

Guidance Notes and Descriptors

Creative Partnerships Creative School Development Framework Guidance Notes & Descriptors

What is the Creative School Development Framework?

The Creative School Development Framework (CSDF) is a diagnostic tool to help schools on their journey towards becoming a creative school. We define a creative school as a place where a number of critical factors are developed so that every pupil has an entitlement to a rich and varied experience of creative learning and a broad range of structured opportunities to develop their creativity.

Creative schools value creative learning at the core of policy and practice and value creative learning practices as key drivers for school improvement. They develop creative learning through excellence in creative teaching, strong partnerships and constant reflection on their own learning.

Currently, the CSDF is available as an electronic Word document. From Autumn 2008, it will be available as an online tool.

Why has it been developed?

In our work with schools, Creative Partnerships has found that creativity is sometimes viewed as a complex subject that is 'hard to pin down'. Experience has taught us that when schools use the CSDF to analyse the ways in which they are developing effective contexts for creative learning, a greater sense of clarity and purpose is achieved.

The framework is split into six sections:

- Section 1 Leadership and ethos
- Section 2 Curriculum development and delivery
- Section 3 Teaching and learning
- Section 4 Staff learning and development
- Section 5 Environment and resources
- Section 6 Programme Plan

Creative Partnerships does not seek to be prescriptive about developing contexts for effective creative learning. Schools develop their own perspectives based on years of experience and understanding of their individual contexts and it is important that this is respected. The aspects of the 'creative school' that feature in this framework have been identified across Creative Partnerships schools over many years of practical engagement and are offered as a reference point for your thinking.

This resource is available to be used in all types of schools. You may therefore feel that some sections are not as relevant for your particular context as they will be for others. We ask that you use your professional judgement to reflect on the issues that are most relevant to your school.

Who should use the Creative School Development Framework?

Any school whether they are involved with Creative Partnerships or not can make use of the CSDF. It is a useful process to go through as preparation for completing:

- your School Improvement/Development Plan and Self-Evaluation Forms
- an application to one of the three Creative Partnerships school strands (Enquiry Schools, Change Schools, and Schools of Creativity).

Schools in receipt of an Enquiry Schools award are not required to use the CSDF but may find it a useful process to work through as part of their project's planning and reflection stages.

Schools in receipt of a Change Schools or Schools of Creativity award are required to submit an annual return of their CSDF self-assessment to their Area Delivery Organisation. It is the responsibility of the Senior Leadership Team within partner schools to ensure the CSDF self-assessment is carried out. The organisational arrangements to facilitate this process are to be decided by the school and their Creative Agent.

It is recommended that schools involve as many members of the school community as possible in the self-assessment process. Many schools have found it useful to do this as part of a staff training session, thereby helping staff fully understand the full nature of involvement in the Creative Partnerships programme. As the process becomes more familiar to schools, we would expect this self-assessment to become an integral part of their internal planning cycle linked to the development of School Improvement Plan and the SEF.

Change Schools and Schools of Creativity – Using the Creative School Development Framework

When a Creative Agent is first appointed to a school in the Creative Partnerships programme it is important that he or she establishes a rapport with the school, developing an effective working relationship with members of staff and pupils. Creative Agents go about this relationship with members of staff and pupils. Creative Agents go about this relationship building process in a variety of ways and the time it takes to do this varies from school to school.

When an appropriate working relationship has been developed, carrying out the CSDF self-assessment exercise is the next step. Analysis of this self-assessment will

form the basis for the school's Creative Partnerships programme plan which in turn forms the foundation for project planning.

By carrying out this thorough diagnostic process with the help of the Creative Agent, the school will be able to establish a clear focus for the programme and a highly individualised approach, matching school needs to anticipated outcomes. This is the means by which Creative Partnerships develops a truly needs-based approach with schools.

A number of methods can be used for carrying out the self-assessment including discussion groups using the framework either printed out or as an electronic Word document on an interactive whiteboard as a reference point. It is recommended that schools involve as many members of the school community as possible in the self-assessment process. Many schools have found it useful to do this as part of a self-training session, thereby helping staff fully understand the full nature of involvement in the Creative Partnerships programme.

Creative Agents are trained in delivering practical creative workshops that can engage a number of members of the school community. Holding a participatory event that gathers a range of opinions from all members of the school may be a good starting point for your self-assessment exercise.

As the process becomes more familiar to schools, we would expect this self-assessment to become an integral part of their internal planning cycle linked to the development of their School Improvement/Development Plan (SIP/SDP) and their Self-Evaluation Form (SEF).

Creative Agents will be trained in the use of this self-assessment tool and will provide support to the school in using this mechanism. Ultimately it is the responsibility of the school's Creative Partnerships coordinator to complete the online self-assessment.

Your local Area Delivery Organisation will use the form as a basis for providing guidance to schools and their partners. We ask you to keep these files on record to measure your progress each year. Over the period of your involvement with the Creative Partnerships programme these completed forms will provide an important record of your progress.

Programme Plan (Section 6 of the self-assessment form)

The self-assessment should be used as the basis for the completion of section 6, your Programme Plan, which should be submitted to your local Area Delivery Organisation. Approval of the programme plan will trigger the release of the first grant payment.

Questions and comments

If you have any questions and comments, please get in touch with your local Area Delivery Organisation. Contact details can be found on the Creative Partnerships website at www.creative-partnerships.com/aboutcp/around

Descriptors

Section 1 - Leadership and Ethos			
1.1 Leadership for Creativity			
	Beginning	Progressing	Exemplary
Leadership - Ethos	While the school leadership team is generally interested in the development of creativity, it has yet to establish a clear ethos and vision for this.	The leadership team has developed a clear ethos and vision for the development of creativity and this is understood by the majority of staff.	The leadership team successfully communicates a clear ethos and vision for the development of creativity that is clearly understood by everyone involved with the school. New staff and pupils are attracted to the school as a result of sharing this ethos.
Leadership - Action	The Headteacher and Leadership Team have begun to consider the practical implications of the development of creativity in the school.	The Headteacher and Leadership Team are actively supportive of development of creativity within the school; they sit in on some sessions, introduce themselves to creative practitioners and gather feedback from practitioners, staff and pupils.	Developing creativity is a regular agenda item for the leadership team, departmental and faculty meetings and meetings with governors. This is a key aspect of reviewing progress in relation to implementation of the School Improvement Plan.
Distributed Leadership for creativity	Leadership for creativity rests with a few committed individuals in the school.	Leadership for creativity is demonstrated across the staff team.	Distributed leadership for creativity can be seen throughout the school community, including children and young people.

Governors	The school's governing body is beginning to consider how creative learning will become a key component of teaching and learning plans.	The school's governing body is supportive of the development of creative learning as expressed in the school improvement plan and understands what the school has to do to achieve this	The school's governing body actively reviews the impact of creative teaching and learning on the development of the school and is involved in planning improvements in provision.
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1.2. A strategy for creative learning

	Beginning	Progressing	Exemplary
Creativity and the School Improvement Plan	Creative teaching and learning and the development of creativity are referred to in the School Improvement Plan.	Staff have a shared understanding of creativity and most staff and departments are working to implement creative teaching and learning strategies in relation to the School Improvement Plan.	Ways in which creativity can deliver on wider school objectives are highlighted throughout the School Improvement Plan. Performance against these objectives is monitored and evaluated on an ongoing basis.
A creativity action plan	The school is involved in the early stages of developing a detailed action plan for the development of creativity.	The school's detailed creativity action plan is being implemented across the school and changes are taking place in practice and provision.	The school's detailed creativity action plan is engaged with across the school community as a key driving force for the continuous improvement of the school, routinely feeding into the school improvement planning cycle.

<p>Disseminating learning</p>	<p>Dissemination of the impact of creative teaching and learning in the school is largely limited to the people directly involved and their close contacts.</p>	<p>The school actively disseminates the impact of creative teaching and learning through the use of notice boards, INSET days and staff meetings. It occasionally communicates its progress in developing creative learning to external partners.</p>	<p>The school proactively advocates its practice in creative teaching and learning through networks, events, publicity and representation on decision-making bodies, widely exerting influence outside of its own authority. Lesson plans, schemes of work and other ideas are shared with other schools.</p>
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1.3 The understanding and engagement of staff with creative teaching and learning

	Beginning	Progressing	Exemplary
<p>The understanding and engagement of staff with creative teaching and learning</p>	<p>A minority of staff in the school understands the school's creative learning ethos and is committed to developing creative learning. Creativity is widely considered to be the domain of the expressive arts department only</p>	<p>The majority of staff across most departments in the school understand the school's creative learning ethos and is actively engaged in the development and delivery of creative teaching and learning.</p>	<p>All staff in the school have ownership of the creative learning ethos, are actively engaged in the development and delivery of creative teaching and learning and are motivated in their work as a result of this.</p>

1.4 Pupil involvement in decision making and leadership

	Beginning	Progressing	Exemplary
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<p>Young people's decision-making</p>	<p>Young people have limited input into decision making in the school apart from occasional contributions from the school's student council.</p>	<p>Staff actively involve young people in decision making and the importance of pupil voice is emphasised within the School Improvement Plan.</p>	<p>Pupil representatives are regularly invited to contribute to SLT meetings, with their suggestions actioned where possible. Young people clearly play an active role in shaping how their school runs.</p>
<p>Young people's leadership through advocacy</p>	<p>Young people have limited input into the school's advocacy campaigns apart from being featured as participants in activities.</p>	<p>Young people occasionally act as advocates for the school as a creative learning environment.</p>	<p>Pupils act as advocates for the school as a creative learning environment through regular performances and through speaking at conferences and seminars.</p>
<p>1.5 Parental understanding of and engagement with creative learning</p>			
	<p>Beginning</p>	<p>Progressing</p>	<p>Exemplary</p>

Parental Support	Some parents understand the value of creative learning in their children's education and efforts to communicate the schools creative learning ethos are partially successful.	A majority of parents understand that creative learning is a key aspect of the school's ethos and are supportive of this approach.	There is a high level of parental support for creative learning evidenced by support for events and increased involvement in school life. Parents have an expectation that their child will have access to a broad range of creative opportunities throughout their school life.
Active parental involvement	The school is starting to practically involve parents and families in supporting the development of pupil's creative potential.	Parents are frequently actively involved in creative learning projects, supporting their children's learning while developing their own creativity.	Parents, especially parent governors, are involved in the development of creative learning action plans. Parental involvement in the creative life of the school is widespread and is reflected in the school's parent plan.
1.6 Wider community involvement in creative learning			
	Beginning	Progressing	Exemplary
Wider community involvement in creative learning	The school has links with voluntary, community, business and faith organisations in its	The school increasingly connects outwards, actively seeking out partners who can provide opportunities for school based	Staff make use of a broad range of links with community, voluntary and faith organisations, businesses and other

	locality and is beginning to plan how they might become involved in the development of creativity.	creative learning to be connected with the surrounding community.	area initiatives to explore creative learning in these contexts.
1.7 Financial sustainability and resources			
	Beginning	Progressing	Exemplary
Internal resources	The school allocates some internal resources to creative teaching and learning.	The school allocates significant internal resources for creative teaching and learning activities.	The school routinely allocates substantial internal resources for creative teaching and learning activities.
External resources	The school is aware to some extent of external resources it can draw upon for creative activities making limited use of these to support creative teaching and learning.	The school is aware of a range of external resources and opportunities open to it and regularly uses them to add value to their creative activities.	The school actively initiates and fundraises for creative teaching and learning activities - either through independent applications or joint bids with creative partners and/or other schools and works in partnership with local service providers devising and running creative teaching and learning activities that are of mutual benefit.

Section 2 - Curriculum development and delivery			
2.1 A curriculum that supports creative learning			
	Beginning	Progressing	Exemplary
Time for curriculum planning	The school is beginning to allocate time and space for staff to explore creative approaches to curriculum planning.	The majority of staff spends time exploring creative approaches to curriculum planning.	The allocation of time for in-depth collaborative planning to support creative learning is an established practice in the school across the whole staff team.
Cross-curricular planning	While some connected or thematic work takes place, most staff teach curriculum areas separately.	Some projects are planned and delivered collaboratively which connect curriculum areas.	Staff consistently plan collaboratively and in detail using a cross curricular approach, underpinned by core learning skills and behaviours.
2.2 Management and organisation of the creative curriculum			
	Beginning	Progressing	Exemplary
Classroom management	A minority of staff in the school uses approaches to classroom management that support creative learning.	Staff are experimenting with a range of flexible systems of classroom management and are identifying ways in which changes might increase opportunities for creative learning. Systems are partly negotiated with pupils with some ideas taken into consideration.	Classroom management supports collaborative and creative learning and is used with flexibility. Rules and routines are agreed through negotiation between teachers and pupils and a wide range of methodologies is reflected in session

			plans.
Timetable flexibility	Some staff are willing to adapt session timings to allow more flexible working across subject areas.	Flexibility in the use of time is regularly seen in the school with staff across departments working in a mutually supportive way with colleagues.	The school has a highly flexible approach to the use of time. Activity is often structured so that timescales reflect the needs of the activity rather than predetermined time slots and flexible working arrangements allow staff to facilitate out of hours creative learning.
Cross-phase working	The school is beginning to explore how creative approaches might be used to support cross-phase working.	Cross-phase working using creative approaches takes place regularly in the school.	A range of creative approaches to managing transition and cross phase working are explored in the school. Staff make use of a broad range of creative programming options to develop regular activity across phases and year groups
2.3 Creative careers and enterprise advice			
	Beginning	Progressing	Exemplary
Creative careers and enterprise advice	Pupils receive limited advice on entering the creative industries	Building on the recognition of creative skills and attributes in pupils, staff highlight	The school's enterprise and careers advice services actively represent the creative

	on an employed or self-employed basis.	entry routes into employment within the creative industries alongside guidance about self-employment and business development.	industries. Practitioners demonstrate career progression through school visits and work experience placements are negotiated within creative organisations. The Business Studies curriculum makes reference to creative industries development. The school has also developed effective relationships with FE & HE providers that encourage pupils to develop careers in the creative industries.
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2.4 Special events

	Beginning	Progressing	Exemplary
Special events	Special events take place throughout the school year reflecting the traditions of the school and largely repeating the pattern of previous years. Staff are aware of the need to develop this area of practice	In addition to traditional events, the school is innovatively growing its programme of special events with a creative and cultural focus, some of which are connected to curriculum areas and learning outcomes.	Pupils' creative achievements are regularly celebrated through exhibitions, performances, awards and dissemination. These celebrations are largely shaped by pupils' ideas and characterised by innovation and are linked to curriculum areas. The special

	more creatively.		events programme is collaborative and strongly aligned with the life of the surrounding community.
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Section 3 Teaching and Learning			
3.1 Planning and collaboration			
	Beginning	Progressing	Exemplary
Planning by staff	Staff are beginning to be more aware of opportunities to plan more creative approaches to teaching and learning.	Staff are involved regularly in long, medium and short-term planning designed to develop creative teaching and learning.	Planning for creative teaching and learning in the school is characterised by thorough planning, constant innovation, experimentation and a high degree of risk taking.
Creativity across the curriculum	Planning for creative teaching and learning is mainly limited to expressive arts subjects.	Planning for creative teaching and learning features across most curriculum areas.	All staff plan for creative approaches to teaching and learning throughout their work and right across the curriculum. These planning processes are visible in departmental or whole school plans of work.
Staff sharing practice	There is some commitment amongst the staff to share practice with colleagues.	The staff team regularly shares practice in a collaborative manner.	Staff regularly observe and share good practice and time for this is integrated into the school year. Opportunities for sharing practice are supported by appropriate time

			allocations.
3.2 The use of ICT to support creative learning			
	Beginning	Progressing	Exemplary
Creative use of ICT	While there is some evidence of good practice in the school, the use of ICT to support creative learning is agreed to be underdeveloped across the curriculum.	ICT is used creatively across many areas of the curriculum and plans are in place to extend this practice across all curriculum areas.	Staff make full use of available ICT resources and constantly look for new opportunities to make use of ICT to support creative learning across the curriculum.
Training in the creative use of ICT	The school is aware of the need to provide training to enable staff to make better use of ICT in developing creativity.	Training is in place to help staff make more creative use of ICT – less experienced staff shadow more experienced colleagues	Named members of staff have responsibility for developing creative uses of ICT across departments and coordinate training to support this.
3.3 The involvement of external creative partners			
	Beginning	Progressing	Exemplary
Working with external creative partners	Staff are aware of the potential of developing creativity with	Staff regularly develop collaborative creative teaching and learning opportunities making	Creative partners from a broad range of disciplines, not limited to traditional arts

	external partners and have some experience of developing joint projects. These projects tend to be practitioner-led.	use of external creative partners.	subjects, work alongside staff to explore and deliver the curriculum. The involvement of external partners is characterised by co-delivery, extensive dialogue, reflective practice, commitment to enquiry and constant innovation.
Sourcing external creative partners	The school has some experience of sourcing creative partners and has a small network of contacts.	The school is able to draw up a list of specifications for creative practitioners and has a systematic approach throughout the school to match external partners to particular learning or development needs.	The school demonstrates deep commitment to collaboration with external creative partners having built up a network of creative practitioners that it can draw upon and knowing where to source new ones from a broad range of disciplines.
3. 4 Pupils' involvement in planning and personalised learning			
	Beginning	Progressing	Exemplary
Pupils - Planning and Evaluating creative learning	Young people have limited involvement in the planning and evaluation of creative teaching	The majority of young people in the school are clear about the purpose and anticipated outcomes and impacts of creative	Staff demonstrate a commitment, reflected in practice, to enabling young people to initiate, plan, run and evaluate creative

	and learning activity.	teaching and learning activity, together with an understanding of potential progression onto further activity.	teaching and learning activities. Staff are fully committed to involving pupils as co-constructors of learning.
Personalised learning and creativity	Staff are beginning to explore the development of creativity through personalised learning.	Developing creativity through effective personalised learning is an increasing priority throughout the school.	Developing creativity through effective personalised learning is established practice and the school evaluates regularly whether this philosophy is reflected in practice.

3.5 Developing Creative skills & attributes in pupils and staff

	Beginning	Progressing	Exemplary
Creative skill development through activity	Staff understand the importance of developing pupils' creative skills and attributes but may be unaware as to how to develop this potential through structured activity.	Staff in some departments work with pupils to develop creative skills through carefully planned and structured activity. They communicate positive perceptions of pupils' creative skills while supporting their development.	All staff demonstrate a deep commitment to developing creative skills and attributes in pupils and understand how and when to offer stimuli, resources and encouragement to assist this process. Pupils enjoy a broad range of opportunities across the whole curriculum to develop creative skills and attributes through carefully planned and structured activity

			including play.
Creative skill development across the curriculum	Staff tend to understand creativity in generic terms but are beginning to recognise the need to develop a more detailed understanding of the component elements of creative skills and attributes and their relevance across the curriculum.	Staff are developing increased understanding of different creative skills and attributes and how they are applicable across the curriculum. This understanding is reflected in practice.	Staff across the school are confident in their ability to identify and discuss different creative skills and attributes and how they are applicable across the curriculum. Their understanding is confidently reflected in practice.
Staff modelling creative behaviours	Most staff expect external creative partners to model creativity and see their own roles as supportive.	The majority of staff model a range of creative skills and attributes and act as positive role models while working creatively alongside pupils and practitioners.	All staff model a range of creative skills and attributes and act as positive role models while working creatively alongside pupils and practitioners.
Monitoring pupils' creative development	Staff are starting to explore ways of systematically monitoring pupils' individual creative development within broader frameworks of pupil assessment.	The majority of staff use established mechanisms for systematically monitoring pupils' individual creative development within broader frameworks of pupil assessment.	The school is confidently and systematically monitors pupils' individual creative development within its broader framework of pupil assessment. Creative achievements are

		Analysis of this helps to shape future provision.	valued and celebrated on a par with academic, sporting, social and other achievements throughout the school.
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Section 4 – Staff learning and development			
4.1. Valuing teachers’ creativity			
	Beginning	Progressing	Exemplary
Valuing teachers’ creativity	The school is beginning to understand the value of developing staff as creative individuals and creative teachers.	Staff are supported in a variety of ways to develop their personal creativity including opportunities to develop their creativity away from school.	The creative talents of staff are recognised throughout the school as its key strength and staff feel fully able to realise their creative potential within a teaching and learning environment. During recruitment procedures, candidates’ creative capacities are taken into consideration.
4.2 The quality and relevance of CPD in creative teaching and learning			
	Beginning	Progressing	Exemplary
Needs-based provision of CPD	The school is aware of the need to provide increased professional development on the use and benefits of creative teaching and learning. Professional development opportunities are	Staff take part in regular professional development on the use and benefits of creative teaching and learning. Professional development is tailored to the specific needs of staff and the school.	All staff are actively engaged in regular and appropriate professional development on the use and benefits of creative teaching and learning which is high quality, relevant to staff needs and pitched at an appropriate level of challenge.

	not always fully matched to need.		
4.3 Learning networks			
	Beginning	Progressing	Exemplary
Learning networks	Membership of creative teaching and learning networks is limited within the school.	Staff attend existing creative teaching and learning networks, sharing best practice and giving and receiving peer-to-peer support.	The school initiates and co-ordinates networks of fellow schools and education professionals in which best practice is shared and peer-to-peer support offered in relation to creative teaching and learning.
4.4 Reflective practice			
	Beginning	Progressing	Exemplary
A culture of reflective practice	There is a growing culture of reflective practice within the school and the school recognises the need to develop this further.	A culture of reflective practice is developing throughout the school in relation to creative teaching and learning and progression from past activities is considered when new activities are being planned.	A culture of reflective practice is well established in the school and creative teaching and learning is seen as a key driving force for continuous improvement. Staff take part in a range of professional development opportunities that place a strong emphasis on reflective practice.
Reflective practice within projects	The school has yet to develop reflective practice	Staff who will be involved in a creative teaching and learning	Staff reflect upon their day-to-day working practice and further

	within projects through collaborative planning and evaluation between teachers and creative practitioners.	activity are released to take part in sessions to plan and deliver the activity alongside creative practitioners and to attend evaluation meetings.	develop it through continuous reflective practice in partnership with creative practitioners and other colleagues.
Systematic evaluation	Evaluation of creative teaching and learning in the school is largely anecdotal and ad hoc.	A rigorous system is in place to monitor and evaluate how activities are delivering on their stated objectives. Additional ways of measuring impact are used by staff.	In evaluating programmes and developments the school selects from a range of tried and tested evaluation techniques including triangulation of the views of pupils, staff and creative practitioners.
4.5 Performance management			
	Beginning	Progressing	Exemplary
Performance management	While performance management discussions focus on teaching and learning, there may be a lack of emphasis on creative teaching and learning.	Performance management discussions increasingly feature discussions about creative teaching and learning.	During the setting of performance management objectives, including those for the Headteacher, creativity is included as a subject in discussions about teaching and learning.

Section 5 – Environments and resources			
5.1 Indoor learning spaces that support creative learning			
	Beginning	Progressing	Exemplary
Indoor spaces	Staff are experimenting with the design and adaptation of indoor spaces to support creative learning and are keen to learn how to do this better.	The school is partially successful in developing inspiring indoor spaces that support different learning styles, encourage team working and offer room for exploring ideas. Pupils are increasingly involved in the design of these spaces.	Inspiring indoor spaces throughout the school are used flexibly, stimulating and supporting creative learning. Both pupils and staff enjoy being in these spaces and there is a strong feeling of ownership of space as a valued creative learning resource.
5.2 The use of display to support creative learning			
	Beginning	Progressing	Exemplary
Display as a pedagogical resource	Display is generally mainly in the school along traditional lines, generally representing finished work rather than learning processes.	Displays are impressive with learning processes reflected in the content.	Display is used imaginatively throughout the school and reflects the ethos of valuing creative learning. Displays reflect learning processes and successful learning outcomes as well as finished work. The documentation of learning processes is an established educational practice.
Pupil involvement in display design	Pupils have limited	Pupils are increasingly	Pupils are regularly

	involvement in the design and creation of displays.	involved in the design and creation of displays	actively involved in the design and creation of displays which are annotated to demonstrate ownership.
Staff training - display	Some staff lack confidence and training in creating quality displays.	Staff receive regular training in the use of display to support creative learning	Staff demonstrate a highly confident approach, supported by high quality training in the use of display to support creative learning.
5.3 Outdoor learning spaces that support creative learning			
	Beginning	Progressing	Exemplary
Outdoor learning spaces	Outdoor spaces around the school are partially developed as a creative learning resource.	The school is partially successful in developing inspiring outdoor spaces around the school that support different learning styles, encourage team working and offer room for exploring ideas. Pupils are increasingly involved in the design of these spaces.	Inspiring outdoor spaces throughout the school are used flexibly, stimulating and supporting creative learning. Both pupils and staff enjoy being in these spaces and there is a strong feeling of ownership of space as a valued creative learning resource.
5.4 Visits that support creative learning			
	Beginning	Progressing	Exemplary
Visits	Visits to external learning environments are infrequent with	Visits take place to a range of external environments including unusual or previously	The school makes regular visits to a broad variety of external learning environments

	<p>some integration with broader curriculum delivery.</p>	<p>unvisited locations. Staff devise detailed programmes of work in relation to these visits.</p>	<p>where creative learning can take place and develops appropriate partnerships to make best use of those resources. The content of visits is well integrated into curriculum delivery.</p>
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