

Subject Self Evaluation Form

Subject: Art

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.

The school currently holds:
The Healthy Schools' Enhanced Award
Sports Mark – Platinum Award
Music Mark
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

Baseline

Expressive Arts

Being Imaginative

Exploring and using Media and Materials

Both aspects, EXS + approx. 66% and 5% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

At Katherine Semar Schools, we provide a high quality art and design education which engages, inspires and challenges our pupils and equips them with the knowledge and skills to invent and create their own works of art, craft and design. Our pupils think critically and develop a rigorous understanding of art and design. They also show an understanding of how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nations.

Our curriculum is created to ensure all children have broad and balanced experiences using art and design techniques which are built upon year by year. They learn about artists, crafts makers and designers. These are our *Inspirational Icons*, contemporary and historical, local, national and international. We ensure the children have experiences of artist and gallery visits which are linked to learning in other curriculum subjects. We value the knowledge of artists, their work, contexts and their influence. As Bridget Riley, painter, suggests 'art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality.'

High expectations

Our curriculum is designed with the national curriculum as a starting point but we have extremely high expectations for our children so we have added additional challenge. These can be seen in the bold objectives in the INSPIRE curriculum.

Implementation

- Each year group will teach the areas of Art identified in the school's long term plan to ensure coverage of statutory knowledge and skills.
- The school's Art progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning

- At Katherine Semar, we stimulate pupils' curiosity and sustain their interest through cross curricular links with our topics, as well as pupil's own interests and environment. We give high priority to pupils' experimentation with ideas and media, allowing opportunities to review practical work to develop specific skills, supported by inspiring examples by other pupils.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

Exploring the work of great artists, our *Inspirational Icons*

- We value the work of great artists in both helping us to learn about periods in history and artistic techniques, as well as inspiring our own pieces of art.
- To ensure our children are exposed to a broad range of artists from different periods and styles, we have developed a long term plan through which each year group studies the work of at least three artists, thus ensuring depth and breadth throughout their time at Katherine Semar.
- Half termly assemblies celebrating the work of artists, supported by a permanent display in the hall and art room.

A whole school commitment to art and design

- Art and Design is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- Our annual programme of extra-curricular activities includes art and design clubs.
- We make opportunities for the children to work with artists from the local community and further afield on collaborative, celebratory and individual works of art and design.
- We highly value the children's artwork and display a broad variety of children's work around the school to celebrate both progress and achievement.
- We have a purpose-built art room with a kiln to ensure the children have the opportunity to effectively work with clay.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be high prior attainers or have

additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

Impact

| Art July 2024 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | KS1 average | KS2 average |
|------------------|----|----|----|----|----|----|-------------|-------------|
| Total | 60 | 60 | 61 | 59 | 60 | 78 | 120 | 258 |
| Foundation% | | | | | | | | |
| Working Towards% | 2 | 5 | 8 | 2 | 3 | 4 | 3 | 4 |
| Expected + % | 98 | 95 | 92 | 98 | 97 | 96 | 97 | 96 |
| Higher Standard% | 8 | 23 | 23 | 34 | 38 | 27 | 16 | 31 |

| Disadvantaged | | | | | | | | |
|------------------|-----|----|----|-----|----|-----|----|----|
| Total | 4 | 8 | 9 | 8 | 6 | 5 | 12 | 28 |
| Foundation% | | | | | | | | |
| Working Towards% | | 25 | 22 | | 33 | | 13 | 14 |
| Expected + % | 100 | 75 | 78 | 100 | 67 | 100 | 88 | 86 |
| Higher Standard% | 13 | 22 | 13 | 33 | 20 | 6 | 6 | 22 |

| Not Disadvantaged | | | | | | | | |
|-------------------|----|----|----|----|-----|----|-----|-----|
| Total | 56 | 52 | 52 | 51 | 54 | 71 | 108 | 228 |
| Foundation% | | | | | | | | |
| Working Towards% | 2 | 2 | 6 | 2 | | 4 | 2 | 3 |
| Expected + % | 98 | 98 | 94 | 98 | 100 | 96 | 98 | 97 |
| Higher Standard% | 9 | 25 | 23 | 37 | 39 | 27 | 17 | 31 |

| SEN | | | | | | | | |
|------------------|----|----|----|----|----|-----|----|----|
| Total | 6 | 4 | 7 | 10 | 8 | 6 | 10 | 31 |
| Foundation% | | | | | | | | |
| Working Towards% | 17 | 25 | 29 | 10 | 13 | | 21 | 13 |
| Expected + % | 83 | 75 | 71 | 90 | 88 | 100 | 79 | 87 |
| Higher Standard% | 17 | | 14 | | 13 | 17 | 8 | 11 |

| Not SEN | | | | | | | | |
|------------------|-----|----|----|-----|----|----|-----|-----|
| Total | 54 | 56 | 54 | 49 | 52 | 70 | 110 | 225 |
| Foundation% | | | | | | | | |
| Working Towards% | | 4 | 6 | | 2 | 4 | 2 | 3 |
| Expected + % | 100 | 96 | 94 | 100 | 98 | 96 | 98 | 97 |
| Higher Standard% | 7 | 25 | 24 | 41 | 42 | 27 | 16 | 34 |

| EAL | | | | | | | | |
|------------------|-----|-----|-----|-----|-----|----|-----|----|
| Total | 13 | 11 | 11 | 8 | 10 | 13 | 24 | 42 |
| Foundation% | | | | | | | | |
| Working Towards% | | | | | | 8 | | 2 |
| Expected + % | 100 | 100 | 100 | 100 | 100 | 92 | 100 | 98 |
| Higher Standard% | 8 | 27 | 45 | 38 | 10 | 31 | 17 | 31 |

| Boys | | | | | | | | |
|------------------|----|----|----|----|----|----|----|-----|
| Total | 32 | 32 | 32 | 19 | 29 | 39 | 64 | 119 |
| Foundation% | | | | | | | | |
| Working Towards% | 3 | 6 | 13 | 5 | 7 | 5 | 5 | 7 |
| Expected + % | 97 | 94 | 88 | 95 | 93 | 95 | 95 | 93 |
| Higher Standard% | | 13 | 9 | 11 | 17 | 8 | 6 | 11 |

| Girls | | | | | | | | |
|------------------|-----|----|----|-----|-----|----|----|-----|
| Total | 28 | 28 | 29 | 40 | 31 | 37 | 56 | 137 |
| Foundation% | | | | | | | | |
| Working Towards% | | 4 | 3 | | | 3 | 2 | 2 |
| Expected + % | 100 | 96 | 97 | 100 | 100 | 97 | 98 | 98 |
| Higher Standard% | 18 | 36 | 38 | 45 | 58 | 46 | 27 | 47 |

- General findings: The data shows that there is an even spread of working towards and expected over both Key Stages.
- Approximately 95% of all children are working at the expected standard across both key stages.
- The higher standard is being attained by significantly more children in KS2.
- There are significantly more disadvantaged and SEN children working towards the expected standards in art and design.
- EAL children are working at the same level as not EAL children.
- There are more girls reaching the higher standard in both key stages.

Significant developments in the subject

- Following a review of the curriculum, the art leaders developed and refined the art progression in each year group for 2022-2023 relating to developing ideas and mastering techniques in drawing, painting, collage, sculpture, printing, textiles and digital media.
- Topic overviews for each of the above areas for each year group were developed by the subject leaders and launched to staff in Autumn 2020. These include tier 3 vocabulary and explicit knowledge to be taught in each area.
- Art vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group and revised within topic overviews. This has been updated in the summer term 23.
- Early years milestones incorporated into subject progression document.
- A clear teaching and learning sequence has been introduced and implemented within a unit: research, experiment, design, make, evaluate (implemented throughout unit in addition to at the end).
- Reading material to support the curriculum related to artists and movements have been researched and purchased for the library to support teaching.
- Ring bound high quality sketchpads purchased for children in KS2 and training delivered to staff (September 2021) on expectations for children recording in their sketchpads.
- Art clubs have been made available to children each year.
- Early years milestones incorporated into subject progression document.
- Warm up starters have been introduced to each lesson incorporating art and design skills.
- *Inspirational icon* timeline and world map have been created.

Strengths

- Coverage of golden threads throughout the year groups.
- Good starting points and development of ideas - use of artists international, national and local.
- Skills built upon across year groups.
- A broad and balanced use of different media across both schools.
- Following a review of the curriculum, the art leader developed and refined the art progression in each year group for 2020-2021 relating to developing ideas and mastering techniques in drawing, painting, collage, sculpture, printing, textiles and digital media. Launched to staff in Autumn 2020.
- Topic Overviews for each of the above areas for each year group were developed by the subject leaders and launched to staff in Autumn 2020. These include tier 3 vocabulary and explicit knowledge to be taught in each area.
- A wide coverage of artists and movements are taught in each year group alongside each technique covered and these relate to content covered in other subjects or topics where applicable.
- Art and sketching clubs were available to children after school.
- Children are becoming familiar with the teaching and learning progression.

Areas for development

- Staff training (drawing skills, sketchbook skills, visual vocabulary, clay).
- Sketchbook skills-Developing and collecting information and resources.
- Transition between KS1 to KS2 within art.
- Assessment of art. What does it look like? What does higher standard piece of work look like?
- To improve children's acquisition and retention of tier 3 vocabulary in art using the newly developed topic overviews and use this within evaluations. Use voice 21 oracy document, speak like an artist.
- Look at areas where we could learn about architecture and prominent architects (linked to other subjects?)

Monitoring and evaluation systems

OUR MONITORING – How will we monitor the effectiveness of our art policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our art policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in art:

- **Lesson Observations and Learning Walks**

Subject co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of Art at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Using their senses as inspiration for creativity.
- Expressing their feelings through a variety of art media.
- Studying the work of great artists as a source of inspiration and creativity (see artists studied).
- Exercising the imagination.
- Using the environment as a source of inspiration appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture.

Moral

- Reflecting on social and moral issues portrayed in works of art.
- Considering how art is manipulated by the media e.g. advertising.
- Debating whether anything is permissible for Art's sake looking at the value of Art – is it everyone? Should we spend so much public money on it?

Social

- Looking at public works of art past and present.
- Evaluating the uses that society makes of art.
- Looking at how works of art portray the societies they came from.
- Group collage e.g. murals.

Cultural

- Learning about art from a variety of cultural contexts and the role it plays.
- Recognising that different societies have diverse views of beauty and worth.
- Experimenting with a variety of influences to express their own cultural identity.
- Visiting exhibitions and art galleries to view art from different cultures.
- Art as an expression of culture e.g. nativity pictures on Christmas card.

Training

Please see Training Folder.

Enrichment

- Creative week on a 4 year cycle (21-22).
- Local artist Georgina Howling funded by Saffron Walden Arts Council-House banners.
- Art clubs after school.
- World Book Day 2020 linked to a creative project.
- Gallery visit -Year 2- Fitzwilliam museum- nature in art, portraits.
- Gallery visit Y5 Spring 23- William Morris Gallery.
- Take One Picture National Gallery competition.
- Christmas around the world (Infant School).
- Artists of the half term assemblies.
- Forest school art.