



WESTFIELD PRIMARY SCHOOL

2025-26

Art Subject Report

Subject	Art	Date	July 2026
Report prepared by	Marie McAteer		
Overview of the year: September 2025 – July 2026			
Continued celebration of art across the school: Art continues to be celebrated throughout the school, with activities closely linked to key celebratory weeks and meaningful cross-curricular themes. Artwork produced from EYFS through to Year 6 continues to be of a consistently high standard. Diversity Week and Writing Week: During Diversity Week and Writing Week, pupils across KS1 and KS2 explored a range of book-focused themes. High-quality artwork was produced alongside written work, demonstrating strong links between art and literacy. Continued quality assurance: Ongoing quality assurance has focused on the coverage and progression evident in pupils' sketchbooks. Sketchbook coverage continues to improve across all year groups. This has also been shared with the PPA Art teacher working with Years 3 and 4, where some outstanding examples of sketchbook coverage and development were identified. CPD and professional development: Teachers have been offered opportunities for continued professional development through AccessArt, supporting the development of subject knowledge and confidence in delivering high-quality art lessons. Year 4 Delight Art Project: Year 4 pupils took part in the Delight Art Project throughout the Spring Term. The project culminated in a collection of finished pieces, which were celebrated and displayed as part of an art showcase. Local art competition: Year 6 pupils were given the opportunity to take part in a local art competition organised by St Mark's. Pupils were asked to create an original piece of artwork for consideration as the front cover of a flyer, providing a valuable opportunity to showcase their creativity beyond the school. Art Club: Art Club takes place every Wednesday and is available to pupils from Year 2 to Year 6. The club continues to provide pupils with an additional opportunity to develop their artistic skills, explore different media and techniques, and express their creativity beyond the classroom. Specialist Art Teacher lunchtime provision: A specialist Art Teacher provides a Wednesday lunchtime art club for higher-achieving pupils. This provides an opportunity for pupils with a particular aptitude and enthusiasm for art to further develop their skills, experiment with more advanced techniques and extend their creative thinking. Da Vinci's Den: Da Vinci's Den continues to be used as a dedicated and inspiring space for Art Club during lunchtime, as well as for timetabled art sessions with KS2 classes. The space provides pupils with an environment in which to develop their creativity and artistic skills. Termly Brush Parties: Termly Brush Parties have been introduced as an additional opportunity for pupils to engage creatively and celebrate art within the school community. These events have been well received and have contributed to the school's wider culture of creativity and artistic expression. Wellbeing Week – Staff Brush Party: As part of Wellbeing Week, a special Staff Brush Party was held, providing staff with an opportunity to relax, be creative and enjoy art together. The event was a great success and supported the school's focus on staff wellbeing and positive mental health. Mental Health Week – Whole-school collaborative art display: In celebration of Mental Health Week, pupils across the whole school contributed to a collaborative art project. The finished work was displayed in Da Vinci's Den, creating a vibrant whole-school display and celebrating the importance of mental health and wellbeing. This annual collaborative activity continues to be a valuable way of bringing the whole school community together through art. Whole-school Butterfly Display: Pupils contributed to a whole-school butterfly art display, creating a colourful collaborative installation that celebrated creativity and provided another opportunity for pupils' artwork to be showcased and enjoyed across the school. Annual Poppy-Making Activity: The school continues to hold its annual whole-school poppy-making activity. Pupils from across the school create individual poppies, which are brought together to form a collaborative display. This annual activity provides a meaningful opportunity for pupils to engage with Remembrance while developing their creativity and contributing to a shared whole-school artwork. Sketch Club: Sketch Club, running on Wednesday mornings for pupils in Years 2–5, continues to be hugely popular. The strong level of pupil engagement demonstrates a clear enthusiasm for developing drawing skills and exploring creativity beyond the classroom. The club will continue into the next academic year.			
Curriculum: Intent, implementation, Impact			
Intent □ To grow a Westfield child from EYFS to Year 6 who is an independent, confident learner with high aspirations, following our PRIDE values. Through Art, we provide children with rich, creative opportunities and experiences that they may not otherwise have access to outside of school. Every child is given the opportunity to create work that they can be proud of, with individual masterpieces celebrated and showcased across the school. This develops a sense of pride and achievement while supporting children's self-esteem, confidence and overall well-being. □ To instil a lifelong enjoyment of reading and high-quality texts through an engaging, creative and cross-curricular curriculum. We bring books to life by creating meaningful links between authors, illustrators and visual art. Through creative class door displays, book-inspired artwork and celebratory days and weeks throughout the year, children are encouraged to see the connection between reading, creativity and the wider curriculum.			

- **To ensure that every child, including those with SEN, DAP and EAL, has access to a broad, balanced and ambitious Art curriculum that is appropriate to their individual needs.** We aim to provide exciting and inclusive opportunities that allow every child to develop their artistic skills, broaden their horizons and explore different perspectives and views of the world around them.
- **To develop rich cultural capital through our Art curriculum and enrichment opportunities.** Children are exposed to a diverse range of artists, designers, creatives and influential figures from both the past and present. Through these experiences, pupils develop an appreciation of different cultures, ideas and creative traditions, while gaining the confidence and motivation to believe that they can become whoever they aspire to be.
- **To provide the highest quality Art education for all children within a challenging, motivating, disciplined, caring, kind and moral environment.** Artistic skills and knowledge are carefully developed and built upon from EYFS through to Year 6. Children revisit and refine key skills while being exposed to a broad, ambitious and exciting range of artistic experiences, media, techniques and creative influences. This enables pupils to grow and prosper as individual thinkers, creators and artists - **the Westfield Way!**
- **To inspire every child to excel in Art - to be inspired, to achieve, to explore and to create.** We want every child to develop the confidence to take creative risks, experiment with ideas and discover their own artistic voice. Through high-quality teaching, rich experiences and authentic opportunities to showcase their work, children are encouraged to celebrate their achievements and share their talents with the wider school community. At Westfield, we want every child to recognise themselves as a creative individual and to understand that **their ideas, creativity and artistic voice matter.**

Art Curriculum Implementation

In all year groups, Art lessons are carefully planned to make direct links with the creative curriculum topics being studied. Each teacher follows the **medium-term Art plan set out by the Art Lead**, ensuring consistency, progression and appropriate coverage across the school. These plans are informed by the school's clear **Art Skills Progression Map and Subject Overview**, ensuring that knowledge and skills are systematically built upon year by year so that pupils' learning is continually deepened and appropriately challenged.

The work of famous **local, national and international artists** is explored to enhance children's learning and bring their studies to life. Pupils are introduced to a diverse range of artists and creative influences, broadening their understanding and appreciation of Art and encouraging them to consider different perspectives of the wider world.

Children's learning and celebrated artwork are regularly displayed throughout the school, both in classrooms and along corridors. **Westfield's print-rich and visually inspiring environment is one to admire**, showcasing the high-quality work and creativity of our pupils and celebrating their achievements across the school.

Teachers lead discussions and model artistic skills, techniques and processes, while developing pupils' understanding and use of appropriate **technical vocabulary**. Pupils are carefully guided by teachers while also being given the freedom to experiment, explore and make creative choices with the materials and techniques used within each topic. Opportunities are provided for pupils to discuss, evaluate and critique their own work and the work of their peers, enabling them to reflect on their creative decisions and identify ways in which their work could be developed further.

Since **September 2025**, the school has benefited from the expertise of a **Specialist Art Teacher**, who works to further develop pupils' artistic skills and progression. A particular focus has been placed on strengthening and developing **sketching and drawing skills**, ensuring that pupils have regular opportunities to revisit, practise and refine these fundamental skills. This specialist provision supports pupils in making sustained progress, building confidence and developing greater control and independence in their artwork as they move through the school.

Impact

Pupils' sketchbooks provide a valuable record of their artistic journey, allowing them to experiment, practise and demonstrate the development of skills, control and technique across a range of media, including pencil, pastel and paint. Sketchbooks provide a safe space for children to explore ideas, take creative risks and make mistakes without the expectation that every piece of work

must be perfect. This helps to develop children's confidence, self-esteem and overall well-being, while encouraging them to see themselves as artists and creative thinkers.

The impact of the **Specialist Art Teacher** and continued leadership of the **Art Lead** has been significant in strengthening the quality and consistency of sketchbook practice across the school. The Art Lead has drawn on inspiration and good practice from **Gomersal Primary School**, particularly in relation to developing effective sketchbook quality assurance processes and expectations. This has led to a clear and sustained improvement in pupils' sketchbooks across all year groups. **Over the past year, the quality, coverage and progression evident in sketchbooks have improved tenfold**, with pupils increasingly demonstrating a greater range of skills, experimentation, refinement and reflection within their work.

The Specialist Art Teacher has also supported the development of pupils' **sketching and drawing skills**, ensuring that these fundamental skills are regularly revisited, practised and progressively developed. This targeted specialist input is helping pupils to build greater confidence, control and independence in their artistic practice.

Teachers are becoming increasingly confident in teaching specific artistic skills and techniques through **bespoke Art CPD and training**. This has strengthened teachers' subject knowledge and their ability to model techniques effectively, use appropriate technical vocabulary and provide pupils with the guidance and challenge they need to make progress.

Verbal and informal assessment takes place throughout each Art lesson. Teachers use their observations and discussions with pupils to assess understanding, identify misconceptions and inform future teaching. This ensures that pupils are appropriately supported and challenged. Formal assessment and recording of attainment data are analysed on a termly basis, enabling teachers and subject leaders to identify trends, address gaps and ensure that pupils continue to make appropriate progress.

Teachers and pupils have access to a wide range of high-quality resources and materials, allowing creative learning to be engaging, accessible and enjoyable for all. The availability of appropriate resources, combined with effective teaching and specialist provision, enables pupils to explore, experiment and develop their artistic skills with confidence.

Overall, children at Westfield experience an exciting, rich and creative Art curriculum that enables every child to develop their skills, explore their creativity and take pride in their artistic journey. Through high-quality teaching, specialist expertise, enrichment opportunities and a strong culture of celebrating children's work, pupils are inspired to achieve, explore and express themselves as confident and creative individuals.

Next steps:

We will continue to explore and develop further opportunities to enhance the learning, creativity and artistic skills of all pupils across KS1 and KS2. Our focus will remain on providing rich and meaningful creative experiences that build upon pupils' existing knowledge and skills, while encouraging them to experiment, take creative risks and develop their individual artistic voices.

We will seek to provide further opportunities to strengthen both **pupils' and teachers' confidence in Art** through targeted workshops, creative experiences and high-quality professional development. Where appropriate and dependent upon available budget, we will continue to explore opportunities for external workshops and specialist enrichment.

A new Specialist Art Teacher will join the school in September, continuing to strengthen the quality and breadth of Art provision across the school. The Art Lead will ensure a smooth transition and effective handover from the previous Specialist Art Teacher. This will include the organisation and transfer of relevant **resources, planning, schemes of work and key information**, ensuring that the positive progress made to date is sustained and built upon.

The **Art Lead will oversee the handover of resources and specialist Art provision**, ensuring that the new Specialist Art Teacher is fully supported and has access to the materials and information required to continue developing pupils' artistic skills and progression.

The **Art Lead will provide in-house CPD for staff**, including a staff **Brush Party**, providing teachers with an enjoyable and practical opportunity to explore artistic techniques, develop their own confidence and build their subject knowledge. This will support teachers in continuing to deliver high-quality, creative Art experiences across the school.

A whole-school collaborative Art display will be created for September, providing an opportunity to showcase and celebrate pupils' creativity across the school. The theme and content of the display will be confirmed in September, with all year groups contributing to create a vibrant and inspiring piece of whole-school artwork. We will continue to strengthen the use of sketchbooks as a tool for progression, experimentation and reflection, building on the significant improvements seen over the past year. Through ongoing quality assurance, specialist Art Teacher input and continued support from the Art Lead, we aim to ensure that pupils' artistic skills and confidence continue to develop progressively from EYFS through to Year 6.	
5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
□ To ensure that Art and Design is consistently taught to a high standard across all year groups, with clear progression in knowledge, skills and artistic techniques from EYFS to Year 6. □ To monitor and evaluate assessment in Art and Design across all year groups, ensuring that pupils' progress and attainment are tracked effectively and used to inform future teaching. □ To continue to broaden and enrich the Art curriculum through external partnerships, specialist expertise, workshops and creative enrichment opportunities. □ To strengthen meaningful cross-curricular links, ensuring that Art enhances and deepens learning across a range of subjects and curriculum themes. □ To ensure that Art remains an inclusive and accessible subject for every child, providing a supportive and relaxed environment where all pupils feel confident to experiment, take creative risks and express themselves. □ To develop pupils' confidence and individual artistic voice, encouraging every child to explore, create and achieve. • □ To celebrate and showcase pupils' creativity and achievements across the school, ensuring that every child has opportunities to feel proud of their artistic journey.	□ How can we use sketchbooks more effectively during the new Monday Wellbeing sessions, as well as to strengthen cross-curricular links and support pupils' creativity, reflection and emotional wellbeing? □ How can we continue to achieve high-quality and consistent sketchbook coverage across all year groups? Continue to share and develop good practice and inspiration from Gomersal Primary School, alongside ongoing sketchbook quality assurance. □ How can we strengthen collaboration across year groups? Create a whole-school collaborative Art display for September, involving all year groups and celebrating the creativity and artistic achievements of the whole school community.
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
• sketchbooks continue to show increasingly high-quality and consistent coverage across the school. Pupils are using their sketchbooks effectively to revisit, review, reflect upon and improve their work, demonstrating a growing understanding of the artistic process. • There is good and steady progress in Art across the school, with pupils developing their knowledge and skills progressively throughout KS1 and KS2. • The school's print-rich and visually inspiring environment showcases pupils' learning and artwork to a high standard. Children's work is celebrated throughout the school, with strong cross-curricular links evident in displays and creative outcomes. • Skill development is strong across both KS1 and KS2, with pupils increasingly able to apply and refine artistic techniques and make independent creative choices. • Pupils are excited and proud to see their artwork displayed. Children can often be seen informally stopping in corridors to admire, discuss and evaluate the artwork on display, demonstrating a	September 2025 - 2026 - £3000

genuine appreciation of their own work and that of their peers. • Sketchbook coverage continues to improve significantly, with pupils increasingly demonstrating experimentation, refinement and reflection within their work. • Pupils are showing growing enthusiasm and excitement for Art as a subject. The popularity of lunchtime and morning Art and Sketch Clubs has further increased pupils' engagement and interest, providing additional opportunities for children to develop their skills and explore their creativity beyond timetabled Art lessons.	
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
□ Children are exposed to Art from around the world, broadening their understanding of different cultures, traditions and artistic practices. This helps pupils appreciate how Art varies across different communities and encourages them to respect and celebrate diversity. □ There are rich and meaningful cross-curricular links throughout the Art curriculum, enabling pupils to make connections between Art and their learning in other subjects. □ Children experience a fantastic range of topics and artistic experiences across the school. Detailed medium-term planning enables pupils to explore and develop a wide range of artistic skills, techniques, materials and media. □ Pupils develop an understanding of Art through history, exploring influential artists and artistic movements. For example, pupils study the work of William Morris and use his designs as inspiration to create their own repeating patterns. □ Children have regular opportunities to participate in collaborative artwork, group work and creative discussions, developing their ability to communicate ideas, share opinions and respond positively to the work of others. These experiences promote respect, kindness and collaboration - the Westfield Way! □ Children learn about the importance of recycling and caring for the environment through Art, exploring how everyday and recycled materials can be creatively reused to produce artwork while developing an understanding of sustainability and looking after our planet.	□ British Values are embedded through engaging Art activities, giving children opportunities to learn about the world around them and understand how Art and artistic traditions vary across different cultures. Diversity Week provides a key opportunity to explore cultural diversity through creative learning. □ Diversity in Art is actively promoted across all year groups, with pupils exploring the work of a wide range of artists from different cultural, social and personal backgrounds. Diversity is also reflected in the choice of artists, themes, media and techniques explored, particularly through the breadth of KS2 Art coverage. □ Children are encouraged to reflect on and discuss artists' intentions and the reasons behind their work, helping them understand how Art can communicate important messages, ideas, emotions and perspectives. □ Pupils are given regular opportunities to work collaboratively, developing teamwork, resilience and important social skills. They learn to share ideas, listen to different viewpoints and respond respectfully to the creative ideas of others. □ Children are given time to peer-assess, discuss and evaluate artwork, encouraging them to reflect on their own learning and celebrate the achievements of others. This supports the development of self-confidence, independence and a positive attitude towards creative learning.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
1. To organise workshops for whole school - budget depending.	1. For art supplies top up. 2. Visit from an artist - workshops? 3. Gallery visit - budget depending?
• Every child is entitled to a broad, balanced and ambitious curriculum, and our Art curriculum provides pupils with rich and meaningful opportunities to develop their creativity, knowledge, skills and understanding. • We aim to provide the highest quality Art education for all children within an environment that is challenging, motivating, caring, disciplined and supportive. Our curriculum enables pupils to develop the skills and knowledge appropriate to their individual needs and encourages every child to explore their creativity and develop their own artistic voice. • Our Art curriculum reflects the principles highlighted in Ofsted's 2023 Research Review: Art and Design, ensuring that pupils progressively develop practical, theoretical and disciplinary knowledge. Pupils learn how to create art	

through developing practical skills and techniques, learn about artists and the historical and cultural development of Art, and develop the ability to discuss, interpret, evaluate and understand Art.

- Pupils are given regular opportunities to **practise, revisit and refine key artistic skills**, particularly drawing and sketching, alongside painting, printmaking, collage, sculpture and other areas of making. This enables pupils to develop increasing proficiency and control as they move through EYFS, KS1 and KS2.
- Our **clear skills progression map, subject overview and medium-term planning** ensure that knowledge and skills are carefully sequenced and built upon year by year. This supports pupils in making meaningful connections between prior learning and new knowledge, helping them to work towards increasingly complex artistic outcomes.
- We recognise the importance of **drawing as a central component of Art education**, providing pupils with regular opportunities to develop observation, mark-making, line, shape, tone, shading and control. The introduction of specialist Art teaching further supports the development and progression of these fundamental skills.
- Pupils explore a **diverse range of artists, craftspeople and designers** from different cultures, backgrounds and periods of history. This reflects Ofsted's emphasis on ensuring that pupils develop an understanding of the diversity of Art, craft and design, including traditional and contemporary practices and work from around the world.
- Through the study of artists and creative practitioners, pupils develop **theoretical knowledge** and an understanding of how Art has developed throughout history and across different cultures. They are encouraged to consider the intentions, ideas and messages behind artworks and to understand how artists communicate through their chosen media and techniques.
- Pupils develop **disciplinary knowledge** by learning to ask questions about Art, discuss and interpret creative work, and understand how Art is viewed, valued, judged and evaluated. They are encouraged to use appropriate artistic vocabulary when discussing their own work and the work of others.
- Our curriculum provides opportunities for pupils to **develop and apply their artistic skills** through a range of creative projects, often making meaningful links to their wider creative curriculum topics. Pupils are encouraged to explore a variety of materials, media and techniques, developing their confidence and independence as artists.
- Through Art, pupils are encouraged to **express themselves, explore ideas and communicate thoughts and feelings**. Evaluating their own work and responding positively to the work of others supports the development of pupils' moral, social and mental well-being.
- Art contributes to pupils' **cultural capital**, broadening their understanding of the world through the study of artists, designers and creative practitioners from different cultures, backgrounds and periods of history. This helps pupils to appreciate diversity and develop an understanding of the role Art plays in society.
- Pupils are given opportunities to work towards both **shared, purposeful outcomes and individual creative responses**. While pupils develop the essential knowledge and skills needed to become proficient, they are also encouraged to make independent choices, develop personal ideas and express their own artistic style.
- Our Art curriculum provides sufficient opportunities for pupils to **practise, revisit and receive feedback**, enabling them to improve their skills over time. Sketchbooks are central to this process, providing pupils with a space to experiment, reflect, evaluate and refine their ideas before producing final outcomes.
- Art prepares pupils for the **opportunities, responsibilities and experiences of adult life** by developing creativity, confidence, resilience, independence, collaboration, critical thinking and problem-solving skills.
- Through our **Westfield pledge**, we are committed to providing children with a range of exciting learning and life experiences. Art plays an important role in this by giving every child opportunities to explore, create, achieve and experience the pride of seeing their work celebrated and showcased.

6 Key Skills

1. **Evaluate and analyse** creative works using appropriate language and vocabulary relating to Art, craft and design.
2. **Communicate ideas and opinions** about existing creative works and confidently explain and develop ideas for their own artwork.
3. **Plan and organise their creative process**, making appropriate choices about materials, tools, media and techniques.
4. **Develop proficiency in a range of Art and Design techniques** and apply these skills with increasing confidence, control and independence.
5. **Think critically and creatively** about their own work and the work of others, offering constructive feedback and recognising strengths and areas for development.
6. **Reflect on and evaluate their creative choices**, explaining and justifying decisions and identifying ways to improve and develop their work, while becoming increasingly independent in their thinking and artistic style.

How do you ensure every skill is taught within your subject?

- There is a clear **Art Skills Progression Document, Curriculum Overview and Curriculum Rationale** that ensures the required knowledge and understanding are carefully mapped and progressively developed alongside the necessary artistic skills from EYFS to Year 6.
- The **Art Lead sets the medium-term plans** for each year group, ensuring consistency, progression and appropriate coverage across the school. Teachers follow these plans to deliver a well-sequenced and ambitious Art curriculum.
- **Quality Assurance is carried out termly**, with evidence recorded in the Subject Leader files and through **Seesaw**. This provides clear evidence that pupils are following the agreed medium-term plans and are developing, applying and mastering their artistic knowledge and skills over time.
- Ongoing **sketchbook monitoring and QA** provide evidence of pupils' progress, experimentation, refinement and development of artistic techniques.
- Pupils' **high-quality artwork is celebrated and displayed throughout the school**, creating a rich and inspiring environment that showcases children's achievements and allows pupils to take pride in their artistic journey. **Topics/artists focus taught across each year group – see Overview**

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

A good Art learner at Westfield is a **creative, confident and resilient learner** who is inspired to experiment, practise, develop and master their artistic skills. They are encouraged to explore their own ideas and artistic identity while learning about a diverse range of artists, cultures and creative traditions from around the world. Through our **Westfield PRIDE values**, pupils learn to take pride in their work, respect the ideas and creativity of others, and develop the confidence to express themselves.

Our Art curriculum is **inclusive and ambitious for every child**. All pupils, including those who are **Pupil Premium, SEND and EAL**, are given the opportunity to participate, achieve and excel in their creative and artistic journey. We aim to inspire every child to believe in their creative potential, develop their own artistic voice and experience the pride and excitement of seeing their work celebrated.

- **Experiments and explores** with a diverse range of materials, media, tools and techniques, making creative choices and adapting ideas as their work develops.
- **Evaluates and analyses** creative works using appropriate language and vocabulary relating to Art, craft and design, while developing an appreciation of artists and creative traditions from a range of diverse backgrounds and cultures.
- **Communicates ideas and opinions** about existing creative works and confidently explains and develops ideas for their own artwork, recognising that Art can communicate different experiences, cultures, identities and perspectives.
- **Plans and organises** their creative process, making appropriate choices about materials, tools and techniques to achieve their intended outcome.
- **Develops and applies artistic skills** with increasing proficiency, control and independence, building upon prior learning and striving to achieve their personal best.
- **Thinks critically and creatively** about their own work and the work of others, respecting different viewpoints and using discussion and peer feedback to develop their understanding and improve their outcomes.
- **Reflects, reviews and refines** their work, justifying their creative choices, identifying areas for improvement and making changes where appropriate to strengthen their final piece, while developing confidence, resilience and pride in their achievements.

At Westfield, we want every child to be inspired by Art, regardless of their background, starting point or individual needs. Through our PRIDE values and an inclusive, diverse and ambitious Art curriculum, every pupil is given the opportunity to explore, create, achieve and excel on their own artistic journey.

What does Fast Feedback look like in Art?

- **Fast feedback is primarily delivered through verbal, on-the-spot conferencing** between teachers and pupils throughout the Art lesson.
- Teachers provide **immediate, specific and purposeful feedback** as pupils work, helping them

Has there been school training and/or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

- Although **Art is not currently a specific SDP priority**, ongoing professional development and subject-specific training continue to support the development of high-quality Art provision across the school.

to develop their techniques, refine their ideas and make improvements in the moment.

- Teachers use **motivational stamps and written comments**, where appropriate, to celebrate pupils' achievements and encourage them to continue developing their artistic skills.
- Feedback focuses on **next steps and progression**, encouraging pupils to revisit, review and improve their work rather than simply focusing on the finished outcome.
- Pupils are encouraged to **self-assess and peer-assess** their work, discussing their creative choices and considering how they could develop their artwork further.
- Teachers use **questioning and discussion** to help pupils reflect on their work, explain their artistic decisions and develop their use of subject-specific vocabulary.

How do you know this has been effective for children's progress?

- **Quality Assurance checks by the Art Subject Leader** provide evidence of the impact of feedback on pupils' progress and the development of artistic skills.
- Pupils' **sketchbooks provide clear evidence of progression**, with children revisiting, reviewing, refining and improving their work over time.
- Sketchbook coverage increasingly demonstrates **inspirational and motivational comments**, encouraging pupils to continue practising and progressing their artistic skills.
- The quality and progression evident in sketchbooks show that pupils are responding positively to feedback and are becoming increasingly confident in making improvements to their own work.
- Evidence of **self-assessment and peer discussion** demonstrates that pupils are developing the confidence to evaluate their own work and learn from the ideas and approaches of others.
- The combination of **verbal conferencing, motivational feedback and ongoing sketchbook development** supports pupils in becoming more independent, reflective and resilient artists.

- **In-house CPD opportunities** have been provided by the Art Lead, including practical training focused on developing teachers' **painting skills and techniques**.
- A **Staff Brush Party** was delivered as part of the school's wider **Wellbeing** focus, providing staff with an opportunity to explore creativity, develop confidence with Art and enjoy a relaxed, creative experience together.
- Teachers have access to **AccessArt**, enabling staff to independently explore, research and develop areas of Art that they would like to strengthen. This resource is available to teachers at any time and can be accessed in response to individual professional development needs.
- The Art Lead has undertaken professional research, including consideration of the **Ofsted 2023 Art and Design Research Review**, to ensure that curriculum development and subject leadership are informed by current research and evidence.
- The Art Lead has also drawn inspiration from **Gomersal Primary School**, particularly their approach to **sketchbook development, progression and quality assurance**. Good practice and examples have been shared with staff to support a consistent approach across the school.
- The **Art Subject Folder** holds key information relating to the subject, including Quality Assurance evidence, subject network information, informal professional networks, training PowerPoints, CPD materials and research undertaken.

What has been the impact of this on the children and staff?

- **Teacher confidence in teaching Art is continuing to improve**, particularly in relation to specific artistic skills and techniques. Bespoke CPD and access to specialist resources are supporting teachers to develop their subject knowledge and confidence.
- The **Specialist Art Teacher's work with Years 3 and 4** has had a particularly positive impact. Targeted teaching has focused on identifying and addressing weaker skills from KS1, with pupils demonstrating **significant progress and improvement** in their artistic skills over the year.
- The Specialist Art Teacher and Art Lead have worked collaboratively to identify gaps in pupils' prior learning and ensure that key skills are revisited, practised and developed, supporting stronger progression across year groups.
- **Pupil voice and termly Quality Assurance** provide evidence of pupils' growing enjoyment, confidence and engagement in Art.
- **Sketchbook coverage and quality continue to improve**, with pupils increasingly using sketchbooks to experiment, practise, revisit, review and refine their work. This will remain an ongoing focus to ensure that the strong progress made is sustained and developed further.
- The development of specialist teaching, alongside teacher CPD and access to high-quality resources, is

	helping to ensure that pupils experience a consistent, ambitious and progressive Art curriculum. • The increased focus on sketchbook quality and progression is enabling pupils to become more reflective and independent artists, with greater confidence in evaluating and improving their own work. • Overall, the impact is evident in the improving quality of pupils' artwork and sketchbooks, increased teacher confidence, strong pupil engagement and the growing enthusiasm for Art across the school.
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