

<b>Subject/Area: Art and Design</b>	<b>Key Personnel:- Rebecca Sillifant</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2023/24	<ul style="list-style-type: none"> <li>• Termly teaching of Art elements continues to be well received by staff and informal feedback from staff suggests they continue to be supported appropriately.</li> <li>• Whole school display continues to identify the different aspects of the teaching of Art across each year group.</li> <li>• Peer Review- positive feedback</li> <li>• Art week on Japanese artist Yayoi Kusami</li> </ul>
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> <li>• Sketchbooks are being used more to develop and investigate ideas: Pupil voice: children knew sketchbooks were to develop ideas.</li> <li>• Discussion identified that teachers were more confident with the teaching of Art and adapting the scheme to link more closely with topics</li> <li>• Children enjoyed activities of art week and a display created at the end.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
To continue to develop the art curriculum with clear expectations of what children are expected to learn.-OFSTED
Visiting artist to complete workshops with children
Staff inset on elements of printing and use of sketchbooks

<b>Improvement plan for the year – Art and Design</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>Relevant links to School priority 1,2 or 3</b>
To continue to develop the art curriculum with clear expectation of what children are expected to learn- including work on sketchbooks support new staff	Staff meetings to go through scheme/work planned that will identify finished project so teachers can identify skills needed to learn- identify potential end of unit activities	Autumn, Spring and Summer term	Staff feel more confident with scheme and delivery of lessons- identified in survey and work completed.	NA	RS	3

## Improvement plan for the year – *Art and Design*

What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
Visiting artist from community to share work with children-parents/support staff with skills	Plan a visiting workshop/artist to talk with some of children-	Summer term	Raise the profile of art and links with the community are promoted.	Afternoon management time	RS	3
Staff inset on elements of printing and review painting and use of sketchbooks	Deliver staff meetings that will provide resources and skills that will prepare staff to deliver successful lessons and to improve confidence	Spring, Summer	Confidence improvement with staff's ability to deliver successful lessons	Afternoon management	RS	3
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Review resources in relation to scheme- ensure there is adequate- ensure staff are aware of available resources</li> <li>• Pupil voice survey</li> <li>• Continue to organise whole school display.</li> <li>• Look at sketchbooks during year and provide support where necessary. Vocabulary sheets</li> <li>• Staff survey at end of year to assess success of scheme of work and staff confidence</li> </ul>					