



Self-Assessment Form



Creative Partnerships

Creative School Development Framework Self-assessment form

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.

Please refer to the Creative School Development Framework Guidance & Descriptors document while filling in this form.

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

Change Schools and Schools of Creativity

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

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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.

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 this 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.

How should it be submitted by Change Schools and Schools of Creativity?

Your completed form should be sent in two formats:

1. Email a copy of the form to your local Area Delivery Organisation
2. Post a paper copy signed by both the creative agent and lead teacher on the project to your local Area Delivery Organisation

Please make sure you keep a copy for your school.

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/abouttcp/around

Section 1 Leadership and ethos

		Beginning, Progressing or Exemplary?	Evidence e.g. School improvement/Development Plans, Self-Evaluation Forms, Ofsted reports, journal extracts; drawings/diagrams/ meeting notes; teacher, pupil and practitioner observations; photos; formal attainment data etc
1.1 Leadership for creativity	Leadership – ethos		
	Leadership – action		
	Distributed leadership for creativity		
	Governors		
1.2 A strategy for creative learning	Creativity and the School Improvement/ Development Plan		
	A creativity action plan		
	Disseminating learning		
1.3 The understanding and engagement of staff with	The understanding and engagement of staff with		

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creative teaching and learning	creative teaching and learning		
1.4 Pupil involvement in decision making and leadership	Young people's decision-making		
	Young people's leadership through advocacy		
1.5 Parental understanding of and engagement with creative learning	Parental support		
	Active parental involvement		
1.6 Wider community involvement in creative learning	Wider community involvement in creative learning		
1.7 Financial sustainability and resources	Internal resources		
	External resources		

Section 1 Leadership and Ethos: Notes (Strengths, Areas for Development, Actions)

Empty box for notes.

Section 2 Curriculum development and delivery

		Beginning, Progressing or Exemplary?	Evidence e.g. School improvement/Development Plans, Self-Evaluation Forms, Ofsted reports, journal extracts; drawings/diagrams/ meeting notes; teacher, pupil and practitioner observations; photos; formal attainment data etc
2.1 A curriculum that supports creative learning	Time for curriculum planning		
	Cross-curricular planning		
2.2 Management and organisation of the creative curriculum	Classroom management		
	Timetable flexibility		
	Cross-phase working		
2.3 Creative careers and enterprise advice	Creative careers and enterprise advice		
2.4 Special events	Special events		

Section 2 Curriculum Development and Delivery: Notes (Strengths, Areas for Development, Actions)

Empty box for notes.

Section 3 Teaching and Learning

		Beginning, Progressing or Exemplary?	Evidence e.g. School improvement/Development Plans, Self-Evaluation Forms, Ofsted reports, journal extracts; drawings/diagrams/ meeting notes; teacher, pupil and practitioner observations; photos; formal attainment data etc
3.1 Planning and collaboration	Planning by staff		
	Creativity across the curriculum		
	Staff sharing practice		
3.2 The use of ICT to support creative learning	Creative use of ICT		
	Training in the creative use of ICT		
3.3 The involvement of external creative partners	Working with external creative partners		
	Sourcing external creative partners		

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3. 4 Pupils' involvement in planning and personalised learning	Pupils - Planning and Evaluating creative learning		
	Personalised learning and creativity		
3.5 Developing Creative skills & attributes in pupils and staff	Creative skill development through activity		
	Creative skill development across the curriculum		
	Staff modelling creative behaviours		
	Monitoring pupils' creative development		

Section 3 Teaching and Learning: Notes (Strengths, Areas for Development, Actions)

Empty box for notes.

Section 4 Staff learning and development

		Beginning, Progressing or Exemplary?	Evidence e.g. School improvement/Development Plans, Self-Evaluation Forms, Ofsted reports, journal extracts; drawings/diagrams/ meeting notes; teacher, pupil and practitioner observations; photos; formal attainment data etc
4.1. Valuing teachers' creativity	Valuing teachers' creativity		
4.2 The quality and relevance of CPD in creative teaching and learning	Needs-based provision of CPD		
4.3 Learning networks	Learning networks		
4.4 Reflective practice	A culture of reflective practice		
	Reflective practice within projects		
	Systematic evaluation		

4.5 Performance management	Performance management		
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Section 4: Staff learning and development: Notes (Strengths, Areas for Development, Actions)

Empty space for notes.

Section 5 Environment and resources

		Beginning, Progressing or Exemplary?	Evidence e.g. School improvement/Development Plans, Self-Evaluation Forms, Ofsted reports, journal extracts; drawings/diagrams/ meeting notes; teacher, pupil and practitioner observations; photos; formal attainment data etc
5.1 Indoor learning spaces that support creative learning	Indoor spaces		
5.2 The use of display to support creative learning	Display as a pedagogical resource		
	Pupil involvement in display design		
	Staff training - display		
5.3 Outdoor learning spaces that support creative learning	Outdoor learning spaces		
5.4 Visits that support creative learning	Visits		

Section 5 Environment and resources: Notes (Strengths, Areas for Development, Actions)

Empty box for notes.

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Section 6 Programme Plan

Now you have worked through the previous 5 sections, consider how the priority areas for development can be included in a programme plan for your next year of working with Creative Partnerships.

Leadership & Ethos

Priority areas for development	Actions/Potential Areas of Enquiry for a project	Which objectives in your School Improvement/ Development Plan will these actions support? How will they do this?	How will you ensure that the project planning and delivery processes are collaborative and result in shared ownership across the school community? How will you ensure young people are included in these processes as equal partners?	Desired Outcomes Timescale How will you ensure the sustainability of the outcomes?

Add rows as necessary

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Curriculum development & delivery

Priority areas for development	Actions/Potential Areas of Enquiry for a project	Which objectives in your School Improvement/ Development Plan will these actions support? How will they do this?	How will you ensure that the project planning and delivery processes are collaborative and result in shared ownership across the school community? How will you ensure young people are included in these processes as equal partners?	Desired Outcomes Timescale How will you ensure the sustainability of the outcomes?

Add rows as necessary

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Teaching & Learning

Priority areas for development	Actions/Potential Areas of Enquiry for a project	Which objectives in your School Improvement/ Development Plan will these actions support? How will they do this?	How will you ensure that the project planning and delivery processes are collaborative and result in shared ownership across the school community? How will you ensure young people are included in these processes as equal partners?	Desired Outcomes Timescale How will you ensure the sustainability of the outcomes?

Add rows as necessary

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Staff Learning & Development

Priority areas for development	Actions/Potential Areas of Enquiry for a project	Which objectives in your School Improvement/ Development Plan will these actions support? How will they do this?	How will you ensure that the project planning and delivery processes are collaborative and result in shared ownership across the school community? How will you ensure young people are included in these processes as equal partners?	Desired Outcomes Timescale How will you ensure the sustainability of the outcomes?

Add rows as necessary

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Environment & Resources

Priority areas for development	Actions/Potential Areas of Enquiry for a project	Which objectives in your School Improvement/ Development Plan will these actions support? How will they do this?	How will you ensure that the project planning and delivery processes are collaborative and result in shared ownership across the school community? How will you ensure young people are included in these processes as equal partners?	Desired Outcomes Timescale How will you ensure the sustainability of the outcomes?

Add rows as necessary