

Cultural and creative education audit

The OFSTED framework requires schools to consider how they will develop their students' cultural capital by providing a rich and broad curriculum. This audit should generate a dialogue in your setting and highlight how you are engaged in cultural education to meet OFSTED requirements. Furthermore, it will support your school embarking on your Artsmark journey.

*This cultural and creative audit is a result of Picture Yourself, The Armada National Outreach Project, a partnership between Royal Museums Greenwich, Speakers Trust and secondary schools across the country. The schools benefitted from a national oracy and public-speaking programme, taking *The Armada Portrait of Queen Elizabeth I* and her Tilbury speech as the starting point and inspiration. The schools identified how using creative approaches within oracy enabled their students to develop a deeper understanding around heritage and abstract concepts to make twenty-first century connections to the portrait. Using the portrait as a stimulus created meaningful and authentic opportunities to help their students find their voice around a range of themes and reflect critically on their ideas and outcomes.*

At Royal Museums Greenwich our collection can provide a dynamic learning offer which creatively utilises the collections to support young people in the development of their learning, transferable and essential life skills. Our exciting programme of activities are designed to inspire students through an investigation of heritage and creative enquiry, encouraging students to make wider connections to the issues of today.

To find out more about Picture Yourself and download our free creative resources that can be applied across the curriculum. visit:

rmg.co.uk/pictureyourself

Discover more about our events and programmes and opportunities for work experience for your young people: [Young People | Royal Museums Greenwich \(rmg.co.uk\)](http://Young People | Royal Museums Greenwich (rmg.co.uk))

	Getting started	Making progress	Aiming high
Whole school planning	<p><i>We have identified opportunities for creativity and cultural education within the curriculum.</i></p> <p><i>We have identified opportunities we want every child to have had before they leave our setting.</i></p> <p><i>There are specific objectives in the SDP with a clear vision for all students and opportunities are inclusive.</i></p> <p><i>Arts and cultural education is referenced in the school's mission/welcome statement.</i></p>	<p><i>Opportunities support a sense of belonging, wellbeing and personal development.</i></p> <p><i>Partnerships are encouraged with local and national arts and cultural organisations.</i></p> <p><i>Staff and students promote a positive attitude towards the arts and creativity.</i></p> <p><i>Arts subjects and cultural education is vital to the compulsory school curriculum to highlight arts and culture pathways and progression routes.</i></p> <p><i>Achievements by both staff and students are celebrated in staff briefings and meetings.</i></p>	<p><i>School aims and objectives are met through mapping creative and cultural projects.</i></p> <p><i>We are striving for excellence, and attainment levels are increasing due to developing targeted opportunities within exam subjects.</i></p> <p><i>We provide opportunities for student voice and ownership of ideas to empower, to know their opinions and contribution matters.</i></p> <p><i>Realistic budgets are set for subsidised trips, workshops and performances in school.</i></p> <p><i>Students are engaging with heritage and artworks as a stimulus to unlock voices and develop a life-long love of learning.</i></p> <p><i>All staff appreciate the academic rigor, benefits and value of the arts.</i></p> <p><i>We are working towards achieving Artsmark and running Arts Award.</i></p>
Cross-curricular	<p><i>We understand the relationship between our curriculum and the wider curriculum, e.g. school trips.</i></p>	<p><i>Planned opportunities for every child to engage with culture beyond the curriculum.</i></p>	<p><i>There is a frequent range of cultural experiences like theatre trips, museums, galleries and public art visits to support non arts subjects.</i></p> <p><i>We have adopted the 'Picture Yourself Armada Outreach' resources and we are using them across the curriculum.</i></p>

		<p><i>Potential cross-curricular links are highlighted within the curriculum map in all subject areas.</i></p> <p><i>There is increased participation and appreciation through developing project-based learning to support students engaging in culture/heritage in a meaningful way.</i></p>	<p><i>Best-practice case studies are shared across a range of subjects and across key stages.</i></p> <p><i>Enrichment activities nurture ambition, motivation, inspiration and personal progression.</i></p> <p><i>There are established platforms for self-expression via performances, displays, podcasts, parent and presentation evenings, rich talk assemblies, using social media, school trips and newsletters.</i></p> <p><i>We have a student arts council/creative hub for students to meet weekly and work as co-creators in project design.</i></p>
<p>Community involvement</p>	<p><i>Artistic achievements in and outside class/school are celebrated.</i></p> <p><i>Students are encouraged to design and produce invitations for events.</i></p>	<p><i>Students' work is regularly entered into local and national competitions.</i></p> <p><i>Planned opportunities for students to interact with members of the community and present at parents' evenings.</i></p> <p><i>Students contribute to school bulletin/magazine and website to engage with parents in supporting their children's participation in the arts.</i></p>	<p><i>Developing partnerships to present the work of students on a professional platform to broaden appreciation of the cultural sector to foster a sense of belonging and ownership.</i></p> <p><i>We fundraise collaboratively with cultural organisations to plan and provide relevant and outstanding opportunities.</i></p> <p><i>Students and staff regularly design projects with outside providers and cultural organisations to review existing models of delivery and for longer terms partnerships to develop.</i></p> <p><i>Students are invited to present a pitch to raise awareness of local and social campaigns and to contribute to the broader school community.</i></p> <p><i>We have the vision to influence other schools and share models of learning.</i></p>

			<p><i>Publicise projects and partnerships through social media/web and so effective records are kept.</i></p> <p><i>Promote the value of cultural education in all our promotional material.</i></p>
Transition	<i>Students design welcome/tour guide for Year 6 students.</i>	<i>Our students communicate with primary schools and Year 6 who are coming to the school.</i>	<p><i>Able students are invited to participate in peer learning opportunities with primary students.</i></p> <p><i>Students are better prepared for the changing world of work enabling them to be resilient and adaptable and engage in lifelong learning and skills needed later in life.</i></p> <p><i>We seek work related learning opportunities to develop pathways into creative/heritage employability progression routes.</i></p> <p><i>We provide authentic artistic and cultural experiences to remove the barriers that prevent young people's creative engagement and routes into the creative and heritage industries.</i></p>
Displays	<i>Student work and projects are documented, celebrated and displayed in and outside the classroom.</i>	<p><i>Classroom displays and artworks provide rich talk environments.</i></p> <p><i>We encourage participation of clubs and other local opportunities.</i></p> <p><i>We evidence our commitment to arts and cultural education.</i></p>	<p><i>Artworks commissioned and reproductions displayed in our environment to stimulate a creative climate to motivate and inspire, igniting agency and curiosity.</i></p> <p><i>We are forging partnerships with professional artists and organisations to build sustainable relationships.</i></p> <p><i>We signpost opportunities, such as RMG 'takeover days' events and work experience from the cultural and heritage sectors to broaden students' knowledge and understanding.</i></p>

<p>Classroom</p>	<p><i>We have identified opportunities within the curriculum where creativity can be embraced.</i></p> <p><i>Students are taught the value of group learning and supported to talk and listen in all subjects.</i></p> <p><i>Students have opportunities to explore and respond to issues that are meaningful to them.</i></p>	<p><i>Classroom routines are adapted to provide students with creative opportunities in varied contexts.</i></p> <p><i>Teachers model scaffolded talk and effective questioning to support verbal and nonverbal communication and develop students' thinking skills and problem solving.</i></p> <p><i>By nurturing creativity in the classroom, student confidence and engagement in class is increasing.</i></p> <p><i>Diversity and different cultures are celebrated and championed.</i></p>	<p><i>Appropriate stimuli from cultural collections are used as a starting point to engage students to explore abstract concepts, deepen their thinking and to challenge preconceptions and misconceptions.</i></p> <p><i>Types of talk are encouraged, e.g. exploration, presentational, discussion, discursive, debate, inference, decode and role play to enable students to develop a deeper understanding of themes, subject knowledge and the articulation of ideas.</i></p> <p><i>Teachers set high expectations for sophisticated learning to flourish.</i></p> <p><i>We identify the natural opportunities within the curriculum that can be embraced and celebrated by putting student work on a professional platform to raise aspiration.</i></p> <p><i>We identify and signpost networks for students to connect within the cultural sector such as RMG Saturday Club to support coursework demands.</i></p>
<p>Professional development</p>	<p><i>Teachers are equipped through CPD to appreciate the purpose of creativity in their lessons and understand the benefits.</i></p> <p><i>Teachers are asked what they need to increase confidence in teaching</i></p>	<p><i>Teachers participate in professional development opportunities provided by local and national arts and cultural organisations.</i></p> <p><i>Teachers are equipped through CPD with a clear vision development plan to</i></p>	<p><i>Arts staff are supported to co design and lead creative CPD sessions for non-specialist staff.</i></p> <p><i>Teachers are encouraged to plan Teachmeets in collaboration with cultural venues to promote the value of creativity, cultural partnerships and opportunities for students.</i></p> <p><i>There is a shared language across the school and at all levels and for all stakeholders.</i></p>

	<p><i>creative and engaging lessons.</i></p> <p><i>We provide CPD for staff to contribute creatively across the curriculum and resources shared with time allocated for planning.</i></p>	<p><i>create a consistent approach.</i></p> <p><i>Teachers are supported to see the connection in their subjects and have a good understanding of what other subjects are doing and when.</i></p>	<p><i>Best practice sharing and case studies disseminated beyond for a wider reach with local and feeder primary schools.</i></p> <p><i>Teachers and SMT are regularly invited to talk and share good practice at webinars/seminars.</i></p> <p><i>Teachers' achievements such as published articles and blogs are shared with staff, students and the wider community.</i></p> <p><i>Teachers are encouraged to join educational networks, e.g. local Bridge Organisation and LCEPs to exchange ideas, tangible outputs and knowledge.</i></p>
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