

Welcome and networking

Please consider:

1. Something you, or your school, does well with
2. Something you, or your school, would like to develop

| | |
|--|--------------------------|
| Name: | |
| School: | |
| Something we do well: | I would like to develop: |
| | |
| Redbridge Education Partnership | |

Art Network



Amy Sinden Art Teacher /
Primary Art Specialist



15+ years of experience
teaching and leading Art in East
London primary schools



Currently Trust Art lead for
Strive4 Academy Trust
(2 primary schools in
Redbridge)



Previously Director of Art for
Griffin Schools Trust
(13 schools across London,
South East and Midlands)

Redbridge
Education
Partnership

Art Network

2025-26:

Today:

Friday 3 October 1:30 – 3:30 pm at Farnham Green Primary School

Upcoming:

Friday 28 November 1:30 – 3:30 pm at Ray Lodge Primary School

Friday 17 April 1:30 – 3:30 pm at Farnham Green Primary School

Friday 12 June 1:30 – 3:30 pm Location TBC

Briefing:

- Fire drill: We are not expecting a drill. If the alarm sounds please exit via the glass doors.
- Nearest assembly point – On the artificial grass in the back corner of the playground.
- Toilets: Staff toilets are near to the entrance.
- Refreshments: Please help yourself through.

Aims of this session:

- Action planning: Review of current provision, impact of last year and establishing 3 clear priorities for this year
- Looking for opportunity: Tour of the school to consider ways to raise the profile and quality of Art, Craft and Design
- Quick look at some Arts Enrichment opportunities
- Introducing a co-designed project for our Art Network
- Practical activity: Guided drawing

Guiding principles

Artsmark Quality Principles:

- Striving for excellence and innovation
- Being authentic
- Being exciting, inspiring and engaging
- Ensuring a positive and inclusive experience
- Actively involving children and young people
- Enabling personal progression
- Developing belonging and ownership





Action planning

3 stages to establishing clear, meaningful priorities this year:

- Reviewing my school's current provision
- Understanding the impact of last year (being able to specifically define 'my' impact)
- Reminding ourselves of our SMART targets to support strategic action planning

Reviewing current provision

Name: _____
 School: _____

How would I rate the overall Quality of Education in Art & Design at my school?

| Achievement | T&L | Curriculum | Enrichment |
|------------------------|-----------------|--------------------------|-------------------------------|
| Inclusion & SEND | Quality of work | Engagement | Pupil voice |
| Disadvantaged (PP/FSM) | Vocabulary | Resources | Extra-curricular visits/clubs |
| Assessment & data | CPD | Pupil book study | Parental family engagement |
| % Exceeding (Depth) | Lowest 20% | Cross-curricular/Breadth | Assemblies/Displays etc |

| Key | |
|--|---|
| 1: Excellent [Outstanding / Best practice] | 2: Good [Good practice / Secure] |
| 3: Beginning [Insufficient / Initial stages] | 4: Concern [Unavailable / inadequate or missing] |
| 2/3: Developing [Not yet embedded but signs of good practice] | |

What does Art, Craft and Design currently look like at my school?

- Position statement
- Objectively (using the grade descriptors)
- Why – to help your own understanding and knowledge of where to prioritise

Self-evaluation

Defining my impact:

- Where did I have most impact and why?
- How well can I summarise my impact from last year?
- How well do I know this?
- Thinking back to my priorities last year, what worked and which do I need to continue to embed?



Action planning

Effective action planning:

- SMART objectives



Specific

The goal is concrete and tangible - everyone knows what it looks like.



Measurable

The goal has an objective measure of success that everyone can understand.



Attainable

The goal is challenging, but should be achievable with the resources available.



Relevant

The goal meaningfully contributes to larger objectives like the overall mission.



Timely

This goal has a deadline or, better yet, a timeline of progress milestones.

Action planning: Being strategic

Establishing strategic priorities:

- Meaningful (authentic): They are based on my objective review of the school's current provision
- Strategic: I have considered (and defined) my impact from last year
- Strategic: I have considered the gaps, **as well as** identified areas/initiatives/priorities which need to be further embedded
- Securing impact: I am using the SMART targets to help me design an effective action plan which is:
- Specific, Measurable, Attainable, Relevant and Timely

Establishing 3 key priorities

Are they?

- Specific – How clear is each priority?
- Measurable – How well do you know what achieving this priority will look like?
- Attainable – How well have they been thought through? Are they aiming high enough, yet realistic?
- Relevant – How strategic have you been? Are they based on embedding, or raising quality, or closing the gap in current provision?
- Timely – How well have you considered your impact and what incremental steps you need to take in order to reach your goal?



Raising the profile of Art, Craft and Design

Looking for opportunity

- Tour of the school



Arts Enrichment

Why: To close the Cultural Capital disadvantage 'gap'

Artsmark Quality Principles:

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- Striving for innovation
- Being exciting, inspiring and engaging
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Co-design

Aim: To form a Pupil Art Council

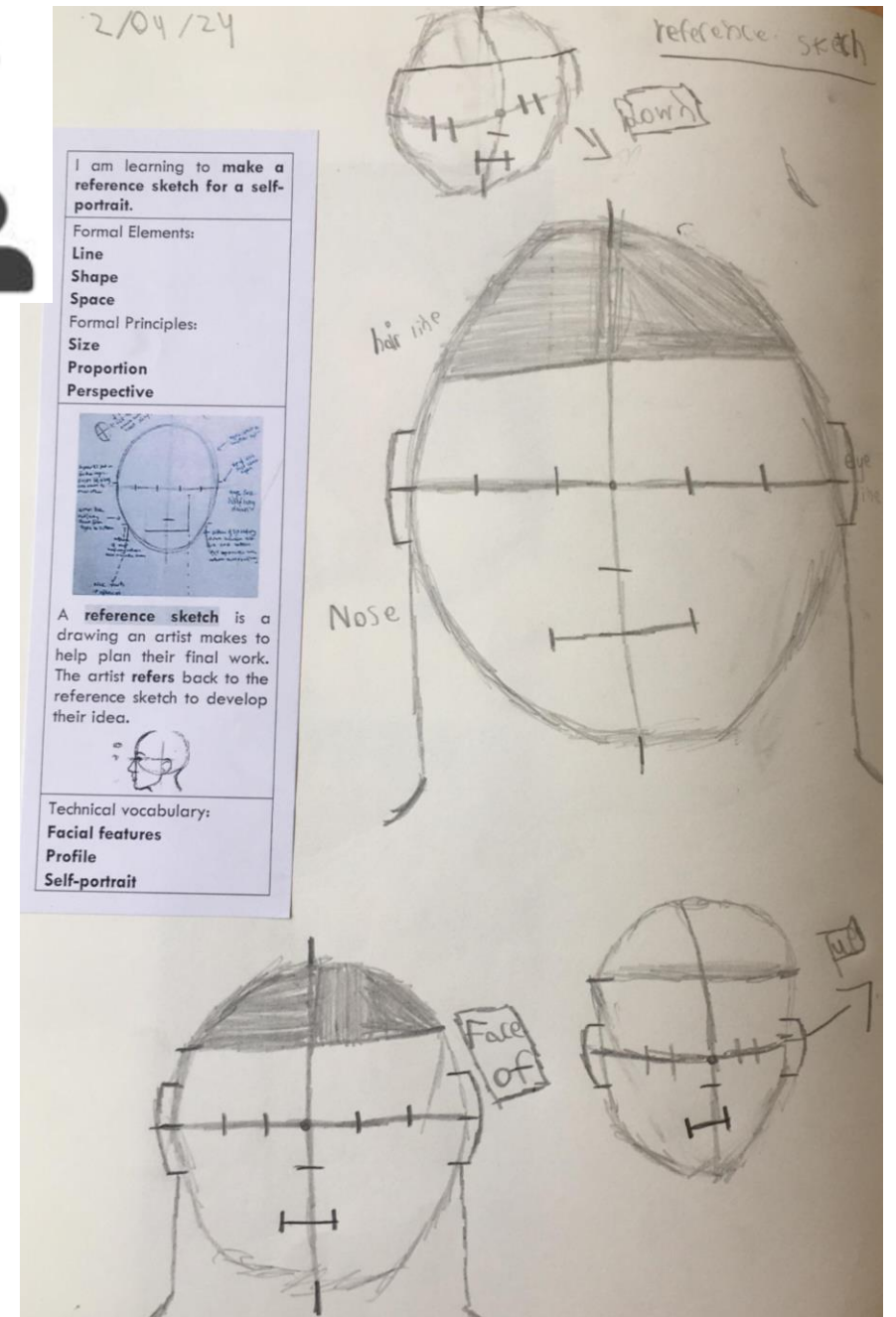
- Supported by the REP Art Network
- Led by Art leads in their home school
- Co-designed by the Art network
- Co-ordinated and supported by the REP Art Network Facilitator
- Resourced by schools

Guided drawing



Practical Activity: Whole class or group guided drawing

- Supports regulation and improves cognition
- Excellent practice especially for 'lowest 20%', pupils with SEND and those with a disadvantage
- Can lead to increased engagement through a low-threat, authentic experience
- Must be scaffolded and supported



Any questions?



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