

Kings Road Primary School
Curriculum Coaches Memorandum of Understanding
'Deep Dive'



ignite

Art and Design

Art and Design

Overall Judgement

Judgement

Inadequate	Requires Improvement	good ✓	outstanding
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Headlines

5 Key Strengths

- Art sessions are taught effectively each week from Ks1 upwards. Within EYFS CP there are weekly expressive arts opportunities.
- Art shows progression with evidence in Art Books
- Art Teacher with excellent skills/knowledge of the subject to support the children's skills and provide inspiration
- Art is promoted through the school from EYFS to year 6.
- Art is used well in a cross curricular manner from EY to Ks2

3 Areas for Development

- Conduct book looks and pupil voice. This to be completed termly.
- Identify gifted and talented children – art gallery/museum visit
- To develop a assessment process (Impact summary?)

What is needed to move to outstanding

Or

The key reasons behind an outstanding judgement

- Talent spotting - Identify gifted and talented children – organise annual art gallery/museum visit and showcase art within school (Gallery in frames)
- Write Vocabulary to use for each Key stage
- Ensure teachers are confident to teach art to the best standards through CPD
- Ensure SEND pupils progress. (Impact summaries)
- A focus on key areas of study for art and design: sketching, painting, printing, clay, textiles and collage and artist appreciation (E.g. EYFS paint, Ks1 sketch, pointillism and so on – take one book week)
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Quality of Education

Highlighted judgements taken from the document entitled The School Inspection Handbook 2019 by OfSTED

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

	<ul style="list-style-type: none"> ■ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding. ■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum. ■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> ■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. ■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met. ■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.
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Delivery	
What resources do teachers use to aid their planning?	Planning is informed by <ul style="list-style-type: none"> • The National Curriculum • Ignite topics • Important dates/events on the calendar e.g. Eid, bonfire night, Chinese New Year, the different seasons, remembrance day etc. Key websites used – https://www.tate.org.uk/ https://www.tate.org.uk/kids https://www.bbc.co.uk/bitesize/subjects/zn3rkat
How do teachers inform themselves about children's prior learning?	<ul style="list-style-type: none"> • Sketchbooks move up with pupils • Art & Design learning ladder • Self-assessment – evidenced in books • FATs – found on T-drive • Art sketch pad book look/observations • Sessions often refer back to prior learning to ensure that learning is secure
Do teachers know why they are teaching their topics?	<ul style="list-style-type: none"> • Progressive learning - LTP and learning ladders (informed by the National Curriculum) ensures the development of skills and understanding in art and design • Subject matter often directly links with class topics (ignite), allowing pupils to gain a more holistic view of the topics studied
What process has been used to put together the planning this subject?	<ul style="list-style-type: none"> • Consideration to links with ignite topics • Introduction to various genres of art and to different artists to encourage a broader way of thinking about art and design • A focus on key areas of study for art and design: sketching, painting, printing, clay, textiles and collage and artist appreciation (E.g. EYFS paint, Ks1 sketch, pointillism and so on – take one book week) • Introduce new art vocabulary • Exploring diversity and culture
How has Kings Road's 'Cultural Capital' been considered	<ul style="list-style-type: none"> • Focus given to topics on self/local area/what is known/familiar, for examples: <ul style="list-style-type: none"> - Identity – portraits, 'who am I?' collages - Manchester Bee mosaic - UK & Italy home comparison fabric collage - Islamic art/ British culture/local artists • Carefully considered opportunities for pupils to develop a creative connection with other cultures • Diverse choice of artists studied • Opportunities for individuality • Encourage individual voice
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	<ul style="list-style-type: none"> • Developing fine motor skills • Kinesthetic learning • Expressive art making • Developing opinions • Opportunities for independent art making • Introduction of key artists • To establish a strong foundation for art & design • Develop a passion for art and art making from a young age • Allow pupils to be expressive and communicate in a creative way • Making choices between different style and purposes for style and effect • Explore colour, colour mixing/Texture and effect • Develop language and be able to compare and describe

	<ul style="list-style-type: none"> Daily opportunities to model using playdough and tools for modelling
How is the subject coverage progressive throughout the school?	<ul style="list-style-type: none"> The Art & Design learning ladder is developed to ensure progression in several key areas of study: sketching, painting, printing, clay, textiles and collage and artist appreciation Many opportunities to build upon prior learning Continuously introducing pupils to new experiences (e.g. using new media) Hand-on subject - learning by doing experiences: creating active learners Opportunities for pupils to develop their social skills, teamwork, critical thinking and independence
What are the strengths of this subject?	<ul style="list-style-type: none"> Pupils willingness to engage with the content Fosters critical and reflective thinking Teaches a specific set of thinking skills that are not acquired elsewhere Inclusive subject – accessible for all Talent spotting Allows pupils to develop knowledge and understanding of the world and self Develops understanding of different cultures in a visual way Opportunities to develop stances and views on existing artist’s work, own art creations and peer efforts An expressive subject with no limits Development of motor skills, language skills, decision-making, resilience, risk-taking, and inventiveness
What are the weaknesses of this subject and what is being done to address these?	<ul style="list-style-type: none"> Ensure art is taught regularly in KS1 Ensure art resources are stocked organised and staff are aware of what to use and what for/purpose. Know that there is a varied range.
How is the subject used to develop reading?	<ul style="list-style-type: none"> Art activities promote language development Interpreting images and artwork – reading a picture Comprehension and infer from a picture - making connection between images and text

Progress

How are children that struggle or lack confidence supported?	<ul style="list-style-type: none"> Additional 1:1 support/peer coaching Inclusive subject – no right or wrong Encourage individuality, have pupils create their own learning journey - encourage pupils to set their own goals and to challenge themselves Many opportunities for pupils to build upon their skill bank and gain confidence at their own pace
How is this subject assessed and how are next steps identified?	<ul style="list-style-type: none"> Pupils develop as reflective learners (aided by questioning) Self-evaluation opportunities evident in sketchbooks Feedback from peers and teacher Close monitoring – observations during lessons Assessment process to be further developed
What transition arrangements are in place to support teacher to teacher communication?	<ul style="list-style-type: none"> Teacher consultations Resources shared Any potential barriers to learning shared with staff Evaluation/review of lessons/topic/themes Group chats about lesson content
How are end of term summative assessments used to aid future progress?	<ul style="list-style-type: none"> Lessons are often tweaked/alterd after assessments to meet needs

Intervention

What is in place for pupil premium children?	<ul style="list-style-type: none"> Pupil premium pledge (PPP) focus on vocab/skills taught Assessment process to be further developed
What is in place for SEN children?	<ul style="list-style-type: none"> Team KR sessions – SEN pupils explore art therapy based activities – this can be child lead Accessible learning for all, as we maintain an inclusive learning environment Additional 1:1 support/peer coaching Subject matter chosen carefully to motivate all pupils
What interventions are in place across the school?	
Who delivers the intervention?	

What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	
How are EAL pupils catered for?	<ul style="list-style-type: none"> • Vocabulary is repeated • Pre taught through the key stages

Continuous Professional Development

What CPD have leaders been given?	
What CPD is in place for all staff?	
How are new staff supported?	<ul style="list-style-type: none"> • Coordinator to have discussions with new staff to ensure they know what resources are available and where to find them • They have access to Art expectations and processes document
How is teacher and teacher assistant subject knowledge supported?	<ul style="list-style-type: none"> • TA can cover sessions, they follow teacher lesson plans • Steph is our in house art specialist /teacher • CPD can be requested • Teachers are notified when courses are available each term.

Workload and Well-being

Do you feel supported by senior leaders?	Yes – orders are carried out and completed when resources are needed
Have you been given the tools to complete the role of subject leader?	Yes – CPD course via Zoom this year
How do you support the teachers?	Teachers are able to come and ask for resources, policy informs teachers and staff about what is expected. Access to t-drive to plan and assess.

Monitoring

If a lesson was to be observed what would be seen?	<ul style="list-style-type: none"> • Teacher gives it a go – teacher demonstrates skills, pupils give it a go • Art vocabulary used • Time for pupils to be creative • Opportunities for pupils to talk about their work and be reflective and critical • Questioning
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	<ul style="list-style-type: none"> • It will follow the Long Term Plans, 3Is and learning ladders
What would a teaching assistant be expected to be doing during a lesson?	<ul style="list-style-type: none"> • Supporting the learning • Work with a small targeted group
Will the teacher's questioning encourage learning and enquiry?	<ul style="list-style-type: none"> • Questions formed to allow pupils to develop stances and views • Questions to make pupils think deeply about their creative choice, developing reflective and critical thinkers • Questioning to evaluate • Effective way of checking factual knowledge
Are the children learning new knowledge/skills? How do you know?	<ul style="list-style-type: none"> • Following the learning ladder will ensure the progression of skills related to the key areas of learning • Assessments show which areas pupils need further support in – to be developed further.

Any other factors

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