

The following document outlines the questions and word count for each form to be completed by Change Schools

**Please note:** this is for reference only. All information should be recorded and submitted to your ADO through the Creative Partnerships Projects Database:

<https://creativeweb.creative-partnerships.com/>

Forms to be completed by Change Schools:

1. **Change School application form**
2. **Change Schools CSDF Planning Form**
3. **Project planning form**
4. **Project evaluation form- mid point**
5. **Project evaluation form- end point**
6. **Project end form**

## Change Schools

### 1. Change School application form

Introduction

Section A - Developing practice, transforming your school

Section B - Partnership working

Section C - Capacity to deliver

Section D - Previous projects

Section E - Attachments

Section F - Declaration

#### Introduction

The Change Schools Programme enables schools to enter into a partnership of up to three years that can radically transform the ways in which the school operates placing creativity at the heart of its ethos and operation. The schools recruited into the programme will need to demonstrate an absolute commitment to educating children and young people for a creative future.

Bearing this in mind, and having read the Change Schools prospectus and FAQs carefully, complete this form for your chance to join the Change Schools Programme.

View prospectus (PDF 133K) (opens in a new window).

View FAQs (PDF 56K) (opens in a new window).

This application can be completed online at your convenience. It can be saved when partially completed and returned to at a later date. When logging on it will appear in your 'My applications' tab.

When the application is complete and you choose to submit it, it will be sent automatically to your [local Creative Partnerships Area Delivery Organisation \(Creative Partnerships National Office\)](#). You will also need to use the print option to post a signed copy to the Area delivery office, details of which you will find below.

If you have any queries when completing this form please contact your local Creative Partnerships area delivery organisation.

All fields marked with \* are mandatory.

ADO contact details

Area Delivery Organisation

Address

Telephone

Contact details

School Name

Local Authority

LEA number

## Change Schools

DCSF number  
Teacher's name  
Role in school\*  
Email address  
Headteacher's first name  
Headteacher's surname  
Preferred method of contact  
Telephone  
Email  
Preferred time of day to be contacted

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### **Section A - Developing practice, transforming your school**

All fields marked with \* are mandatory.

#### **Developing practice**

Please tell us why your school is interested in joining the Change School programme.

Show us how you meet the requirements of the Change School Programme by addressing the following questions

- What is the vision for your school for the next three to five years, and how will becoming a Change School contribute to your ambitions?
- What are your most pressing educational challenges and how will becoming a Change School help address these?
- How does your school approach change? What particular challenges do you anticipate in bringing about sustainable practice in creative teaching and learning?
- How will you enable children and young people to play an active role in the change programme?
- What staff skills would you like to develop through the programme?

Developing practice\*  
*1250 words maximum*

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### **Section B - Partnership working**

All fields marked with \* are mandatory.

#### **Partnership working**

Please describe how you plan to work in partnership with other schools and external partners to develop creative teaching and learning\*  
*400 words maximum*

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### **Section C - Capacity to deliver**

## Change Schools

All fields marked with \* are mandatory.

### Capacity to deliver

- How would you plan to develop the capacity within your school to meet your commitments as a Change School?
- How would you fulfil your obligations as a Change School?

Capacity to deliver\*

*350 words maximum*

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### Section D - Previous projects

All fields marked with \* are mandatory.

#### Previous involvement

Has your school previously been involved with Creative Partnerships?\*

If yes, in what capacity has your school been involved with Creative Partnerships?

*50 words maximum*

How long have you been involved with the Creative Partnerships programme?

Involved from:\*

Involved to:\*

If you are currently working with a Creative Agent (or similar role), what is their name?

*50 words maximum*

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### Section E - Attachments

All fields marked with \* are mandatory.

Please use the "Browse..." button(s) below to find the relevant document(s). After finding the documents you want to upload, please use the 'Next' button to upload the document(s).

Your attachment will only be accessed by staff in your school, staff at your local Area Delivery Organisation that will assess your application and staff at Creativity, Culture and Education (CCE). If you are successful and are assigned creative agent, then he or she will be able to access it too. You can only upload one document. If your school improvement or development plan is made up of a number of documents, you will need to combine them into one document to upload it here. It has to be either a Word document or a pdf document.

School Improvement or Development Plan (SIP/SDP)\*

Self Evaluation Form (SEF) with relevant sections highlighted.\*

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### Section F - Declaration

All fields marked with \* are mandatory.

#### Declaration

Our school is interested in becoming a Change School.

I understand that if our school is shortlisted, we will be asked to participate in an interview process. We are aware that selection will not be made solely on the basis of this application. We also understand that the panel may wish to speak to teachers, pupils and creative practitioners as well as senior management.

I understand that if our school is selected as a Change School:

- The chair of governors and headteacher will sign a detailed partnership agreement with Creative Partnerships outlining the terms of our involvement
- Our school will take responsibility for contributing 25% of the funding for programmes delivered within the school (approximately £5,000 pa)
- The headteacher and designated Creative Partnerships Coordinator will attend an induction event to launch the programme.
- Plan and evaluate the programme using a common format.
- Appoint a school coordinator of appropriate seniority from a minimum of 20 days a year.
- Use the learning from the programme to inform future School Improvement/Development Planning

**By submitting this form I confirm that the information in this application is correct to the best of my knowledge, and that its content is approved by the head teacher and chair of governors.\***

Once you have submitted this application please print a copy, which should be signed by the Head Teacher and Chair of Governors before being sent to your Creative Partnerships Local Area Delivery Organisation.

## Change Schools

### 2. Change Schools CSDF Planning Form

Please see the document:

**Change School CSDF Planning Form- guidance, descriptors and form** for the Change Schools CSDF Planning Form and guidance on how to complete it.

### 3. Project Planning Form

Introduction

Section 1 - Basic details

Section 2 - Area of Enquiry

Section 3 - Evaluating quality and impact

Section 4 - Assessing inputs, processes and quality

Section 5 - Numbers - planned

Section 6 - Classifiers - planned

Section 7 - Checklist

#### Introduction

View Change Schools and Schools of Creativity Planning and Evaluation Guidance (PDF 186K) ([opens in a new window](#)).

Make sure you have read this document before the collaborative planning of your project and completing this form. Any questions should be sent to your Area Delivery Organisation.

The planning and evaluation process should be a collaboration between your school, your Creative Agent, and your creative partner(s). It is up to you who takes responsibility in your project team to type into the Projects Database and submit your project forms.

This form can be completed in stages. If it is convenient you can save it when part completed and return to it at a later date. Once you are happy it is complete and all sections are answered it should be submitted at the end of the planning process along with your budget form. A link for this can be found at the end of this form.

Project activity must not begin until you have received approval of this proposal from your Area Delivery Organisation.

There are 7 sections to this form.

Section 1 - Basic details

Section 2 - Area of enquiry

Section 3 - Evaluating quality and impact

Section 4 - Accessing inputs, processes and quality

Section 5 - Numbers - planned

Section 6 - Classifiers - planned

Section 7 - Checklist

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#### Section 1 - Basic details

All fields marked with \* are mandatory.

##### Basic details

Project Name\*

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(The project name should be as short as practicable and should be agreed on by all partners involved in the project.)

Area Delivery Organisation

ADO Lead Contact\*

Creative Agent\*

School

LEA Number

DCSF Number

Local Authority

Lead contact at the school?\*

### **Project budget**

Please complete the "Agreed budget amounts" for "Income" and "Expenditure" on the Budget Form (opens in new window).

What is your project income?

### **Creative Practitioners working on project**

What are the names of the creative practitioner(s) who will be working on this project?

Practitioner Name\*

All creative practitioners working with schools should have an enhanced disclosure within the last three years. Please make sure that the person holding the budget for this project has seen a copy of their CRB certificates. Please also ensure that your creative partners are familiar with child protection/safeguarding procedures in your school.

Has the budget holder seen a copy of their CRB certificate?\*

### **Key milestones**

This covers time spent project planning, project delivery and evaluating and reflecting.

Start of project planning\*

Start of project activity\*

Mid-point project evaluation review\*

End of project activity\*

End of project evaluation review\*

Submission of project end form\*

### **Significant events**

What are the significant events within the project?

Significant Events - e.g. launch, exhibition, performance, etc...

Event Description (optional)

*30 words maximum*

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## **Section 2 - Area of Enquiry**

All fields marked with \* are mandatory.

### **Your enquiry**

What is your enquiry question?

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- What do you want to find out or understand better through your project?
- Expand on the thinking behind your area of enquiry
- How has it been refined since it was described in your application form?
- Why is this important to you and your school - how does it relate to your School Improvement/Development Plan & Self Evaluation Form?

*300 words maximum*

### **Project description**

Please give a description of your project

- Describe the activity including overall timescale
- Who is involved and why and how?
- Which activities will each individual or class take part in, over what period etc?
- Will the project encourage more parents, family and community members to visit the school to see pupils' work at school assemblies, performances, exhibitions? How will it do this?
- Will any parents, family members or community members be actively involved in the project?
- Describe the role of your creative agent on this project.
- Is this project linked to a national or local Creative Partnerships theme as described in your application form? If so, which one and in what way?

*600 words maximum*

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### **Section 3 - Evaluating quality and impact**

Consider each of the following groups; young people, teachers and schools staff and creative practitioners, and select a minimum of three areas of focus for each group in this project.

The order in which they are selected does not indicate relative importance. You need to select a minimum of three but can select as many as you feel are applicable.

In completing this section please view [Change Schools and Schools of Creativity Project Forms Guidance \(PDF 186K\)](#) (opens in a new window) for a fuller explanation of these areas of focus, including specific questions to consider. The guidance will also explain their role in the enquiry process.

All fields marked with \* are mandatory.

#### **A) Learning of young people**

Which other key area of focus would you like to score and comment on?

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding

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- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(For each key area of focus selected, please answer the following questions)

What will be the key impacts on the young people's attitude to learning?\*

*300 words maximum*

How will you know this has happened?\*

i.e. what evidence will you collect?

*300 words maximum*

### **B) Learning of teachers and school staff**

Which other key area of focus would you like to score and comment on?

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(For each key area of focus selected, please answer the following questions)

What will be the key impacts on the young people's attitude to learning?\*

*300 words maximum*

How will you know this has happened?\*

i.e. what evidence will you collect?

*300 words maximum*

### **C) Learning of creative practitioners**

Which other key area of focus would you like to score and comment on?

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people

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- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

### Section 4 - Assessing inputs, processes and quality

This section relates to section D of the National Evaluation Framework. It is a checklist for ensuring that the project inputs are of the highest quality.

All fields marked with \* are mandatory.

#### A) Clarity and priorities

Are you confident that you have identified a clear focus for your enquiry and that this relates to priorities identified in your school improvement/development plan?\*

What specific actions/comments do you have?

*250 words maximum*

#### B) Communication between partners and participants

How have you planned for high quality communication between all partners and participants throughout the project?\*

What specific actions/comments do you have?

*250 words maximum*

#### C) Practitioner qualities

How will the language/professional vocabulary, skills, qualities, values and resources of the practitioner add to the project?\*

What specific actions/comments do you have?

*400 words maximum*

#### D) Safeguarding

What steps have you taken to ensure that the safeguarding of children and young people will be given due attention?\*

What specific actions/comments do you have?

*250 words maximum*

#### E) Positive relationships

What steps have you taken to ensure that positive relationships are developed between teachers, practitioners and young people?\*

What specific actions/comments do you have?

*250 words maximum*

#### F) Collaborative project delivery

What steps have you taken to ensure that this project will be delivered in a truly collaborative manner between practitioner and teacher?\*

What specific actions/comments do you have?

*250 words maximum*

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### **G) Design and planning**

How have young people been involved in the design and planning of this project?\*

What specific actions/comments do you have?

*250 words maximum*

### **H) Every Child Matters**

In what ways do you anticipate this project will address specific issues in relation to the Every Child Matters Agenda?

What specific actions/comments do you have?

*250 words maximum*

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## **Section 5 - Numbers - planned**

All fields marked with \* are mandatory.

### **A) Total number of delivery sessions with young people**

Total number of planned sessions\*

A session is any separate activity up to three hours long.

### **B) Total number of individual participants who will be involved in the project**

How many participants will be involved in the project from the following groups?:

Early Years

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Post 16

Total young people

Teachers\*

Parents and other family members\*

Other community members\*

Total (all participants)

Count teachers, parents and family, and other members of the community when they are actively involved.

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### **C) Total number of formal CPD sessions**

If there is no formal Continuing Professional Development (CPD) please go to the next section.

If your project will include a formal Continuing Professional Development (CPD) element, please fill in the following:

(N.B. Formal CPD would mean sessions containing structured CPD, in addition to the core project.)

A session is any separate activity up to 3 hours long.

How many formal sessions of CPD will there be for each of the following groups?

Teaching staff (and teaching assistants)\*

Creative Professionals\*

Non-teaching staff\*

(Includes other support staff, e.g. caretakers, also local authority workers, youth workers etc.)

### **D) Total number of individuals who will be receiving CPD**

How many individuals will receive CPD from the following groups?

Teaching staff (and teaching assistants)\*

Creative Professionals\*

Non-teaching staff\*

(Includes other support staff, e.g. caretakers, also local authority workers, youth workers etc.)

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## **Section 6 - Classifiers - planned**

All fields marked with \* are mandatory.

### **A) Curriculum areas**

Which of the following best describes the curriculum areas covered during your project?

Please tick as many as applicable.

(Whilst you should tick as many as applicable please resist the urge to select them all. What best describes the curriculum areas covered during your project?)

Art & Design\*

Business (Economics)

Citizenship

Dance

Design & Technology

Drama

English

Geography

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History  
ICT  
Mathematics  
Media Studies  
Modern foreign language  
Music  
PE  
Personal, social health education  
RE  
Science  
Sociology  
Vocational Subject  
None of the above  
Cross Curricular  
14-19 Diploma

### **B) Activity art forms**

Which of the following best describes the main art forms for the activity?

(Select a maximum of 3):

#### Combined Arts

Carnival and other cultural festivals\*

Community combined arts

Interdisciplinary arts

Multi-disciplinary arts

Press

Radio

TV

Other

Science

Sound arts

#### Dance

Ballet

Community dance

Contemporary Dance

Other

Youth dance

#### Literature

Live literature, including performance poetry

Other

Poetry

Prose, fiction

Prose, non-fiction

Publishing, including print and web based work

Reminiscence

Storytelling

Translation

Youth Literature

#### Music

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Brass and silver bands  
Chamber  
Choral/gospel  
Classical/orchestra  
Community music  
Contemporary classical  
Contemporary popular, including rock, pop and hip hop  
Early music  
Experimental and electronic music  
Jazz/improvised music  
Opera/music theatre  
Other  
Roots/folk music  
World music  
Youth music  
Theatre/Drama  
Cabaret/variety/comedy  
Children's & young people's theatre  
Circus acts  
Classical plays  
Community theatre  
Contemporary plays  
Experimental theatre, including visual and digital  
Mime/physical theatre  
Musicals  
New writing  
Other  
Pantomime  
Puppetry  
Street arts  
Theatre in education  
Youth theatre  
Visual arts  
Animation  
Architecture/landscape/environmental art  
Crafts  
Design  
Fine art  
Graphic art/illustration  
Live art  
Moving images, artists' film and video  
New media  
Other  
Photography  
Public art

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### Section 7 - Checklist

Please check you have completed all the tasks below before submitting the project form.

## Change Schools

All fields marked with \* are mandatory.

Have you filled in all the questions in each section?\*

Have you filled in the budget details and checked that your budget balances?\*

[View budget form](#) (opens in a new window).

Has the budget holder seen the CRB certificates and Public Liability Insurance certificates of creative practitioners working on your project?\*

Do your partners agree to the detail within this project planning form?\*

Name of person who completed this project planning form

By submitting this form I confirm that the information I have entered is correct to the best of my knowledge, and that its content is approved by the lead teacher on the project and the creative agent.\*

Use the submit button to submit the final version of this form.

You should also print a copy of your completed project form and ensure that all partners that have been involved.

### 4. Project evaluation form- mid point

Introduction  
Basic details  
Young People  
Teachers  
Creative Practitioners

#### **Introduction**

View Change Schools and Schools of Creativity Planning and Evaluation Guidance (PDF 186K) (opens in a new window).

View National Evaluation Framework (PDF 64K) (opens in a new window).

Make sure you have read these documents before having your conversations with participants. Any questions should be sent to your Area Delivery Organisation.

Creative agents should use this form at a mid-point of the project to record the key points from each of the conversations they have with the young people, teachers and creative practitioners involved in the project. The conversations should last around 30 minutes each. These forms will be a necessary reference point when writing the final project report in the Project End Form.

Evidence that participants might want to consider include journal extracts; drawings/diagrams; meeting notes; teacher, pupil and practitioner observations; photographs; formal attainment data.

This form can be completed in stages. If it is convenient you can save it when part completed and return to it at a later date and then submit once you are happy it is complete.

View Project Planning Form (opens in a new window).

There are 4 sections to this form.

- Basic details
- Young People
- Teachers
- Creative Practitioners

Sections 2-4 consist of the following:

Section A - The project's impact on the learning of young people

Section B - The project's impact on the learning of teachers and school staff

Section C - The project's impact on the learning of creative practitioners

Section D - Input, process and quality

Section E - Distance travelled and sustainability

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## Change Schools

### Basic details

All fields marked with \* are mandatory.

Project Name\*  
Area Delivery Organisation (ADO)  
ADO Lead Contact  
Creative Agent  
School  
LEA number  
DCSF number  
Local Authority  
School Co-ordinator

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### Young People

All fields marked with \* are mandatory.

#### Conversation

When did this conversation take place?\*

Which year group(s) was the conversation with?  
(Please select as many options as applicable.)

Early Years  
Reception  
Year 1  
Year 2  
Year 3  
Year 4  
Year 5  
Year 6  
Year 7  
Year 8  
Year 9  
Year 10  
Year 11  
Post 16

### Section A - The project's impact on the learning of the young people involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding

## Change Schools

- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

**General Comments**  
*300 words maximum*

### **Section B - The project's impact on the learning of the teachers and school staff involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?

## Change Schools

300 words maximum

### General Comments

300 words maximum

### Section C - The project's impact on the learning of the creative practitioners involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

300 words maximum

### General Comments

300 words maximum

### Section D - Input, process and quality

#### Project idea

What value would you assign to the improvements in the project idea?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the project idea?\*

300 words maximum

## Change Schools

### **Practitioner communication**

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

### **Practitioner contributions**

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

## **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

*300 words maximum*

## Change Schools

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

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### Teachers

All fields marked with \* are mandatory.

### Conversation

When did this conversation take place?\*

### Section A - The project's impact on the learning of the young people involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### General Comments

*300 words maximum*

### Section B - The project's impact on the learning of the teachers and school staff involved

## Change Schools

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

**General Comments**  
*300 words maximum*

### **Section C - The project's impact on the learning of the creative practitioners involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

## Change Schools

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

**General Comments**  
*300 words maximum*

### Section D - Input, process and quality

#### Project idea

What value would you assign to the improvements in the project idea?\*

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in the project idea?\*

*300 words maximum*

#### Practitioner communication

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

#### Practitioner contributions

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value  
Some value  
Good value  
High value

## Change Schools

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

### **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

*300 words maximum*

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

---

### **Creative Practitioners**

All fields marked with \* are mandatory.

### **Conversation**

When did this conversation take place?\*

### **Section A - The project's impact on the learning of the young people involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding

## Change Schools

- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

**General Comments**  
*300 words maximum*

### **Section B - The project's impact on the learning of the teachers and school staff involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?

## Change Schools

300 words maximum

### General Comments

300 words maximum

### Section C - The project's impact on the learning of the creative practitioners involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

300 words maximum

### General Comments

300 words maximum

### Section D - Input, process and quality

#### Project idea

What value would you assign to the improvements in the project idea?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the project idea?\*

300 words maximum

## Change Schools

### **Practitioner communication**

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

### **Practitioner contributions**

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

## **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

*300 words maximum*

## Change Schools

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

### 5. Project evaluation form- end point

Introduction  
Basic Details  
Young People  
Teachers  
Creative Practitioners

#### Introduction

View Change Schools and Schools of Creativity Planning and Evaluation Guidance (PDF 186K) (opens in a new window).

View National Evaluation Framework (PDF 64K) (opens in a new window).

Make sure you have read these documents before having your conversations with participants. Any questions should be sent to your Area Delivery Organisation.

Creative agents should use this form towards the end of the project to record the key points from each of the conversations they have with the young people, teachers and creative practitioners involved in the project. The conversations should last around 1 hour each. These forms will be a necessary reference point when writing the final project report in the Project End Form.

Evidence that participants might want to consider include journal extracts; drawings/diagrams; meeting notes; teacher, pupil and practitioner observations; photographs; formal attainment data.

This form can be completed in stages. If it is convenient you can save it when part completed and return to it at a later date and then submit once you are happy it is complete.

View Project Planning Form (opens in a new window).

View Project Evaluation Form (opens in a new window).

There are 4 sections to this form.

- Basic details
- Young People
- Teachers
- Creative Practitioners
- 

Sections 2-4 consist of the following:

Section A - The project's impact on the learning of young people

Section B - The project's impact on the learning of teachers and school staff

Section C - The project's impact on the learning of creative practitioners

Section D - Input, process and quality

## Change Schools

### Section E - Distance travelled and sustainability

---

#### Basic Details

All fields marked with \* are mandatory.

Project name\*  
Area Delivery Organisation (ADO)  
ADO Lead Contact  
Creative Agent  
School  
LEA number  
DCSF number  
Local Authority  
Lead contact at the school

---

#### Young People

All fields marked with \* are mandatory.

#### Conversation

When did this conversation take place?\*

Which year group(s) was the conversation with?  
(Please select as many options as applicable.)

Early Years  
Reception  
Year 1  
Year 2  
Year 3  
Year 4  
Year 5  
Year 6  
Year 7  
Year 8  
Year 9  
Year 10  
Year 11  
Post 16

#### Section A - The project's impact on the learning of the young people involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving

## Change Schools

- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### **General Comments**

*300 words maximum*

### **Section B - The project's impact on the learning of the teachers and school staff involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

### General Comments

*300 words maximum*

### Section C - The project's impact on the learning of the creative practitioners involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?  
*300 words maximum*

### General Comments

*300 words maximum*

### Section D - Input, process and quality

#### Project idea

What value would you assign to the improvements in the project idea?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in the project idea?\*

*300 words maximum*

### **Practitioner communication**

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

### **Practitioner contributions**

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

## **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

## Change Schools

*300 words maximum*

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

---

### Teachers

All fields marked with \* are mandatory.

### Conversation

When did this conversation take place?\*

### Section A - The project's impact on the learning of the young people involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### General Comments

*300 words maximum*

### Section B - The project's impact on the learning of the teachers and school staff involved

## Change Schools

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### **General Comments**

*300 words maximum*

### **Section C - The project's impact on the learning of the creative practitioners involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

## Change Schools

(Please answer the following questions for each focus area selected)

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### **General Comments**

*300 words maximum*

## **Section D - Input, process and quality**

### **Project idea**

What value would you assign to the improvements in the project idea?\*

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in the project idea?\*

*300 words maximum*

### **Practitioner communication**

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value  
Some value  
Good value  
High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

### **Practitioner contributions**

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value  
Some value  
Good value  
High value

## Change Schools

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

### **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

*300 words maximum*

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

---

### **Creative Practitioners**

All fields marked with \* are mandatory.

### **Conversation**

When did this conversation take place?\*

### **Section A - The project's impact on the learning of the young people involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- Problem finding and solving
- The development and communication of new skills, ideas, knowledge and understanding

## Change Schools

- Taking risks
- Working as co-constructors of learning with teachers and creative practitioners
- Reflecting on learning
- Developing social and emotional well-being
- Engagement, enjoyment and motivation
- Attainment in subject areas
- Achievement beyond subjects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

*300 words maximum*

### **General Comments**

*300 words maximum*

### **Section B - The project's impact on the learning of the teachers and school staff involved**

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased enjoyment, motivation and confidence in professional life
- Professional standards for teachers
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

## Change Schools

300 words maximum

### General Comments

300 words maximum

### Section C - The project's impact on the learning of the creative practitioners involved

These are the focus areas selected in the original Project Planning Form (opens in a new window). If you wish to record key points for additional focus areas you have the option of selecting more as necessary.

- The ability to identify and address new problems and challenges creatively
- The development and communication of new skills, ideas, knowledge and understanding
- Taking risks
- Co-construction of learning with young people
- Reflecting on learning
- Establishing and maintaining positive relationships with young people
- Increased confidence to develop creative teaching and learning in other settings
- Professional standards for practitioners
- The development of creative teaching and learning beyond the projects

(Please answer the following questions for each focus area selected)

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in this area?

300 words maximum

### General Comments

300 words maximum

### Section D - Input, process and quality

#### Project idea

What value would you assign to the improvements in the project idea?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the project idea?\*

300 words maximum

## Change Schools

### **Practitioner communication**

What value would you assign to the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the ability of the practitioner to communicate effectively with both teachers and young people?\*

*300 words maximum*

### **Practitioner contributions**

What value would you assign to the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the language/professional vocabulary, skills, qualities and resources contributed by the practitioners?\*

*400 words maximum*

### **Organisational arrangements**

What value would you assign to the improvements in the organisational arrangements?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in the organisational arrangements?\*

*300 words maximum*

### **Relationships and communications**

What value would you assign to the improvements in relationship building and communication between young people, teachers and practitioners?\*

No value

Some value

Good value

High value

## Change Schools

What comments/evidence do you have on the improvements in relationship building and communication between young people, teachers and practitioners?\*

*300 words maximum*

### **Collaboration**

What value would you assign to the improvements in collaboration?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in collaboration?\*

*300 words maximum*

### **Co-constructors of learning**

What value would you assign to the improvements in young people's involvement as co-constructors of learning?\*

No value

Some value

Good value

High value

What comments/evidence do you have on the improvements in young people's involvement as co-constructors of learning?\*

*300 words maximum*

### **General Comments**

*300 words maximum*

## **Section E - Distance travelled and sustainability**

Is the enquiry question at the heart of the project and do you think any answers or further questions are emerging?\*

*300 words maximum*

Have there been any unexpected outcomes so far?\*

*300 words maximum*

How is the project helping the school develop sustainable and embedded creative learning?\*

*300 words maximum*

How is the project making a specific contribution to the Every Child Matters outcomes?\*

*300 words maximum*

Has there been anything so far that you would do differently next time?\*

*300 words maximum*

## Change Schools

What will you be doing next?\*

*300 words maximum*

Final notes

*400 words maximum*

### 6. Project End Form

Introduction

Section 1 - Basic details

Section 2 - Numbers - actual

Section 3 - Classifiers - actual

Section 4 - Final project report

Section 5 - Checklist

#### Introduction

View Change Schools and Schools of Creativity Planning and Evaluation Guidance (PDF 186K) (opens in a new window).

Make sure you have read this document before having your conversations with participants. Any questions should be sent to your ADO lead contact.

The planning and evaluation process should be a collaboration between your school, your Creative Agent, and your creative partner(s). It is up to you who takes responsibility in your project team to type into the Projects Database and submit your project forms.

In the final term of your project you should begin to work on this form as part of your evaluation process. The majority of your time at this stage should be spent focussing on the evaluative questions, distilling key learning and reflecting on the changes and impacts that have occurred.

This form can be completed in stages. If it is convenient you can save it when part completed and return to it at a later date and then submit once you are happy it is complete. It should be finally submitted at the end of the reflecting and evaluating process, and all sections should be answered.

View Project Planning Form (opens in a new window).

View Project Evaluation - Mid-point Form (opens in a new window).

View Project Evaluation - End-point Form (opens in a new window).

There are 5 sections to this form:

Section 1 - Basic details

Section 2 - Numbers - actual

Section 3 - Classifiers - actual

Section 4 - Final project report

Section 5 - Checklist

---

#### Section 1 - Basic details

All fields marked with \* are mandatory.

#### Basic details

## Change Schools

These fields have been populated with the information entered in your project planning form. You should revise this section if necessary.

Project Name\*  
Area Delivery Organisation (ADO)  
ADO Lead Contact\*  
Creative Agent\*  
School\*  
LEA number  
DCSF number  
Local Authority  
Lead Contact at the school\*  
Project budget

### **Creative Practitioners**

What are the names of the creative practitioner(s) who worked on this project?

Practitioner\*

### **Project dates**

When did your project start and end?

(This covers time spent project planning, project delivery and evaluating and reflecting.)

These were the dates given in the planning form, do they still describe the project duration? If not please change the dates.

Project start\*

Project end\*

---

## **Section 2 - Numbers - actual**

These fields are pre-populated with the numbers that were given as target numbers in the project planning form.

Please edit them if necessary to reflect the actual numbers for your project.

All fields marked with \* are mandatory.

### **A) Total number of delivery session with young people**

Does this number reflect how many sessions there actually were?

Update if necessary

Total number of sessions\*

A session is any separate activity up to three hours long.

### **B) Total number of participants who were involved in the programme**

Do these numbers reflect the number of participants that took part in the project?

Edit if necessary.

Early Years

## Change Schools

Reception  
Year 1  
Year 2  
Year 3  
Year 4  
Year 5  
Year 6  
Year 7  
Year 8  
Year 9  
Year 10  
Year 11  
Post 16  
Total young people

Teachers\*  
Parents and other family members\*  
Other community members\*  
Total (all participants)  
(Count teachers, parents and family, and other members of the community when they are actively involved.)

### **C) Total number of formal sessions for the CPD element**

If your project included a formal Continuing Professional Development (CPD) element, please confirm the following:

N.B. Formal CPD would mean sessions containing structured CPD, in addition to the core project.

How many formal sessions of CPD will there be for each of the following groups?

A session is any separate activity up to 3 hours long.

If the number of CPD sessions that actually took place changed from those planned please update the fields below

Teaching staff (and teaching assistants)\*  
Creative Professionals\*  
Non-teaching staff\*  
(Includes other support staff, e.g. caretakers, also local authority workers, youth workers etc.)

### **D) Total number of individuals who were involved**

How many individuals were involved in the project from the following groups?  
If the number of individuals who received CPD changed from those planned please update the fields below:

Teaching staff\*  
Creative Professionals\*  
Non-teaching staff\*

---

## Change Schools

### Section 3 - Classifiers - actual

These fields are pre-populated with the classifiers that were given in the project planning form.

Edit them if how you would classify the project has now changed.

All fields marked with \* are mandatory.

#### A) Curriculum areas

Which were the main curriculum areas for the activity?

Do you still consider these curriculum areas as describing the areas covered during your project?

Please un-tick if required and tick as many as applicable.

Edit them if how you would classify the project has now changed.

(Whilst you should tick as many as applicable please resist the urge to select them all. What best describes the curriculum areas covered during your project?)

Art & Design\*  
Business (Economics)  
Citizenship  
Dance  
Design & Technology  
Drama  
English  
Geography  
History  
ICT  
Mathematics  
Media Studies  
Modern foreign language  
Music  
PE  
Personal, social health education  
RE  
Science  
Sociology  
Vocational Subject  
None of the above  
Cross Curricular  
14-19 Diploma

#### B) Activity artforms

Which were the main artforms for the activity?

Do these artforms still best describe the project activity?

Please edit if required.

(Select a maximum of 3):

## Change Schools

### Combined Arts

Carnival and other cultural festivals\*

Community combined arts

Interdisciplinary arts

Multi-disciplinary arts

Press

Radio

TV

Other

Science

Sound arts

### Dance

Ballet

Community dance

Contemporary Dance

Other

Youth dance

### Literature

Live literature, including performance poetry

Other

Poetry

Prose, fiction

Prose, non-fiction

Publishing, including print and web based work

Reminiscence

Storytelling

Translation

Youth Literature

### Music

Brass and silver bands

Chamber

Choral/gospel

Classical/orchestra

Community music

Contemporary classical

Contemporary popular, including rock, pop and hip hop

Early music

Experimental and electronic music

Jazz/improvised music

Opera/music theatre

Other

Roots/folk music

World music

Youth music

### Theatre/Drama

Cabaret/variety/comedy

Children's & young people's theatre

Circus acts

Classical plays

## Change Schools

Community theatre  
Contemporary plays  
Experimental theatre, including visual and digital  
Mime/physical theatre  
Musicals  
New writing  
Other  
Pantomime  
Puppetry  
Street arts  
Theatre in education  
Youth theatre  
Visual arts  
Animation  
Architecture/landscape/environmental art  
Crafts  
Design  
Fine art  
Graphic art/illustration  
Live art  
Moving images, artists' film and video  
New media  
Other  
Photography  
Public art

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### Section 4 - Final project report

In order to complete this section you need to have solicited the views of all key partners in the project using the Change Schools Project Evaluation End-Point Form. Meetings to discuss the questions raised below with the creative agent, teacher(s), the young people and the practitioner(s) will be necessary. The frame is a way of capturing, as closely as we can, a balanced view of all people involved in the project.

All fields marked with \* are mandatory.

#### A) Project context

Where did the idea for your project come from, and how did it link to the school improvement/development plan, self-evaluation form (SEF)?

Below is the response to question 2A of the Project Planning form where you were asked 'What is your enquiry question?' which you may find useful as a starting point to explaining the context of the project and enquiry question.

[View your Project Planning Form \(opens in a new window\).](#)

Project context\*

#### B) Project description

## Change Schools

Below is your response to question 2B of your project planning form where you described your project which you may find useful as a starting point. Edit the text to reflect how you would describe your project now that it has finished.

- Describe the activity
  - Timescale including key dates and project milestones
  - Who was involved and why and how? (e.g. Who was involved in planning and how? Why were the creative practitioners listed in Section A chosen to work on this project?)
  - Which activities did each individual or class take part in, over what period etc.
  - Did the project encourage more parents, family and community members to visit the school to see pupils' work at school assemblies, performances, exhibitions? How did it do this?
  - Were any parents, family members or community members actively involved in the project?
  - Describe the role of your creative agent on this project
- View your project planning form (opens in a new window).

Project description\*  
*600 words maximum*

### **C) Impact on learning**

Do you have any evidence of improvement in learning?

- Evidence of improvements in pupil learning - attitude, creative skills and attainment
- Evidence of improvements in teacher learning
- Evidence of improvements in creative practitioner learning

Please refer to section 3 of your Project Planning Form, questions A-C and the conversations you have with project participants using sections A-C of the Change School Project Mid and End Point Evaluation Forms.  
View your project planning form (opens in a new window).

Impact on learning\*  
*300 words maximum*

### **D) Input, process and quality**

Do you have comments about the quality of different aspects of the project?

A series of overall judgements about the quality of:

- The relevance of the project idea
- The use of professional language
- The skills, qualities and resources contributed by creative practitioners
- The organisational arrangements
- Relationship building and communication
- Collaboration throughout the project
- Young people's involvement as co-constructors of learning.

## Change Schools

Please refer to section 4 of your Project Planning Form, Assessing inputs, processes and quality and the conversations you had with project participants using section D of the Change Schools Project Evaluation End-Point Forms. View your project planning form (opens in a new window).

Input, process and quality\*

*300 words maximum*

### **E) Useful sources**

Are there any learning sources, references, websites, books or contacts related to this project that you would like to share with others? If so please list them here.

Useful sources\*

*100 words maximum*

### **F) Conclusion - distance travelled**

What concluding comments do you have?

- What answers and/or further questions did you generate in response to your original enquiry question?
- Were there any other outcomes, expected or unforeseen, that you can share?
- What would you do differently next time?
- How has the project helped the school develop sustainable and embedded creative learning?
- In what ways did the project make specific contributions to the Every Child Matters agenda?
- How do you intend to build on the outcomes and learning of this project?
- What have you learnt and what issues have been described in this form that will be incorporated into your School Improvement/Development Plan and Self-Evaluation Form?

Refer to the conversations you had with project participants using section E of the Change Schools Project Evaluation End-Point Forms.

View your end of project evaluation forms (opens in a new window).

Conclusion - Distance travelled\*

*300 words maximum*

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## **Section 5 - Checklist**

All fields marked with \* are mandatory.

### **Checklist**

Have you filled in all the questions in each section?\*

Before completing this form you need to ensure you have updated your budget recording all actual income and expenditure and made sure that they balance. The budget form also needs to be submitted to [ADO name].

## Change Schools

Have you filled in all the budget form and checked that your budget balances?\*

Have you given your partners a copy of this form and do they agree with the detail in it?\*

Name of person who completed this project planning form

Date

By submitting this form I confirm that the information I have entered is correct to the best of my knowledge, and that its content is approved by the lead teacher on the project and the creative agent.\*

Use the submit button to submit the final version of this form.

You should also print a copy of your completed project form and ensure that all partners that have been involved.