

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

1. **Enquiry School application form**
2. **Enquiry School project planning form**
3. **Enquiry School project endpoint evaluation form**
4. **Enquiry School project end form**

Enquiry Schools

1. Enquiry School application form

Introduction

Section A - Focus of enquiry

Section B - People involved

Section C - Previous projects

Section D - Network application

Section E - Attachments

Section F - Declaration

Introduction

Through the Creative Partnerships Enquiry Schools programme, we want to work with schools to explore what creativity is and what it can unlock for their practice, their teachers, their pupils and their communities. You will be able to explore:

- what it really means for young people to be creative and how you and they know when it is happening
- what it is that teachers and other creative professionals actually do to encourage and develop that creativity, either working individually or together
- how the setting and focus of learning affects creativity both in class and at school level
- how creativity can drive improvement in an area important to you, as identified within your School Improvement/Development Plan

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

[View prospectus \(PDF 98K\) \(opens in a new window\).](#)

[View FAQs \(PDF 47K\) \(opens in a new window\).](#)

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.

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ADO contact details

ADO name
Address
Telephone

Your contact details

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

Section A - Focus of enquiry

All fields marked with * are mandatory.

Focus of enquiry

What area do you plan to explore or investigate through your creative project?*

300 words maximum

Please summarise your enquiry as a question*

30 words maximum

How does this relate to your School Improvement or Development Plan?*

You will be asked to upload a highlighted version of your SIP/SDP at the end of this form.

100 words maximum

Do you have any initial ideas for your project - what you may do or what curriculum area you would want to investigate?*

100 words maximum

Section B - People involved

All fields marked with * are mandatory.

What do you hope an external partner would bring to your work? Refer to past experience if possible.*

200 words maximum

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What positive change do you hope this project would bring in you and your pupils?*

200 words maximum

How would you involve pupils in the planning, evaluation and dissemination of your project?*

200 words maximum

How would the Headteacher and Senior Management Team support your project?*

200 words maximum

Section C - Previous projects

All fields marked with * are mandatory.

Previous projects

If you have previously received investment or support from Creative Partnerships, (including a Creativity Action Research Award - CARA) please describe how this award would add value to that work.

200 words maximum

Section D - Network application

All fields marked with * are mandatory.

Is the application made jointly with other schools?*

(If yes please indicate which school(s) and answer the question below)

Please give details of how you currently work in partnership with these schools and why you want to work together with this funding.

300 words maximum

Section E - Attachments

All fields marked with * are mandatory.

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

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

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one document to upload it here. It has to be either a Word document or a pdf document.

Section F - Declaration

All fields marked with * are mandatory.

Project commitment

Our school is interested in becoming an Enquiry School.

If successful, we agree to:

- Find funding for 25% of the project's costs (up to £1000)
- Provide teacher release time for professional development, planning, review and dissemination (six days)
- Plan, monitor evaluate and report on the programme using a common format
- Support the partnership to build and share knowledge from the programme
- Use the learning from the programme to inform future School Improvement/Development Planning
- Provide a copy of the school's Self-Evaluation Form (SEF) at the end of the project

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 myself and the head teacher.*

Once you have submitted this application please print a copy, sign it and ask your Head Teacher to sign it before sending to your Creative Partnerships Local Area Delivery Organisation.

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2. Enquiry Schools Project Planning Form

Introduction

Section 1 - Basic details

Section 2 - Area of enquiry

Section 3 - Anticipated learning outcomes

Section 4 - Assessing inputs, processes and quality

Section 5 - Numbers - planned

Section 6 - Classifiers - planned

Section 7 - Checklist

Introduction

View Enquiry School Planning and Evaluation Guidance (PDF 129K) (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 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.

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. 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 Creative Partnerships National Office.

There are 7 sections to this form.

Section 1 - Basic details

Section 2 - Area of enquiry

Section 3 - Learning outcomes

Section 4 - Accessing inputs, processes and quality

Section 5 - Numbers - planned

Section 6 - Classifiers - planned

Section 7 - Checklist

Section 1 - Basic details Section

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All fields marked with * are mandatory.

Basic details

The basic details section needs further work to enable retrieval of database objects

Project Name*

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

School Co-ordinator*

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*

End of project activity*

End of project evaluation review*

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Submission of project end form*

Significant events

What are the significant events within the project?

Event

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

Event Description (optional)

30 words maximum

Section 2 - Area of enquiry

All fields marked with * are mandatory.

Your enquiry

What is your enquiry question?*

- 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 did 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

Section 3 - Anticipated learning outcomes

This section refers to sections A to C of the National Evaluation Framework.

All fields marked with * are mandatory.

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A) Attitude to learning

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) Creative skill development

What will be the key impacts on young people's creative skill development? *

- Problem finding and solving
- Developing, refining and communicating new ideas
- Taking risks
- Working as co-constructors of learning
- Reflecting on learning

300 words maximum

How will you know this has happened?*

i.e. what evidence will you collect?

300 words maximum

C) Attainment in subject areas and beyond subjects

What will be the key impacts on young people's attainment in subject areas and beyond subjects?*

300 words maximum

How will you know this has happened?*

i.e. what evidence will you collect?

300 words maximum

D) Learning of teachers and other school staff

What will be the key impacts on the learning of teachers and other school staff?*

300 words maximum

How will you know this has happened?*

i.e. what evidence will you collect?

300 words maximum

E) Creative practitioner learning

What will be the key impacts on creative practitioner learning?*

300 words maximum

How will you know this has happened?*

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i.e. what evidence will you collect?

300 words maximum

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 pupils?*

What specific actions/comments do you have?

250 words maximum

F) Collaborative project delivery

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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

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

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

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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 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*

Creative Professionals*

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

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)

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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 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

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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
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

Section 7 - Checklist

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

All fields marked with * are mandatory.

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

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 application 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.*

3. Enquiry School Project Endpoint Evaluation Form

Introduction
Basic details
Young People
Teachers
Creative Practitioners

Introduction

Enquiry Schools Planning and Evaluation Guidance (PDF 129K) (opens in a new window)

Make sure you have read these documents before having your conversations with participants. Any questions should be sent to Creative Partnerships National Office.

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 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. Once you are happy it is complete and all sections are answered it should be submitted to Creative Partnerships National Office

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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Basic details

All fields marked with * are mandatory.

Basic details

What is your project name?
Area Delivery Organisation (ADO)
ADO Lead Contact
Creative Agent
School
LEA number
DCSF number
Local Authority
School Co-ordinator

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

Other

Please specify:*

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

Key Impact on learning of young people

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What have been the key impacts on the attitude to learning of the young people who have taken part in this project? Do you have any evidence of this?*

500 words maximum

What have been the key impacts on the creative skill development of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

What have been the key areas of impact on attainment in subject areas and beyond of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of your teachers and other school staff who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of the creative practitioners who have taken part in the project? Do you have any evidence of this?*

500 words maximum

Section D - Input, process and quality

What are your assessments on the quality of the different aspects of the project?

Assess the following:

- The project idea - its relevance and link to issues in the School Improvement/Development Plan, Self-Evaluation Form or Creative School Development Framework and the level of challenge presented by the project to the young people involved.
- The ability of the creative practitioner to communicate effectively with both teachers and young people.
- The language/professional vocabulary, skills, qualities, values and resources contributed by the creative practitioners.

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- The organisational arrangements - timekeeping, conduct of meetings, the provision of appropriate pastoral care and due attention to safeguarding young people.
- The relationship building and communication between all project partners and participants.
- The collaboration - was it a joint project, equally authored, owned and driven?
- The young people's involvement as co-constructors of learning.

Input, process and quality*

800 words maximum

Section E - Distance travelled and sustainability

What are your thoughts on distance travelled and sustainability?

- Was the enquiry question at the heart of the project and was it answered? What further questions have emerged?
- Were there any unexpected outcomes from this project?
- How has the project helped the school develop sustainable and embedded creative learning?
- In what ways did the project make a specific contribution to the Every Child Matters outcomes?
- What would you do differently next time?
- What do you intend to do next?

Distance Travelled*

800 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

Key Impact on learning of young people

What have been the key impacts on the attitude to learning of the young people who have taken part in this project? Do you have any evidence of this?*

500 words maximum

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What have been the key impacts on the creative skill development of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

What have been the key areas of impact on attainment in subject areas and beyond of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of your teachers and other school staff who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of the creative practitioners who have taken part in the project? Do you have any evidence of this?*

500 words maximum

Section D - Input, process and quality

What are your assessments on the quality of the different aspects of the project?

Assess the following:

- The project idea - its relevance and link to issues in the School Improvement/Development Plan, Self-Evaluation Form or Creative School Development Framework and the level of challenge presented by the project to the young people involved.
- The ability of the creative practitioner to communicate effectively with both teachers and young people.
- The language/professional vocabulary, skills, qualities, values and resources contributed by the creative practitioners.
- The organisational arrangements - timekeeping, conduct of meetings, the provision of appropriate pastoral care and due attention to safeguarding young people.
- The relationship building and communication between all project partners and participants.

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- The collaboration - was it a joint project, equally authored, owned and driven?
- The young people's involvement as co-constructors of learning.

Input, process and quality*

800 words maximum

Section E - Distance travelled and sustainability

What are your thoughts on distance travelled and sustainability?

- Was the enquiry question at the heart of the project and was it answered? What further questions have emerged?
- Were there any unexpected outcomes from this project?
- How has the project helped the school develop sustainable and embedded creative learning?
- In what ways did the project make a specific contribution to the Every Child Matters outcomes?
- What would you do differently next time?
- What do you intend to do next?

Distance Travelled*

800 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

Key Impact on learning of young people

What have been the key impacts on the attitude to learning of the young people who have taken part in this project? Do you have any evidence of this?*

500 words maximum

What have been the key impacts on the creative skill development of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

What have been the key areas of impact on attainment in subject areas and beyond of the young people who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of your teachers and other school staff who have taken part in the project? Do you have any evidence of this?*

500 words maximum

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

Key Impact on learning of teachers and school staff

What have been the key impacts on the learning of the creative practitioners who have taken part in the project? Do you have any evidence of this?*

500 words maximum

Section D - Input, process and quality

What are your assessments on the quality of the different aspects of the project?

Assess the following:

- The project idea - its relevance and link to issues in the School Improvement/Development Plan, Self-Evaluation Form or Creative School Development Framework and the level of challenge presented by the project to the young people involved.
- The ability of the creative practitioner to communicate effectively with both teachers and young people.
- The language/professional vocabulary, skills, qualities, values and resources contributed by the creative practitioners.
- The organisational arrangements - timekeeping, conduct of meetings, the provision of appropriate pastoral care and due attention to safeguarding young people.
- The relationship building and communication between all project partners and participants.
- The collaboration - was it a joint project, equally authored, owned and driven?
- The young people's involvement as co-constructors of learning.

Input, process and quality*

800 words maximum

Section E - Distance travelled and sustainability

What are your thoughts on distance travelled and sustainability?

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- Was the enquiry question at the heart of the project and was it answered? What further questions have emerged?
- Were there any unexpected outcomes from this project?
- How has the project helped the school develop sustainable and embedded creative learning?
- In what ways did the project make a specific contribution to the Every Child Matters outcomes?
- What would you do differently next time?
- What do you intend to do next?

Distance Travelled*

800 words maximum

By submitting this form I confirm all the information I have entered is correct to the best of my knowledge.*

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4. Enquiry School Project End Form

Introduction Introduction
Section 1 - Basic details
Section 2 - Numbers - actual
Section 3 - Classifiers - actual
Section 4 - Final Project Report
Section 5 - Checklist

Introduction

View Enquiry Schools Planning and Evaluation Guidance (PDF 129K) (opens in a new window).

Make sure you have read this document before completing this form. 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 Enquiry Schools 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 - 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

Basic details

Project Name

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

Creative Practitioners working on project

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

Practitioner Name*

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 sessions with young people

Does this number reflect how many sessions there actually were?

Update if necessary.

Total number of planned 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?

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Edit if necessary.

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.

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.

(Only count a session as a CPD session if its aims and outcomes are explicitly about the adult participants' professional development. Planning meetings do not count as CPD.)

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.

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*

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

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Modern foreign language
Music
PE
Personal, social health education
RE
Science
Sociology
Vocational Subject
None of the above
Cross Curricular

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):

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

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 Enquiry Schools Project Evaluation End-

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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

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*

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

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Please refer to section 3 of your Project Planning Form, Anticipated learning outcomes and the conversations you had with project participants using sections A-C of the Enquiry Schools Project Evaluation End-Point Forms.

View your project planning form (opens in a new window).

Impact on learning*

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.

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 Enquiry Schools Project Evaluation End-Point Forms.

View your project planning form (opens in a new window).

Input, process and quality*

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*

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?

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- 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 Enquiry Schools Project Evaluation End-Point Forms.

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

Conclusion - Distance travelled*

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].

View project budget form (opens in a new window).

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.