



ART & DESIGN

SELF-EVALUATION FORM

Subject Self Evaluation Form



Subject: Art and Design

School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision

School Vision

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

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Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

Art and Design plays an important role in Rodings Primary in promoting a broad, balanced and enriched curriculum, giving our children the widest range of experiences possible. It is also a vehicle for celebrating diversity and equality, exploring their own personal views but those of other people and cultures.

High quality and well planned art and design activities engage, inspire and challenge pupils allowing them to develop a solid set of arts skills. Consequently, children are able to use the skills and knowledge taught to express their creativity and individuality.

Our main intent is to develop confident, creative risk takers who can persevere through challenges to reach their full potential. Artists who are willing to try new approaches and think about using materials in new and exciting ways to create different effects, and who embrace the unexpected.

As the children progress through the school they develop critical thinking skills and social intelligence demonstrating their creative side either through the appreciation and analysis of art work or the creation of their own images and pieces.

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Through CREATE the children experience a range of art mediums and tools that go beyond the national curriculum.

Children leave Rodings with an appreciation of art and artists and the role they can play in their future lives either as a career or as a hobby for wellbeing.

Implementation

Art and Design is delivered through two routes at Rodings Primary School. Firstly, Art and Design, as part of the arts, is the lead subject in our CREATE term. This provides a focus on the delivery of Art and Design enabling teachers to spend quality time developing children, ideas, skills and knowledge in the subject. Art and Design is also delivered through 'enhancements' in Explore and Discover. These units of work continue to develop the children's knowledge and skills in a variety of media but also support the lead theme for that term.

During the children's time at Rodings they take a journey through the arts focusing on Drawing, painting, printing, collage, 3d and textiles. These threads are woven throughout the curriculum allowing the children to build on their previous knowledge. Skills and knowledge are clearly planned through detailed Learning Ladders and arts overview. Sketchbooks are used as a visual journal and travel with the child as they go through the school.

Art and design is valued as an important subject at Rodings and it is celebrated and promoted through a dedicated art gallery, art clubs and the focus of a term of the arts through CREATE.

It is recognised that every child's experience of Art and Design is different and that their progress will vary due to prior experience. Teaching and learning is adapted so that all children can access the curriculum either through further challenge or support. This can be through the adaptation of equipment or providing dedicated gifted and talented sessions. Provision is regularly reviewed to make sure that the Art and Design curriculum at Rodings is purposeful and in context for the children at Rodings.

Children in Early Years explore the arts through a child lead approach that explores their own ideas and interests. Materials and equipment are readily available for the children to access so that they are able to develop their skills at their own pace. Drawing club is used to develop fine motor skills, developing better grip and control of tools whether that is a pencil or paintbrush.

Impact

Autumn term data shows:
Below -
Just Below - 9%
On Track - 70%
Greater Depth - 6%

Pupil voice shows that children really enjoy art lessons as it allows them to 'express their ideas' and

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'be creative'. They have also identified that it helps their wellbeing. However, they would also like to have more opportunities to create art.

Local Context/Local Content

There are planned units of work that use the rich arts movement in the local area. Sculpture units are developed to explore Henry Moore's house and studio in Perry Green and Harlow sculpture trail and the Gibberd Garden.

The subject leader is part of DEEP arts network and attends development at the Greater London and Essex ROH Bridge network. The latter specifically focuses on access to arts organisations and artists in the local area.

Significant developments in the subject

- The development of the CREATE term and the enhancement units is really helping to raise the profile of Art and Design.
- The development and review of Art and Design Learning Ladder has meant a more consistent approach to the teaching of art.
- The subject leader has completed the Royal Opera House's Leaders for Impact programme which has put the school on a much more ambitious path as to the approach to delivering Art and Design and the arts in general.
- Rodings is at the very start of the Artsmark journey.

Strengths

- Art Overviews for each year groups clearly identify the skill, knowledge steps and vocabulary that needs to be learnt for each unit of work.
- Although the teacher's experience and skills in delivering art are varied, staff engage with the subject well and will seek advice if required from the subject leader.
- The subject leader is passionate about the arts and has a background in Art and Design.
- Clear Learning Ladders support teachers in planning art activities that build on previous learning.
- Talented support staff help to support the teaching of art and provide quality enrichment activities.
- Art and Design is well resourced and the allocated budget reflects its value in the school.

Areas for development

- Sketchbooks need more development so that they become a more 'messy' exploration of materials, artists and ideas.
- Teachers do not feel confident in delivering 3D and printing units.
- Some teachers are unsure on how to develop creativity once the art skills are taught. This leads to child's work looking very similar, reproducing images rather than being more

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expressive.

Monitoring and evaluation systems

Learning Walks - Subject Leader to undertake planned learning walks to drop into computing lessons. Focus of learning walks to have a clear focus, to feedback to the individual and to all staff.
Subject Self Evaluation Form Subject: Computing Work

Scrutinies - Work scrutinies are carried out by subject leaders. Looking into using Google Classroom or SeeSaw to record evidence of learning in Computing lessons. These can then be accessed by all staff.

Pupil Interviews - During subject leader release time a range of children from each year group are gathered together to discuss their computing learning for the previous term. Also gives children an opportunity to discuss good practice and give their own feedback.

Planning Scrutiny - Medium Term Plans and Long Term Plans are checked by the subject leader to ensure that the correct areas of computing are being covered.

Cultural - Diversity

Rodings is a predominantly white British community. The subject leader has made sure that there is a diverse range of artists and arts organisations that are studied although this does need further development. Particularly to incorporate more black and ethnic artists.

Training

- Sketchbooks development session.
- CREATE review after the first year - adaptation were made.
- Leaders for Impact, Royal Opera House, arts leadership programme.
- DEEP arts network meetings.

Enrichment

- Partnerships with artists in residence
- Gifted and talented activity days
- Art clubs including mixed crafts, pottery