

DEEP DIVE:

Curriculum area: Art



**Belle Vue
School**

**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)
Only when we can answer this question do we move on to the next question.
2. How should we best deliver this programme of study? (Implementation)
Only when we can answer this question do we move on to the next question.
3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA: ART

Intent

At Cornfields and Belle Vue, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required for pupils to meet the aims of the National Curriculum – from KS1 – up to KS5. Some pupils will have the opportunity to study art at GCSE and all pupils will have the opportunity to secure AQA Awards in art.

The intention is to ensure that all pupils produce creative, imaginative work. Pupils can explore their ideas and record their experiences, evaluate different creative ideas and acknowledge the work of others. A high-quality art and design education should engage, inspire and challenge pupils so they become confident and proficient in a variety of techniques. These include drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Pupils will also develop their knowledge of famous artists, designers and craft makers.

Pupils will explore an interest and curiosity about art and design through a series of lessons that offer skills progression, knowledge progression and the opportunity to ask questions. The lessons will also give pupils the chance to develop their emotional expression through art to further enhance their personal and social skills. This progression grid can support any subject leader or teacher of art to ensure the progression of skills and knowledge.

Implementation

The children are taught art as part of their termly topic delivery. Each topic comes with an overview, an end point and additional resources to enable progression of skills and knowledge and to ensure that those outcomes have been met.

Each key stage focuses on different themes to ensure a continued interest in the subject and that new knowledge and understanding is acquired. The lessons we have designed develop the pupils' techniques, their control and use of tools and materials, creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should also understand how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils are taught an awareness of different kinds of art, craft and design and create sketch books to record their observations, consistently revisiting them to review ideas. To improve their mastery of art and design techniques, we include drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) in our lesson plans, along with the history of architects, artists and designers.

Impact

Pupils are encouraged to apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will use technical vocabulary accurately, improve their enquiry skills and inquisitiveness about the world around them – and their impact through art and design on the world. Pupils will become more confident in analysing their work and giving their opinion on their own and others' works of art. Pupils will show competences in improving their resilience and perseverance by continually evaluating and improving their work. All pupils in school can speak confidently about their art and design work and their skills.

Art has long-term benefits for pupils as they can express themselves through a variety of mediums and experience success and failure, therefore building strategies to remain resilient. Through creative art, pupils can represent experiences that they cannot verbalise. When we value pupils' creativity, we help them to feel valued as people, raising their self-esteem. Art fosters positive mental health by allowing pupils to show individual uniqueness – as well as success and accomplishment – all of which are part of a positive self-concept and overall well-being.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short – we aim to reverse and eradicate the known correlation between poor outcomes in life – and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards – and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum – with effective sequencing, structure and implementation – will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and – and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.