

Developing your school's cultural capital through Artsmark

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What is 'cultural capital'?



Ofsted definitions..

- As part of making the judgement about the quality of education, inspectors will consider **the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.**
- Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

The power of cultural capital...

- Studies by organisations such as the **Sutton Trust** have probed the issue of how some types of education and family background confer advantages on some children.
- The report **Parent Power** shows how parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities.
- Projects such as **The Class Ceiling** have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.

Addressing disadvantage?

- It is assumed that Ofsted have introduced this focus because it believes that it will level the playing field; ensuring that background plays less of a role in determining social mobility and educational success.
- However, there is a risk that the definition of cultural capital will remain narrow and the new Ofsted requirement will maintain the status quo by entrenching one type of culture.
- Definitions of cultural capital should celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country.

A modern definition?

- Access to different cultural experiences
- Opportunity to develop creative skills
- Knowledgeable about a wide range of culture
- Able to make informed decisions about what types of culture they like and would like to take part in.
- Comfortable discussing knowledge and preferences in different social, educational and work situations.

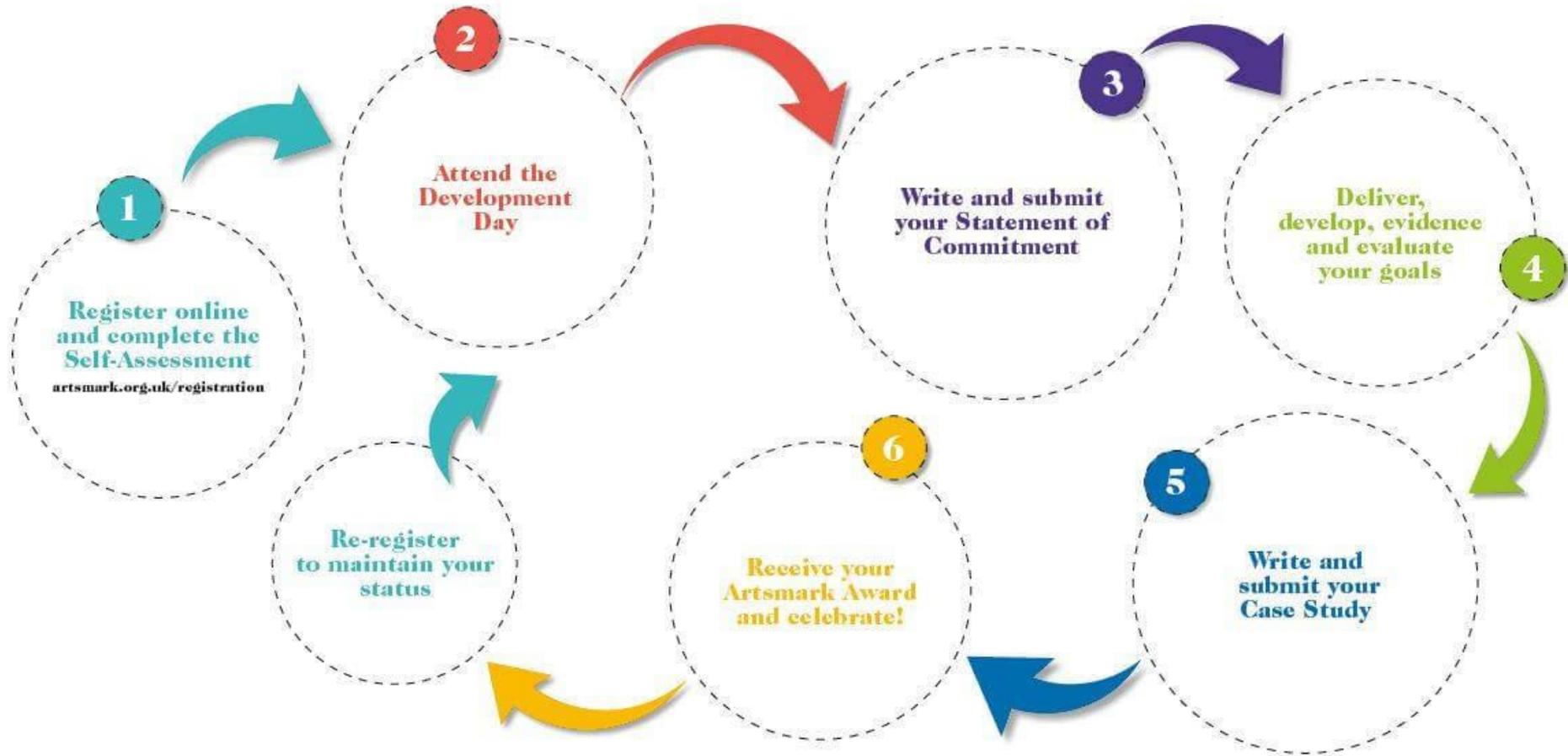
A positive move forward...

- Ofsted has identified **culture** as a primary factor in ensuring a balanced and fully rounded education for children and young people.
- Provides an opportunity for schools to be creative and take risks with the curriculum.
- Encourages each school to define the exact cultural capital that they feel their children need.
- Opportunity to provide a range of opportunities for children to participate in arts and cultural activities, rather than simply introducing them 'to the best that has been thought and said'.

Why Artsmark?

- Build children's confidence, character and resilience through creativity.
- Support the health and wellbeing of pupils through arts and culture.
- Strengthen pupil voice and develop children's leadership skills through Artsmark
- Meet Ofsted's requirements for Quality of Education
- A clear framework for teachers to plan, develop and embed arts, culture and creativity across the curriculum.
- High quality CPD through Artsmark Development Day, resources and ongoing advice and support.
- Access to Artsmark Partners (a quality assured network of arts and cultural organisations).

The Artsmark Process



Your Artsmark journey

Your Artsmark journey is about establishing, embedding and evaluating the impact of arts and cultural provision within your setting, aligning your goals to the Artsmark criteria.

Artsmark criteria at a glance:

1	Promote arts and culture in your values and ethos
2	Demonstrate leadership
3	Engage children and young people
4	Embed a diverse curriculum
5	Establish a wide ranging cultural offer
6	Offer staff development opportunities
7	Develop valuable partnerships
8	Ensure equality and diversity for all

Register at <https://www.artsmark.org.uk/register-artsmark-award>

*Artsmark is a fantastic way of **focusing on** what you already do well as a school and **highlighting** what you could still **strive to do**. It has driven us to take steps to ensure that a strong **arts culture** is embedded within our **School Development Plan**.*

**Andy Thwaite,
Head of Arts Faculty,
Hurlingham School**

Our Artsmark journey has enriched our curriculum, stimulated teaching that has inspired and enthused our children, helped our pupils develop their artistic voice and enabled teachers to develop new skills in delivering the arts and visual literacy.

**Liz Bamber, Arts Coordinator
Brunton First School**

*Artsmark has become a central element of our **strategic priorities** and has been a valuable tool in helping us **advance our arts agenda**. It has helped us to continually reflect and **challenge ourselves** to deliver the best arts provision for our children and young people.*

**Edward Clark, Head of Art
and Design, Thomas
Gainsborough School**

*Artsmark has re-invigorated **practice**, reminding us why it is so vital to continue to **inspire young people** through arts and culture, at the same time as **supporting** our whole school vision.*

**Ruth Robinson
Lead Teacher and Leader of Learning:
Arts, English & Business, Durham
Sixth Form College**