

Callands Primary School

Curriculum Review- Art & Design

Headteacher: Lisa Littler		Date of visit: 27/1/23
School email address: headteacher@callandsprimary.co.uk		Governors: COG- Nigel Spencer
ECM Leadership Partner: James Marsh		
Triangulation of actions taken as part of support and challenge, including Deep Dive activities		
Analysis of: IDSR / SPS / Last inspection report / Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / Other reports e.g. LA, ECM & Diocese / School website / Internal school data (which may not be looked at in inspection)	Monitoring of: Curriculum overall including specific subjects / Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ School monitoring documents/ HTPM / Actions from previous visits	Discussion with: Headteacher / Principal / Governors/ Senior leaders / Middle leaders / Teachers / Teaching assistants / Office staff / Pupils
Future dates agreed for 2022/2023	ECM to contact school about the following services: N/A	School discussed and school is: <i>Is not interested at the moment.</i>
Summary note of visit:		
Strengths: <ul style="list-style-type: none"> The art curriculum is well-embedded at Callands. Leaders have made subtle refinements over many years which has enabled them to ensure that their curriculum is not only progressive and well-sequenced but effective in ensuring that pupils are given regular opportunities to build on, deepen and master their knowledge of art over time. The art subject leader provides ongoing support to teachers and has invested in a wide range of CPD so that teachers are knowledgeable and confident when teaching art- which they all are! Teachers appreciate this support and the ongoing access they have to CPD through the 'Accessart' resource that all teachers are subscribed to. Progression across the curriculum is clear to see from lesson visits. For example, many classes visited were teaching painting. This was introduced to children in early years through exploration of colour using different media. Children had access to a range of activities across continuous provision which allowed them to explore colour- e.g. colour swatches where children had to match objects to different colours, a colour box with paddles using primary colours (which they overlapped to show secondary colours) etc. Pupils in Year 1 built on their knowledge of primary colours by using watercolours to explore how different colours react to each other when mixed with water. Pupils in Year 2 refined the skill of painting by learning how to add white and black to colours for shading (using poster paint). Year 4 pupils built on the learning from both Years 1 and 2 by developing their ability to shade using water and watercolours. Examples like this highlight the many opportunities that pupils have across school to build on, further develop and re-encounter skills- like painting- which helps them to know more and be able to do more over time. Pupils love art lessons at Callands. Pupils are able to confidently articulate their learning- explaining clearly the practical and theoretical knowledge that they have learned. Pupils spoken to demonstrated a solid understanding of a range of different artists, craftspeople and designers and were knowledgeable about different historical art movements like Impressionism, Art Nouveau and Renaissance, which have all been carefully built into school's curriculum. When delivering lessons, teachers demonstrate expert subject knowledge and has clearly thought deeply about how they can help pupils to secure new knowledge. Teacher modelling across school is excellent. All teachers are expected to use their own sketch book and model expectations using class visualisers. Pupils spoken to were unanimous in saying that the modelling from their teachers helps them to make sense of their learning. The pedagogy that is used across school (I do, we do, you do) is used consistently and provides an excellent model/structure for teaching. It also provides pupils with the best possible opportunities to be successful every lesson ensuring that high quality modelling and robust assessment takes place as well as ensuring that targeted support is provided to the pupils who need it most. Governors hold school leaders to account regularly by insisting on regular curriculum updates. Parent governors are confident that the curriculum is having a positive impact on their own children. For example, one parent governor said that their child has been inspired by art lessons in school which has resulted in them sourcing further art clubs outside of school. 		
Recommendations agreed:		

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ECM also offer a record of visit (ROV) which includes more commentary.

This NOV should be used by senior leaders to support school/academy evaluation activity.

Senior leaders should be aware of confidentiality protocols when sharing this report.

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- Leaders to make even more use of displaying art around school. This will further emphasise the importance of art and will provide another platform to showcase the exceptional work that takes place on a regular basis through the teaching of art.