context

Summarise the following:

- location eg rural, urban
- distance from arts venues or arts organisations
- catchment area and annual mobility of pupils
- social, economic and cultural factors affecting your pupils and their experiences of the arts
- number of pupils that are statemented/on school action/undergoing statutory assessment
- any groupings, initiatives or partnerships your school is part of that support your arts education provision
- if your school has multiple sites
- the reasons for your pupils' attendance

3. Management of arts education provision

3.1 Overarching arts policy

Criteria

For all levels of Artsmark, schools must have an overarching arts policy approved by the governing body after September 2007 which clearly covers the following five points:

1. A definition of the arts as understood by your school. This must include art and design, dance, drama and music
2. Why the school provides arts education
3. Key aims, with their related specific objectives
4. A description of pupils' entitlement to the arts at each key stage
5. How the school resources, implements and monitors the policy

When did the governors agree your current arts policy?

When will the policy next be reviewed

Month	Year

Attach one copy of your arts policy with your application.

Separate artform policies are not accepted.

If you need to write or update your overarching policy, these resources provide guidance:
QCA Arts Alive www.qca.org.uk/artsalive and *From Policy to Partnership*

3.2 Equal opportunities and inclusion click [here](#) for guidance

How do you provide access and entitlement to the arts for each and every pupil in your school?

3.3 Reflecting our identity and diversity click [here](#) for guidance

Arts Council England's definition of diversity encompasses responding to issues around race, ethnicity, faith, disability, sexuality, class and economic disadvantage and any social and institutional barriers which prevent people from participating in and enjoying the arts. We are turning our focus from remedying past imbalances towards celebrating diversity positively, with all the artistic and creative opportunities it offers.

How does engagement in the arts in your school enable each and every one of your pupils to see themselves of part of a local and global community?

3.4 Personalised learning in the arts

Click [here](#) to visit DCSF guidance on personalised learning

How are you currently providing or planning to develop personalised learning to respond to the varied needs and experiences of all pupils in the arts?

3.5 How the arts in your school contribute to the outcomes of Every Child Matters

Give **one** example of **arts** education provision in your school that you believe helps you achieve an outcome of Every Child Matters.

- Be healthy
- Stay safe
- Enjoy and achieve
- Making a positive contribution
- Achieving economic well-being

Tick one option above and give an example below of how the **arts** contribute to the outcome.

3.6 Sharing creative achievements

Schools must give all pupils opportunities to celebrate and share their creative achievements in the arts.

Summarise how you share and celebrate creative achievements in the arts within the whole school environment and with parents, carers and the school's wider community.

3.7 Development targets for management of arts education provision

Click [here](#) for guidance

Impact of provision in this section on the quality of learning		
Areas to be developed		
Give two clear targets that are specific, measurable, achievable, realistic and time-limited	Specific dates by which to be achieved Month / Year	
Target 1:		
Target 2:		
How do these targets relate to priorities in your SEF?		

3.8 Development of arts provision since your last award

Only applicants that have previously been awarded are required to complete these questions.
Click [here](#) for guidance

If you do not have your previous application, you will need to answer this by describing how you have developed the arts in your school and referring to targets for the arts in your school improvement plan. **Please note that the Artsmark team is not able to supply copies of old application forms.**

A -To what extent has your school achieved the targets set in your previous application?

B - How has your school further developed its arts provision since your last award?

4. Planned provision for arts education

4.1 Planning and management of arts provision in the curriculum

Click [here](#) for guidance

How do you plan and manage arts provision in the curriculum throughout the key stages? Explain how you use regular lessons, blocked time and any cross-curricular approaches to teach each arts subject. Your answer must cover all key stages in your school.

4.2 Planning for progression in the arts [click here](#) for guidance

Answer the questions for each artform below, to show how you manage pupils' progression in the arts.

Art and design

How do you plan for progression in art and design throughout the key stages?

How do you assess the progress made by your pupils in art and design?

Dance

How do you plan for progression in dance throughout the key stages?

How do you assess the progress made by your pupils in dance?

Drama

How do you plan for progression in drama throughout the key stages?

How do you assess the progress made by your pupils in drama?

Music

How do you plan for progression in music throughout the key stages?

How do you assess the progress made by your pupils in music?

4.3 Foundation stage provision

Only applicants with a foundation stage are required to complete this section.

Criteria

At foundation stage, there must be a balance of adult-led and child-initiated experiences in art and design, dance, music, imaginative play and drama, as well as combinations of these, to give all children a broad programme of creative development.

What arts-based opportunities, materials and equipment are available for child-initiated and adult-led activities, which contribute to creative development and help make a stimulating environment?

Art

Music

Movement/Dance

Drama/Imaginative play

Combination of artforms

4.4 Teaching time allocated to arts education from September 2009 to July 2010

Key stages 1, 2 and 3

For this section there are two sets of criteria that are recorded in the same table for each key stage:

Criteria 1: Curriculum hours for the arts - There is a minimum number of hours required for each arts subject in curriculum time, given in the tables on the following pages. With the exception of dance for key stage 3, the hours given are the minimum for any level of Artsmark. However to achieve silver or gold, it is likely that you will need to provide hours above the minimum requirement.

Criteria 2: Total percentage of curriculum time for the arts – Below are the minimum percentages required for total curriculum time devoted to arts teaching and learning at each key stage:

Artsmark:	minimum of 10%
Artsmark Silver	minimum of 12%
Artsmark Gold	minimum of 15%

Key stage 4 and post-16 – You must complete the table in section 4.5 though there is no minimum criteria.

What can be included in curriculum time?

Your teaching time for each arts subject must be available to **all** pupils and can include:

- regularly timetabled lessons
- planned blocks of time ie arts weeks, performances and festivals
- cross curricular work or thematic days where clear learning objectives and outcomes for the arts are identified

What cannot be included?

You may **not** include:

- time spent in assemblies or daily religious services
- provision that is only for select pupils
- breaks between lessons

Complete the tables on the following pages for each key stage.

Key stages 1, 2, 3, 4 and post 16 – planned curriculum time for the arts

click [here](#) for guidance on completing tables

In the tables for each key stage below:

- Write the **total number of teaching hours available** for **all** subjects for each key stage for the year 2009-2010, using the formula given
- Write the amount of teaching time planned for **all** pupils in key stage 1 for each of the four arts subjects for the academic year 2009-10
- Add up the hours for all arts over the key stage
- Calculate the percentage of total teaching time for the arts as shown

Key stage 1

Total hours for key stage 1	Box A
Hours per week x weeks per year x number of year levels	

Criteria 1: Curriculum hours for each arts subject for all pupils in key stage 1									
	Art and Design		Dance		Drama		Music		Total
	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	
KS1		72		30		30		72	
Total									

Criteria 2: Total percentage of curriculum time for the arts for key stage 1					
Total hours for all arts subjects over the key stage		divided by Box A		x 100	= %

Key stage 2

Total hours for key stage 2	Box B
Hours per week x weeks per year x number of year levels	

Criteria 1: Curriculum hours for each arts subject for all pupils in key stage 2									
	Art and Design		Dance		Drama		Music		Total
	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	
KS2		144		60		60		144	
Total									

Criteria 2: Total percentage of curriculum time for the arts for key stage 2					
Total hours for all arts subjects over the key stage		divided by Box B		x 100	= %

Key stage 3 – planned curriculum time for the arts

click [here](#) for guidance on completing tables

*Dance provision for key stage 3:

Artsmark: Schools need not provide dance in curriculum time
Artsmark Silver: A minimum of 15 hours must be provided across the key stage
Artsmark Gold: A minimum of 45 hours must be provided across the key stage

For Artsmark you must show that all pupils can access dance through the curriculum, extra curricular opportunities or working with artists

Total hours for key stage 3	Box C
Hours per week x weeks per year x number of year levels	

Criteria 1: Curriculum hours for each arts subject for all pupils in key stage 3									
	Art and Design		Dance		Drama		Music		Total
	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	Hours	Minimum required	
KS3		108		*see above		45		108	
Total									

Criteria 2: Total percentage of curriculum time for the arts for key stage 3					
Total hours for all arts subjects over the key stage		divided by Box C		x 100	= %

Key stage 4 – planned curriculum time for the arts

click [here](#) for guidance on completing tables

Total hours for key stage 4	Box D
Hours per week x weeks per year x number of year levels	

Criteria 1: Curriculum hours for each arts subject for all pupils in key stage 4									
	Art and Design		Dance		Drama		Music		Total
	Hours	No minimum	Hours	No minimum	Hours	No minimum	Hours	No minimum	
KS4									
Total									

Criteria 2: Total percentage of curriculum time for the arts for key stage 4					
Total hours for all arts subjects over the key stage		divided by Box D		x 100	= %

Key stage Post-16 – planned curriculum time for the arts

click [here](#) for guidance on completing tables

Total hours for Post-16	Box E
Hours per week x weeks per year x number of year levels	

Criteria 1: Curriculum hours for each arts subject for all pupils in key stage 4									
	Art and Design		Dance		Drama		Music		Total
	Hours	No minimum	Hours	No minimum	Hours	No minimum	Hours	No minimum	
KS4									
Total									

Criteria 2: Total percentage of curriculum time for the arts for Post-16					
Total hours for all arts subjects over the key stage		divided by Box E		x 100	= %

4.5 Accredited arts subjects at key stage 4 and post-16

To be completed by all applicants with pupils at key stage 4 and post-16 offering accredited arts options. There is no minimum criteria.

Key stage	Name of arts subject	Accreditation	Number of pupils taking option
Key stage 4			
Key stage 4			
Key stage 4			
Key stage 4			
Key stage 4			
Post -16			
Post -16			
Post -16			
Post -16			
Other groups			
Other groups			

4.6 Options – examples of arts provision within teaching time from September 2009 to July 2010

Criteria

Artsmark: complete any **one** option
Artsmark Silver: complete any **two** options
Artsmark Gold: complete all **three** options.

Option 1. One example of developing cross-artform work within the curriculum to enhance pupils' understanding and experience of at least two different artforms

Artform 1:

Artform 2:

Description of the example:

Option 2. One example of using the arts to develop a creative approach to learning in other curriculum areas

Artform:

Curriculum area:

Description of the example:

Option 3. One example of using digital technology as a creative medium for learning in the arts within the curriculum

Digital technology:

Artform/s:

Description of the example:

4.7 Development targets for planned arts education provision

Click [here](#) for guidance

Impact of provision in this section on the quality of learning		
Areas to be developed		
Give two clear targets that are specific, measurable, achievable, realistic and time-limited	Specific dates by which to be achieved Month / Year	
Target 1:		
Target 2:		
How do these targets relate to priorities in your SEF?		

5. Enjoyment and achievement in the arts

5.1 Managing enjoyment and achievement in the arts

A - How do you plan, manage and evaluate provision for pupils to develop their enjoyment and achievement in the arts? Click [here](#) for guidance

B - How do you consult pupils and parents/carers about the arts activities, for example extra-curricular, in which they would like to take part?

5.2 Regular extra curricular arts activities available for all pupils from September 2009 to July 2010

Criteria for 5.2						
Minimum number of extra-curricular arts opportunities for all pupils						
	Artsmark		Artsmark Silver		Artsmark Gold	
	Minimum number of activities	Minimum number of artforms	Minimum number of activities	Minimum number of artforms	Minimum number of activities	Minimum number of artforms
KS1	1	1	1	1	2	1
KS2	2	2	3	2	4	2
KS3	2	2	3	2	4	2
KS4	2	2	3	2	4	2
Post-16	2	2	3	2	4	2

What activities can be included?

Activities must be available to all pupils who choose to take part. The range of arts activities within each artform that can be included is broad, click [here](#) for details.

What activities can't be included?

You may **not** include:

- sport
- cooking
- languages
- gardening
- gymnastics
- cheerleading
- activities that are only available for select pupils

What are regular activities?

Activities must be weekly for a minimum of 6 weeks or half a term.

Key stage 1 provision

At key stage 1, opportunities need not be available to pupils in year 1. If opportunities are offered to year 2 pupils only, please ensure that all figures relate only to year 2.

Complete the table on the following page.

In the table below, write the number of regular weekly extra curricular arts activities available for all pupils in the year level and add up the total amount for year. Click [here](#) for details of the types of activities that can be included. If you offer an extra curricular arts activity and are not sure which category it should be listed under, contact the Artsmark team.

Subject area	Art and design	Dance	Drama	Music	Creative writing	Crafts	Total
Key stage 1							
Key stage 2							
Key stage 3							
Key stage 4							
Post-16							

5.3 Percentage of students attending one or more extra curricular arts activity

Criteria for 5.3						
Minimum levels of regular participation in at least one extra curricular arts activity						
	Artsmark		Artsmark Silver		Artsmark Gold	
	Minimum % of all pupils taking part	Minimum % of each gender taking part	Minimum % of all pupils taking part	Minimum % of each gender taking part	Minimum % of all pupils taking part	Minimum % of each gender taking part
KS1	10%	5%	15%	8%	20%	10%
KS2	15%	10%	20%	12%	25%	15%
KS3	15%	10%	20%	12%	25%	15%
KS4	15%	10%	20%	12%	25%	15%
Post-16	15%	10%	20%	12%	25%	15%

Complete the table on the following page. Click [here](#) for guidance on calculating percentages.

*Please note when making your calculations for the table you must divide by the number of pupils **able to take part** (not the total number in the key stage).

In the table below:

1. Enter the number of pupils attending one or more arts activity. Include each pupil once only.
2. Look back to section 2.3 (page 2) to see the total number of pupils, boys and girls in each year level and enter these figures.
3. Calculate the percentage of pupils in each year group, by gender and as a total, attending one or more arts activity. Click [here](#) to see the calculation formula.

For schools with **key stage 1**, please tick which year groups the provision is available for: Years 1 and 2 or Year 2 only

Year level	Boys attending one or more arts activity	Boys able to attend in 2009	% of Boys	Girls attending one or more arts activity	Girls able to attend in 2009	% of Girls	Pupils attending one or more arts activity	Total pupils able to attend in 2009	% of Pupils
Key stage 1									
Key stage 2									
Key stage 3									
Key stage 4									
Post-16									

5.4 Options – further opportunities to develop enjoyment of the arts from September 2009 to July 2010

Criteria

Artsmark: complete any **one** option

Artsmark Silver: complete any **two** options

Artsmark Gold: complete any **three** options

Option 1. One example of offering individual or small group tuition

Artform/s:

Number of pupils in a group (maximum 4):

Description of the example:

How do you ensure all children can access the provision and choose to take part?:

Option 2. One example of opportunities for pupils' achievements in the arts to be accredited

Year group/s:

Accreditation name:

Number of pupils expected to be accredited:

Description of the example:

Option 3. One example of working in partnership with other schools to share and increase pupils' experience of the arts

Name of other school/s:

Artform/s:

Description of the example:

Option 4. Three examples of taking part in local, regional, national or international arts festivals and events
List three different local, regional, national or international arts festivals, exhibitions or events in which your pupils have or will take part.

1:

2:

3:

Option 5. Explain how you provide information, advice and guidance for pupils to pursue their interests, careers and further or higher education in the arts and creative industries

5.5 Development targets for enjoyment and achievement in the arts [Click here](#) for guidance

Impact of provision in this section on the quality of learning		
Areas to be developed		
Give two clear targets that are specific, measurable, achievable, realistic and time-limited	Specific dates by which to be achieved Month / Year	
Target 1:		
Target 2:		
How do these targets relate to priorities in your SEF?		

6. Partnerships with the professional arts sector

This section looks at the links you create with artists and arts organisations that enable pupils to make visits to arts venues/events to see finished work and take part in activities, exhibit and perform work in school. Ideally, over a key stage, pupils should have a combination of such experiences.

6.1 Planning, monitoring and evaluation procedures for arts visits and arts partnerships

A – How do you ensure partnerships with the arts sector are high quality experiences, leading to meaningful outcomes for children? Click [here](#) for guidance.

B - How do you ensure the safety of pupils when working with artists in terms of child protection? Click [here](#) for guidance.

6.2 Arts visits and partnerships with the arts sector from September 2009 to July 2010

Criteria for all levels of Artsmark

Criteria 1: One named arts sector partnership or visit for all pupils in each year group

Criteria 2: At least two different artform activities/experiences within a key stage

Definition of an arts sector partner

Artists and arts organisations are defined as practitioners in any artform who make at least part of their living from practising their art professionally.

Which partners are valid?

- The same partner can be listed more than once provided there is a difference in the activity and learning outcomes and benefits are appropriate to the year level to ensure progression
- Partnerships brokered by an arts education agency or local authority, provided the artist/arts organisation is named
- Arts venues such as galleries, theatres, multi-media spaces, music studios
- Individual practising artists
- Touring/visiting arts groups

Which partners are not valid?

You may **not** include non-arts professionals/organisations, even if the activity is arts-related, for example:

- Teaching staff from your own or other schools, colleges or universities
- Historical houses
- Museums
- Churches
- Farms, parks or arboretums
- Libraries

If any of the above acts as a venue but an arts activity is delivered by a professional arts practitioner, you must give the name of the practitioner as the partner.

Complete the table on the following page.

List the arts visits and arts partnerships for all pupils at each key stage in the table below. Give the name of the arts partner, artform, activity and learning opportunity for each year.

Year level	Name of artist or arts organisation	Artform/s	Activity and learning opportunities
Foundation Stage			
KS1			
KS2			
KS3			
KS4			
Post-16			

6.3 Options – further links with artists and arts organisations from September 2009 to July 2010

Criteria

Artsmark: complete any **one** option

Artsmark Silver: complete any **two** options

Artsmark Gold: complete any **three** options

Please see section 6.2 for definitions of valid arts partners.

Option 1. One example of an artist or arts organisation regularly leading an extra curricular arts activity
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Name of the artist/organisation :
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Description of the example:

Option 2. One example of an artist or arts organisation partnership that links to current curriculum work
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Name of the artist/organisation :
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Description of the example:

Option 3. One example of a sustained partnership with the arts sector
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Definition: A sustained partnership is one where the school has worked with an arts practitioner or arts organisation on at least three occasions or over a sustained period of time (a year or more).

Name of artist or organisation:
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Artform/s:

Address:

Duration of partnership:

Description of activities delivered by partner:
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Option 4. One example of an artist or arts organisation hosting work experience placements
Name of the artist/organisation :
Description of the example:

6.4 Development targets for partnerships with the professional arts sector Click [here](#) for guidance

Impact of provision in this section on the quality of learning		
Areas to be developed		
Give two clear targets that are specific, measurable, achievable, realistic and time-limited	Specific dates by which to be achieved Month / Year	
Target 1.		
Target 2.		
How do these targets relate to priorities in your SEF?		

7. Developing artform skills and knowledge of staff

7.1 Staffing for the arts

Show how many full time and part-time staff teach the arts at your school.

Staff type	Full-time	Part-time
Teachers of all subjects, including the arts		
Early years practitioners		
Nursery nurses		
Classroom/teaching assistants		
Specialist teachers who teach only:		
Art and design		
Dance		
Drama		
Music		
Peripatetic instrumental teachers		
Other (state)		
Other (state)		

7.2 Opportunities for all teachers of the arts to develop their arts skills and knowledge from September 2007 to July 2010

To reflect recent practice and to ensure that staff are developing knowledge of contemporary practice, teachers of arts subjects must have opportunities to develop artform-specific skills and knowledge. These should be provided for by the school but opportunities pursued by staff in their own time may also be included. Professional development that last over many weeks or is repeated regularly can only be counted once. Staff newly appointed to the school can count opportunities from their previous position/s. A flexible approach will be taken to newly qualified teachers.

Criteria for 7.2	
Minimum number of development opportunities required for each subject	
Artsmark	4
Artsmark Silver	6
Artsmark Gold	8

Complete the tables on the following pages for all four artforms

Development of art and design skills and knowledge for teachers				
	Name of opportunity and brief description of art and design skills/knowledge developed	Name of teacher/s	Date (Sept 2007 to July 2010) Month / Year	Impact on teaching art and design in this academic year
<p>What can be included:</p> <ul style="list-style-type: none"> - Working alongside named art and design artists/professional arts organisations - Art and design workshops - Visits to galleries/museums - Mentoring/coaching in art and design - Sharing art and design skills with other teachers - Observation of art and design teaching - Working towards an art and design accreditation - Art and design classes - Art and design INSET <p>What cannot be included:</p> <ul style="list-style-type: none"> - General management courses - Writing policies - Writing curriculum materials 				
Total number of opportunities				

Development of dance skills and knowledge for teachers				
	Name of opportunity and brief description of dance skills/knowledge developed	Name of teacher/s	Date (Sept 2007 to July 2010) Month / Year	Impact on teaching dance in this academic year
<p>What can be included:</p> <ul style="list-style-type: none"> - Working alongside named dance artists/professional arts organisations - Dance workshops - Visits to dance performances - Mentoring/coaching in dance - Sharing dance skills with other teachers - Observation of dance teaching - Working towards a dance accreditation - Dance classes - Dance INSET - Being part of a professional dance group <p>What cannot be included:</p> <ul style="list-style-type: none"> - General management courses - Writing policies - Writing curriculum materials 				
Total number of opportunities				

Development of drama skills and knowledge for teachers				
	Name of opportunity and brief description of drama skills/knowledge developed	Name of teacher/s	Date (Sept 2007 to July 2010) Month / Year	Impact on teaching drama in this academic year
<p>What can be included:</p> <ul style="list-style-type: none"> - Working alongside named drama artists/professional arts organisations - Drama workshops - Visits to theatres/drama productions - Mentoring/coaching in drama - Sharing drama skills with other teachers - Observation of drama teaching - Working towards a drama accreditation - Drama classes - Drama INSET - Being part of a professional theatre group <p>What cannot be included:</p> <ul style="list-style-type: none"> - General management courses - Writing policies - Writing curriculum materials 				
Total number of opportunities				

Development of music skills and knowledge for teachers				
	Name of opportunity and brief description of music skills/knowledge developed	Name of teacher/s	Date (Sept 2007 to July 2010) Month / Year	Impact on teaching music in this academic year
<p>What can be included:</p> <ul style="list-style-type: none"> - Working alongside named music artists/professional arts organisations - Music workshops - Visits to music performances - Mentoring/coaching in music - Sharing music skills with other teachers - Observation of music teaching - Working towards a music accreditation - Music classes - Music INSET - Being part of a professional music group <p>What cannot be included:</p> <ul style="list-style-type: none"> - General management courses - Writing policies - Writing curriculum materials 				
Total number of opportunities				

7.3 Development targets for developing artform skills and knowledge of staff [Click here](#) for guidance

Impact of provision in this section on the quality of learning		
Areas to be developed		
Give two clear targets that are specific, measurable, achievable, realistic and time-limited	Specific dates by which to be achieved Month / Year	
Target 1:		
Target 2:		
How do these targets relate to priorities in your SEF?		

8. Ofsted report

Schools must provide a copy of their latest Ofsted report:

- If inspected since September 2007 provide your complete Ofsted report
- If you have had a subject inspection in any arts subject, also include this with your application
- If inspected before September 2007 provide **only the relevant sections** of your Ofsted report

What is the date of your last Ofsted report (eg March 08)?

9. Endorsements

All applications must be supported and signed by the **head teacher, chair of governors and an independent referee** who are willing and able to discuss and verify the application. The head teacher, chair of governors and referee must sign the application. It is not acceptable for anyone else to sign on their behalf.

9.1 Head teacher

As the head teacher I confirm that:

- I have read the application and fully support it
- I have checked all information contained in the application is correct
- I have checked the application form is complete, with all questions answered
- I have checked that we are meeting all the criteria for the level of Artsmark we are applying for
- I have checked that we have kept a full printed copy of the application for future reference and as a backup
- I understand that we may be contacted at a later stage for further information

Full name of head teacher

Signature of head teacher

9.2 Chair of governors

As the chair of governors, I confirm that:

- I have read the application and the school has the full support of the governing body in applying for Artsmark
- I have checked all information contained in the application is correct to the best of my knowledge

Full name of chair of governors

Signature of chair of governors

9.3 Independent referee

Guidance for schools

You must ensure this referee can provide an independent view of your school's arts provision.

Eligible referees

If you are part of a local authority, your referee should be a local authority officer or representative, such as:

- a specialist arts adviser
- a school improvement partner (SIP)
- children's services officer

Alternative referees can be:

- an artist or employee of an arts organisation you have a sustained partnership with
- a headteacher of another school

You may not use the following people:

- anyone previously employed by the school on a full or part-time basis
- a current or past pupil, parent, or governor

Guidance for referees

If you have been asked to be a referee, you do not need to supply a statement but you may be contacted at a later stage to discuss the school's application.

Independent referee information	
Name	
Job title	
Organisation	
Relationship to the school	
Business address	
Telephone number	
Email address	
<p>I confirm that:</p> <ul style="list-style-type: none"> • I have read this application and fully support it • I am suitably qualified to act as a referee for this application, given my knowledge of the arts in the school • I am willing to be contacted to discuss this application further or to provide a short written report if required • I am not a current or past member of staff, pupil, parent, governor or person employed directly by the school 	
Signature of referee	

Final Checklist

Before sending your application check and tick that you have done the following:

- Completed all your school details in section 1
- Completed all your school profile information in section 2
- Completed all questions in section 3
- Completed all questions in section 4, including relevant options
- Completed all questions in section 5, including relevant options
- Completed all questions in section 6, including relevant options
- Completed all questions in section 7, including relevant options
- Your head teacher and chair of governors have signed the form in section 9
- Given details of your referee, and obtained their signature in section 9
- Enclosed your full overarching arts policy
- Enclosed your latest Ofsted report
- Checked you meet **all** of the criteria for the level you are applying for
- Kept electronic and **printed** backup copies of you application

Submitting your application

To submit an application you must send in hard copy:

- a complete printed copy of your application, signed by the head teacher, chair of governors and referee
- a copy of your Ofsted report
- a copy of your overarching arts policy to:

**Artsmark
Arts Council England
14 Great Peter Street
London
SW1P 3NQ**

The deadline for applications is 18 November 2009 at 5pm. Late or incomplete applications will not be accepted. If you send a late or incomplete application you will **not** be eligible for Artsmark in round 10 and you application will be returned to you. It is recommended that you send your application by recorded delivery. If you require any further information or advice, contact the helpline on 0800 056 0196 from 1 September until 17 November 2009. If you are unable to reach us, leave a message.

Keeping a backup copy of your application

You must keep both an electronic and a printed copy of your completed application. We may contact you to supply further information and you will need a copy to refer to. Due to the high number of applications we receive, we no longer make or store duplicate copies of applications and it is your responsibility to ensure there is a backup copy available to send to us if needed.