

Woodgate

Primary School

Cultural Review

Review and report by Andrew Fox

Birmingham Education Partnership

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The contents for this review were generated through targeted conversations and learning walks in school with a focus on current provision and practice. The review was structured into the themes of Sections 1-8. At the end of each section a set of associated development priorities, raised through or during the review, are put forward for consideration (linked to that theme).

1. Context

Woodgate Primary School is a two-form entry school with approximately 400 pupils located in the Bartley Green area of Birmingham. The area is considered socially deprived with 54 -57% of pupils being disadvantaged at any one time. Historically, the demographic of the area has been predominately white but in recent years this has become more culturally diverse and this is viewed as a positive input into school life. There is a language deficit amongst many children entering Woodgate and consequently talking, language and reading are all key strategies running throughout the school. Similarly, mental health work unpins the curriculum with a significant number of pupils having complex emotional needs. This is addressed through the PSHE program and via targeted intervention from a child psychotherapist, teachers with attachment and trauma training, a Malakay family support councillor, and the Woodgate Recovery and Positivity Room. With less opportunity for children in the local area, the school are also committed to offering a broad range of enriching life experiences through regular trips out or through visitors coming into school to work with the pupils.

2. The Curriculum

Prior to the children entering Reception, the EYFS practitioners visit the surrounding local nurseries and homes to meet the new children. Language, vocabulary and sentence construction are the most common areas for development so the children are screened on entering school with the WellCome speech and language tool. Self confidence, particularly in standing, singing and joining in, can also be low, but the children make good progress with intervention and support being offered if they fall behind. The Early Years Foundation Stage offers a creative and exploratory approach wherein the children are introduced to different visual, kinaesthetic and sensory learning routes in order to develop key skills and to support their understanding of the world around them. This includes dancing, acting, dressing up, role play, picture making, and the opportunity for unguided, independent development. Cultural learning and appreciation is integrated into the EYFS provision through festival themes such as Diwali and Chinese New Year, but practitioners also seek to link to other countries and cultures wherever possible, for example, an individual's pupils family heritage might form a theme. The outdoor areas are used frequently to support learning, physical play, and performances, and these will all be linked into the areas of communication and language development, physical development and personal, social and emotional development.

At Key Stage 1 the formal curriculum begins (following the National Curriculum and Birmingham Curriculum guidance) covering English, Mathematics, Science, Geography, History, Computing, Design and Technology, Music, PE, RE, Art, Citizenship and Foreign Languages (in KS 2). The school have retained subject specific leaders over time and SLT are currently working on developing and sharpening skills development and knowledge end points in each subject to ensure progression is happening from year to year. This is being achieved through a targeted curriculum phase development plan (see section 7) looking at three subjects in detail at a time. English is planned as a whole school strategy and cross curricular links to each subject are made with writing. Within each section of English planning, there are units that will include poetry or targeted role play, performance or drama activities linked to the topic themes. Most teachers are confident in facilitating role play and

hot seating within lessons, and experiential techniques such as immersive wow intros are also used to encourage the suspension of disbelief. Typically, a topic theme will start with a key text and work towards the desired skills and assessment outcomes over the unit of study. During this, talking, thinking, drama and role play are all used as ways of helping the pupils to become more familiar and engaged with texts and books. Visual literacy is also used in combination with drama techniques, for example, a short film or clip might lead to the pupils creating their own drama pieces or reenactments. An example of this are the monologues written and performed by the pupils that were inspired by a critique of the Disney film 'Mulan'. There is a strong focus on book reading and book appreciation in Woodgate which is encouraged by a reading ambassadors scheme (staff also encourage this by displaying to the pupils which books they are currently reading). The reading ambassadors are sometimes rewarded with special trips to book signing events with published authors such as Declan Wilson. The school follows the *Five Plagues of Readings Spine* which gives structured guidance in exposing the pupils to archaic language, non-linear time sequences, narratively complex texts, figurative/symbolic texts and resistant texts. Focussed reading time happens through class book time and also guided reading time and there are a broad range of books made available to the pupils through the Accelerated Reader scheme which grades books linked to reading development.

There are two mathematics lessons each day - the first 40 minute lesson focuses on objectives, fluency and problem solving, and the second 20 minute lesson is *Maths on Track* aimed at keeping up skills and practice. A variety of creative approaches to maths are used by teachers including *White Maths*, *Maths Nav*, and using simple construction and active learning techniques, for example, building cubes and 3D shapes in card. There is also a popular *Timetables Rock Stars Club* at lunchtime where pupils lead their own learning through competitions using the computer program. Science is also an opportunity for active and enquiry based learning and during the review a lesson was observed where the pupils were engaged in a fair test experiment to explore pitch and sound. A range of fun science experiments happen throughout the year including sound walks, taste and smell experiments and experiments using lights, mirrors and reflections. There have also been archeology projects in which the pupils looked for objects on the school grounds and then wrote reports on their findings. Design and technology offers more practical based activities in textiles, cooking, building and construction and these are also linked to topic when possible. In computing, the pupils have access to static desktop computers, Ipads and also a set of laptops, so are able to practice different operational computing skills with different machines. *Scratch* software is learnt and the school council retold how they have been able to create 3D shapes, programmable moving characters, and their own games using the software. Higher level technology has also been brought in by the school through *Prime VR Virtual Reality* and this was used to virtually engage the pupils with environments linked to the study of volcanos and mountains.

History has moved to an enquiry based approach delivery and there are a variety of visitors and trips who support the learning as characters in costume including a Greek Man, a Roman Soldier, King Henry VIII and also a World War 2 visitor. External trips to support history include Selly Manor (the Tudors) Black Country Museum (the Industrial Revolution), the Cannock Chase Toy Museum and RAF Cosford (World War 2). Geography is generally approached discreetly but in Year 4 it is delivered in cross curricula style through themes such as volcanoes, the Romans, the Vikings and the Anglo Saxons. The study of world cultures and traditions is often covered within

geography, history, foreign languages, topics, RE and various festivals throughout the school year (during the review, a history lesson was observed where the pupils learnt about the key characters and facts of the Shang Dynasty and ancient cultures of China). There is currently no structured places of worship program but the school have strong connections with the local St Micheal's Church and have taken pupils out on trips to mosques and temples in the past.

A new approach to PSHE is happening across the school through the JIGSAW program covering units such as Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me and teachers are also able to make connections to these themes during other foundations subjects. Song and drama are sometimes used during PSHE and it also covers themes such as British Values, LGBTQ, online safety and tessellates with annual themed weeks such as anti bullying week, anti drugs week and well being week. Other character and personal development strategies used by the teachers includes Professor Guy Claxton's *Building Learning Power* (BLP) and linked to this, the four characters rewards scheme of the *Busy Bee* (for team working, listening and absorption), the *Resilient Rhino* (for keeping going during challenges), the *Curious Cat* (for noticing and making links) and the *Thinking Turtle* (for thinking and questioning). There are many opportunities for physical activity at Woodgate including swimming, gymnastics, athletics, football and yoga - yoga is also available as an after school club together with football, dodge ball, choir, breakfast club and the Wasps club.

Inputs and developments for this theme:

- Develop the range of extra curricular clubs to include more arts and creativity opportunities.
- Target visiting authors and mathematician professionals to come into school to support the interest in books and maths.
- Consider craft/DT/making science festivals and STEAM projects linking with maths.
- Develop debating within the curriculum linked to PSHE and the study of art, as a structure for critical and philosophical thinking in the pupils (P4C).
- Consider integrating the UN Rights of the Child Articles into PSHE and the curriculum map when possible.
- Link talk for writing methodology and dual coding technique to a higher level using visual arts (photography, comics, graphic novels, mythology in paintings) to further support the teaching of English and literacy (immersion and purpose to write).
- Develop the use of props within book corners.
- Develop a places of worship program across year phases, or, visitors coming into school to support RE multi faith appreciation and learning.
- Develop Enterprise week challenges.
- Consider trialling Purple Mash to support creative digital media / ICT development across the curriculum - using digital images, sound and animation.
- Develop opportunities for pupils to create PPT's and handle digital media to create their own presentations for sharing in class and assemblies.

- Consider a 'Space' themed school stop over event linked to the stars and the planets.
- Consider developing the use of role play and costume within history as well as in English.

3. The Arts

Visual Art

Arts and craft are integrated into the Early Years stage at Woodgate with activities being available through a transient art approach and open experimentation in a variety of mixed media techniques including collage, cutting, sticking, painting, drawing, 3D junk modelling, colour mixing and printing. During the review, a display of children's artworks were observed called *Fantastic Fireworks* where marbles were used to create pictorial effects with dripping and splashes. Outdoor learning happens that often will often include art, for example, on a trip to the Wye Forest the children made decorations from twigs, sticks and leaves found in the forest. The children also begin to create self portraits and family portraits during EYFS as an aid to develop their understanding of themselves, their families and the world around them. They also take part in creative arts and craft Aspire workshops with their parents. In other parental activities, the children made a *School in a Shoe Box*, by creating scenes from their favourite stories which they then retold in front of their parents using props. The Expressive Art and Design tracker is used during Reception and the activities are marked as completed in the children's learning journal books (for example, colour mixing using pipettes to develop pincer grip). There is no formal hand over of art, but examples of each child's work is given to the Year 1 teachers in order to observe visual development and to establish a baseline in art skills.

From Year 1 upwards, Art is taught discretely or linked to topics and evidenced in pupils learning journals or on displays around the school. The school are not currently using sketchbooks, but during the review the art lead produced several portfolio books that displayed various different art projects, mediums and processes that the pupils had taken part in. As part of the new curriculum and subject development plan, the art lead is embedding a skills progression framework across the years to ensure art skills progression and challenge is sequencing across the school and that it is linking into topic learning appropriately. The long term plan sees the skills progression framework link specifically into set topic themes and across these themes there is a selection of mediums and art focus areas covering still life, print, photography, architecture, junk modelling, art history, design and portraits. During the review a Year 2 lesson was observed on Royal Portraits and the prior learning for this was a visit to Warwick Castle which led to the pupils exploring Tudor portraits, colour mixing, making sculptures of castles and using different materials such as wax, pencil, felt and paint. During the lesson the teacher discussed photographs, line drawing, colour, texture and collage, and raised the key questions of *what colours can you see?* and *what is a line drawing?* The introduction to the lesson was a good deconstruction of visual language referencing colours, highlights, shapes, tone and lines using an Elizabeth the 1st portrait painting as reference. There were also strong links to vocabulary learning with the pupils discussing and saying the words posture, serious, strong, coronation and gloomy). The lesson continued with the pupils creating their own line drawings using a monochromatic photo of themselves to which they added lines to create a line portrait style picture.

There was evidence of cultural capital and history of art during the review, both on the long term plan and around the school. Famous artists from history that were noted were David Bailey, Ken Done, Andy Warhol, Salvador Dali, Jackson Pollock, Edvard Munch, Henri Rousseau, Georgia O'Keefe, Georges Seurat, Vincent Van Gogh, Paul Mondrian and LS Lowry. Also, a range of art works and displays were observed including clay gargoyles, Greek pots, block printing, colourful paintings depicting biblical themes, works exploring the texture in nature, book cover designs using pencils and crayons, World War 2 Blitz Silhouette art, Greek and Roman mosaic projects and Royal Portraits using water colour paints. There is good cultural reference and study coming through the art provision, and on special events the pupils will create cards, calendars and related works linked to festivals, for example, Year 6 created Chinese blossom paintings and Chinese dragons, and Year 4 painted pictures based on Hindu stories. There have been elements of digital media work with some classes having used stop frame animation and all pupils get to create digitally in *Scratch* software during computing. Year 5 and Year 6 are also doing photography this year and will be using cameras and I pads to create their own photographs.

There are no dedicated visits to art galleries or visual art professionals coming into school to work with the pupils, however, art is forming a central role in the parental Aspire workshops, and the pupils do get to see art and artefacts on various trips linked to topic (one school councillor recollected a recent trip to the Birmingham Museum and Art Gallery where they viewed 'very old paintings').

Inputs and developments for this theme:

- Focus art skills progression framework into year phases (including EYFS) and consider creating raising attainment plans within topics and subjects linked to the expected art learning for each year group. Ensure prior knowledge and interweaving is happening across year phases.
- Consider offering more longitudinal time for art where deeper knowledge and skills can be learnt.
- Consider holding arts weeks based on artists or art movements from history with creative learning topic / subject links e.g The Renaissance, The Bauhaus, Cubism etc.
- Consider mapping famous artists from history who might exemplify each part of the skills progression framework for the teachers and pupils.
- Develop the use of art books and consider trialling Year portfolios to showcase work (containing examples of the best art pieces and types of art learning that has happened).
- Create cross curricular links with RE to iconography, religious paintings and architecture, and to the Science curriculum (Da Vinci), and Maths (e.g architecture).
- Consider offering trips into Birmingham City Centre linked to architecture and visual art Barber Institute, Birmingham Museum and Art Gallery and the Ikon Gallery to critique real art. Ensure that visual art learning on museums and gallery visits is structured, evidenced in art books and linked to the appropriate stages of the art program.
- Conduct mock work scrutinies and annual learning walks to evaluate the presence, quality and impact of visual art in the school classrooms and corridors, and to track skills progression.

- Develop the use of visual narrative and story telling in the pupils both within single pictures or across a series of still pictures for example comics, graphic novels, photo stories. Link to literacy and Talk for Writing strategy - a picture tells a story - a story tells a picture.
- Develop the range of materials as art progresses through the school (considering painting and different painting techniques, a range of drawing and mark making, 3D and sculpture, textiles, collage, printmaking and digital).
- Overtime consider looking at the pedagogy of art with older pupils - art meaning, art value, creativity, art influencing behaviour, art and the senses, art breaking rules. Using articulation and debating to study the concepts, ideas and themes behind art (communication of an idea, concept or theme).
- Further develop the study of famous artists work from history by considering observing and critiquing art in the following three areas:

Technical Observation Skills	Process (the use of materials technical or expressive)	Communication of an idea, concept or theme.
For example: Details Colour Tone Texture Perspective Dimension Light and Shade	For example: Printing (collagraphs, block printing, dry point and mono prints) Drawing (charcoal, pencils) Painting (oils, gouache, watercolour, inks) Digital Collage Sculpture	For example: Solitude Nature Politics Self Portrait Beauty Landscape Abstract

- Incorporate photography into visual art to further aid visual language development (form, line, light, colour, reflection, shape and narrative) and also using photography to link into other work such as the outdoor curriculum, trips and projects (pupils writing about their photographs).
- To support early drawing and portrait skills, trial using half of a photograph (in symmetry) in Year 1 - pupils draw the other blank half.
- Target more visual artists to work with the school and over time, consider extending the provision available to the pupils to include the wider ranging areas of illustration, graphic design, fashion and textiles, installation and digital media and target visits and professionals to support this.
- Look into the National Galleries 'Take One Picture' program to compliment visual art learning and to develop the confidence in Teachers to use visual art as a starting point in a larger, cross curricula way.
- To meet the aspirations of higher quality art work, offer more time for applied observational drawing sessions (with a range of appropriate drawing pencils and quality paper) to support the learning of perspective, light and shade, composition through varying still life challenges and outdoor trips.

- Consider developing a dedicated school Art Gallery space to encourage art appreciation, curation, selection and appreciation of quality and expression (showcasing pupils individual artistic creations as works of art to run alongside the class and topic displays).
- Create an extra curricular club offer in the visual arts.

Drama

During reception the children will begin to learn how to stand, memorise and speak in front of their peers and role-play is actively encouraged. The children are comfortable playing in character and costume, and during the review, every child was dressed as a super hero as part of the Super Hero's topic. The Helicopter Stories technique (story telling and story acting) is also used to support speech and language, literacy and self confidence development. The children are able to lead their own role play activities with some facilitation and intervention by the EYFS practitioners, and unlike most primary settings, the use of role play areas continues into Year 1 (where the children created a vets and a doctors surgery), and in Year 2 who use an outdoor area (where the children have created cafe's and boat scenes).

From Key Stage 1 upwards, drama is used within lessons as an aid to engagement and learning particularly in English, book study and topic. The school council recalled many times when they had acted and played in character from books, and in particular, they remembered drama activities linked to the Stone Age, when teachers dress in character as the Tudor Queen Anne Boleyn and her maid Bess, and the Royal Banquet day in the school hall. The English Lead has clear understanding of the impact that role play and drama has on the pupils engagement and imagination (and to support this, all teachers are asked to deliver at least one experiential learning activity or wow intro each year).

Alongside drama work within lessons, there are opportunities for the pupils to stand and perform in front of audiences during regular class assemblies, school productions and special events. Each year group takes part in a school production and during Key Stage 1 the pupils have the opportunity to act in character during the Christmas nativity play. The school council recollected being involved in a Year 5 play called '*The Three Little Trees*' based on the Easter story, and when the Year 6 pupils put on a leavers show which included performances. There are also other opportunities throughout the school year to act, speak or perform during Black History month and the Easter Bonnet Parade. The school have recently invested in a modular stage system and lighting, and this is offering the higher quality experiences for the pupils when they do perform. They are also able to make props and costumes for shows and to take part in lighting, music and stage management. The pupils have access to a range of live professional theatrical performances with trips to the theatre to see *The Billionaire Boy*, *The Cat in The Hat* and *Pinocchio*, together with visits in school from a pantomime company and The Rainbow Fish Theatre Company. Films and moving image are also used by the teachers to support text and book study either through the *Literacy Shed* application, or short films found on YouTube (there have also been trips to the cinema to see *Horrible Histories* to support visual literacy).

Inputs and developments for this theme:

- To complement Miss Peaks *Talk Into Writing* CPD program consider focussed time with all teachers to refresh and experiment (and have fun) in:

Hot Seating

Role Play

Interviews (asking and answering questions, character development)

Performing scripts (prosody, fluency, comprehension)

Freeze frames / mime

Monologues

Improvised drama (what could happen next, vocabulary, imagination, predication skills)

Warm up games (improves imagination)

- Consider an official Woodgate drama program (and drama club) with a nominated lead teacher.
- Consider transition performances and shows for parents from EYFS to Year 1.
- Develop classroom reading corners to include a range of props in order to promote costume use and role play to facilitate free dramatic play and expression further up the school.
- Study theatre making as a stand-alone activity and look at theatre history through a range of international Theatre Companies (and their different styles and approaches).
- Consider live theatre streaming into classrooms or the hall from the National Theatre, to support drama program, theatre study and English.
- Consider looking at spoken word books / radio plays as an art form and then creating short Radio Plays with pupils using computer packages such as garage band, linked to literacy or poetry (pupils write and perform their own radio play in teams).
- Consider broadcasting and podcasting as an offer linked to ICT.
- Re-energise the use of green screen technology to support drama work, assemblies and performances.
- Develop the use of video to evaluate and develop drama performances.
- Evidence drama work in school displays.
- Further develop the use of film and cinema study to support drama development for example studying characterisation and performances with Year 5 and Year 6 pupils.

Dance

During Reception the children have the opportunity to dance and express themselves through movement - a guided dance computer application *Go Noodle* and programs such as *Wake Up and Shake Up* and *Jump Start Jonny* are used as warm ups and physical activities. There are also more structured dance opportunities in EYFS linked to festivals and events, for example, the children created their own dragon dance as part of the Chinese New Year celebrations on the playground.

At Key Stage 1 and 2, elements of dance are delivered within the PE curriculum by the teachers and by a visiting PE coach. There have been occasions when the teachers have

delivered dance linked to topic study, for example, on the curriculum map *Royal Court Dancing* and *Greek Dancing* can be seen, but the PE Lead felt that this is an area that potentially could be developed in the future. The dance provision follows the TOPS dance card instruction and this encourages the pupils to create bodily shapes and learn basic skills, gestures and to create routines in groups which they perform to their peers. The PE Lead introduced more bespoke dance work sheets to the Teachers in 2016 and these offer structured and guided sessions, with starting points and lesson objectives. Historically, there was a more creative dance offer at Woodgate, and this was also supplemented by visiting organisations, but due budget and time constraints, it declined and a coaching approach is now being delivered. The PE Lead is supplied with links to external providers who are able to provide more specific dance experiences and styles linked to topic and cultural learning, but the cost implications are a barrier to accessing these. There have been opportunities for the pupils to learn dances from other cultures, for example, the Year 1 pupils created a Diwali dance.

There are no formal sharing opportunities for dance in the school currently, but on occasions the pupils will create and perform dances for the school shows (the school council recalled a dance performance in a Year 6 show to the theme tune of 'Friends' and spoke of self-led dance activities during break and lunchtimes). There have been local opportunities for the school to take part in dance festivals with other schools in the area but it was felt that the pupils would not have the skills to be able to compete with the more accomplished dance primary schools. There are however pathways in the immediate local area for pupils who do wish to develop dance to a higher level at the Jordan School of Dance at Bartley Secondary School (7 pupils from Woodgate are currently attending this).

Inputs and developments for this theme:

- Trial *Write Dance* for EYFS.
- Raise the profile of dance in the school as a creative medium and consider a dance club.
- Consider school dance competitions or showcases with Oaks Collegiate or Sennerleys Schools.
- To increase physicality in the curriculum consider a dance CPD experience for all teachers led by a qualified dancer around creative movement linked to topic and themes.
- Develop the repertoire of different dance styles pupils will cover during topic and curriculum time.
- Look at One Dance UK for guidance on Primary Dance approaches.
- Ensure Dance is included in display and sharing around the school in photographic or digital presentation
- Plan to evaluate Dance development and skills through iPad use and video playback.
- Facilitate the pupils to create and perform their own dance pieces during break times as ad-hoc flash mob type shows.
- Develop the use of YouTube to learn about and study (age appropriate) international dance styles, shows and choreographers.

- In a developed offer, seek to teach the different elements of dance and creative choreography (actions, space, relationships and dynamics).

Music

During the Early Years phase, pupils are encouraged to play, perform and experiment with musical instruments and singing, nursery rhymes and mood music are a regular feature of each day. Musicality begins from self expression and as the pupils move through the school this develops into the formal learning of accuracy, fluency, control and the key concepts of rhythm, pitch, tempo, dynamics and texture. It is the aim at Woodgate that the pupils should be able to understand these concepts and incorporate them into their own playing by Year 6.

Music is taught in a discreet way and there are two music specialists in school - a vocal coach working on performance, notation, and tuned/non tuned instruments; and also a peripatetic Teacher delivering one to one lessons. Singing is firmly established and enjoyed at Woodgate, and is featured during most performances, productions, and in a weekly singing assembly. *Woodgate Voices* is a large school choir comprising of Key Stage 2 pupils who meet every Tuesday to practice and perform songs across a range of music styles, and get the opportunity to perform at community events, the local church,, and in front of parents and carers. There is also a staff choir called the *Woodgate Warblers* who in the past have performed as a flash mob for the whole school.

All pupils have the opportunity to learn the ukulele in year 3, the recorder in Year 4, with other elective lessons continuing into Years 4, 5 and 6. The school have a range of percussive, tuned and non tuned instruments such as maracas, xylophones, glockenspiels, bells, triangles, chimes, drums and keyboards (and a school piano). Charanga is used across the school by all teachers as a non specialist back up teaching aid and this is very popular with the pupils. The lessons through Charanga are linked to the national music curriculum and this is ensuring the pupils are exposed to, and learning about, a range of music styles from across cultures, styles and history (including modern pop and classical). Teachers are also encouraged to contribute to this by selecting their favourite pieces of music to accompany entering and leaving assembly. During the review, a Year 5 music lesson was observed during which the pupils performed as a band split into small ensemble groups with specific tasks of percussion, drumming and singing with each group being tasked to come in on different beats and to use different notes. The full class played the performance along with the piano accompaniment led by the teacher, who coached them on timing, notation, pulse, loud and soft, and about the concentration needed to be a part of a band. The music provision was audited recently and this resulted in some external support being brought in from a Secondary Music teacher through the Oaks Collegiate who worked with staff on developing ways of recording music from graphic notation from Year 1 to Year 6.

There are many opportunities for the pupils to perform songs and instruments in school, both in front of their peers in class, during assemblies, concerts and in school productions. Professional players from the City of Birmingham Symphony Orchestra have visited the school to work with the pupils, and on occasions through visits to theatres and venues, the pupils will see live music, singing, and orchestras being performed.

Inputs and developments for this theme:

- Develop cross curricular music opportunities in the curriculum linked to topic study.
- Trial open ended music or sound creation song writing experiences and abstract music composition (potentially linking to topic themes).
- Consider looking at digital music technology as an experience within computing and IT (garage band) or through a visiting musician using technology.
- Develop appreciation and study of music for films, soundtracks and sound design.
- Create a school pop band, with auditions and rehearsals.

4. Partnerships and Trips

The school are ensuring that partnerships, trips and special events have a clear rationale and are linked to the curriculum. For every year group, each topic per term is enriched by either a visit out, or through a visitor coming into school. Curriculum visits have included the Sea Life Centre, Fire Service, Seasonal Walks, Cannock Chase Museum, Tamworth Castle, Birmingham Museum and Art Gallery, Birmingham Library, Sarehole Mill, the Cinema, Black Country Living Museum, Blackwell Adventure, RAF Cosford, Chinese Restaurants and a range of theatre trips. A strong link has been formed over time with the local St Micheal's church and the pupils regularly visit at Christmas and Easter to sing and perform. The vicar is actively involved and supportive of the school and the reciprocal relationship is exemplified by the support and use of the foodbank at the church.

Woodgate are also active members and contributors in local school networks such as the Sennerleys Consortia and the Oaks Collegiate. Several partnerships have been created to support transition and learning with the local secondary schools for example, Year 6 STEM workshops at King Edward VI Five Ways and Gifted and Talent maths workshops at Bartley Green Secondary School. In recent years, Bartley Green Secondary art teachers have come into Woodgate to work with the Year 6 pupils and there has also been partnerships with Hill Crest Junior School and Bellfield Juniors School.

Inputs and developments for this theme:

- Create links with Bartley Green and King Edwards Art and Performing Arts Departments for CPD opportunities and more transition projects.
- Develop more opportunities for pupil links across schools (possibly with Bellfield Juniors).
- When budgets allow, map an inclusive cultural offer so that every child at Woodgate is guaranteed to visit a cultural venue to learn and appreciate the arts throughout their time at the school. For example, in Year 3 a theatre trip, in Year 4 an art gallery and Year 5 a musical concert.
- Consider using more independent visiting visual arts professional to extend provision (and offer Teacher CPD) for example sculptors, photographers, fine artists, fashion and textiles, comic and cartoon artists, illustrators, graphic designers and digital media artists.
- To support the popularity of books and reading, target authors and poets to visit the school.

- Consider arts partners being able to offer focussed Teacher development time within their contracts of work (an hour at the end of the day with the Teachers can be enough for ideas and skills to transfer).

5. Allocated Space and Resources

Woodgate Primary is situated on a large site with surrounding fields and grounds containing an allotment garden area that the pupils use. There is also a reading shed situated outside and this is used by the pupils as a place where they can immerse themselves in books and reading. There are two halls used for lessons, events and productions and two dedicated dining rooms. One hall houses a modular stage system, wireless microphones and spot lights and this is where the main school productions happen. There is a designated computing room with a suite of PC desktop computers, with a further stock of laptops and iPads being used in a portable capacity. The school has a well stocked library and a designated area supporting mental health and well being (the Woodgate Recovery and Positivity Room) where support with emotional needs is available. Each subject leader is given a budget at the start of the year in order to buy equipment and stocks to support learning. The schools art supplies are kept in a central room with a further stock of supplies held in the Juniors corridor. All staff are able to access art supplies and order any specialist stocks from the art subject lead in advance of any upcoming projects. There is a stock of costumes and props kept in a dedicated area to support drama and productions and musical instruments are kept in both halls, with each key stage having their own bank of instruments to use. The corridors and walls around the school are being utilised well to display art work, learning, projects and school information.

Inputs and developments for this theme:

- Raise awareness in the use of documenting projects and art works through photo and video and develop a shared place as a digital archive to feed the school newsletter and twitter feed.
- Audit, itemise and review all current stocks of Arts, DT materials, musical instruments, props and costumes across EYFS, KS1 and KS2.
- Bring the arts materials, props and musical instruments inventory together centrally as a creative resources inventory.
- Review Art and DT materials against the ambitions for a more diverse range of materials and equipment being available to Teachers to develop pupil's skills in a wider range of media.
- To support drama development consider a range of costumes, hats and props to support topic learning being available in all classrooms or year groups - consider how readily available they are for pupils to act out, perform and respond dramatically at will.
- In line with developing project documentation (if not already in place) create a shared digital space as an agreed place for teachers to save and archive photographic documentation for displays and evaluation.
- Consider developing a creative arts online showcase / gallery on the school website to evidence and share art work and performances.

6. Stakeholders

The Governing Board of Woodgate Primary School are actively involved with the school both in terms of challenging/holding to account and also to support development. Governors meet termly and also take part in regular monitoring activities in school, in volunteer reading, on educational visits and attend school productions and shows. All subject leads are given the opportunity to present to the Governors their action plans, intent statements and subject updates.

The Senior Leadership Team have remained committed to ensuring a broad curriculum is on offer for Woodgate pupils and this was recognised during the last Ofsted inspection. The Head Teacher and Deputy Head Teacher understand the need for cultural education, artistic expression and creative development to be integrated into the curriculum and that they are important life skills and opportunities for the children to experience. The current coordination of the arts and culture across the school is shared by key lead teachers in art and music with the dance provision being co-led in part by the PE Lead, the class Teachers and a visiting PE coach.

Parents attend the school for sports days, performances, parents evenings and Aspire workshops, and parent consultations are at an 87% turn out. The school are still keen to develop their work in connecting with the harder to reach parents and are offering coffee mornings lunch and free training workshops led by a parent liaison worker (in subjects such as sex education, first aid, sign language and jewellery making).

There are several leadership opportunities available to the pupils at Woodgate through the school council and also the Head and Deputy Head Boys and Girls roles. These posts are seen as role models for good behaviour and learning attributes and in order to be appointed, pupils have to write a formal letter of application, have an attendance of 96% or above and attend an interview. The Reading Ambassadors is also a very popular scheme and pupils achieve this by working through Bronze, Silver and Gold awards before becoming a Reading Ambassador. Student leaders are also nominated within individual classes by teachers for exemplifying good learning attributes and there are smaller roles around the school such as toy monitors and dining room helpers.

Inputs and developments for this theme:

- Open dialogue with the Board of Governors specifically around the arts and cultural provision to:
 - Develop an overarching cultural strategy and commitment linking to the new Ofsted framework - quality of education, pupil well being and personal development.
 - Support the development of teachers creative pedagogical practice and innovation.
 - Support for the school to extend the cultural provision further through new partnerships to target specialists in a wider range of art mediums and experiences in order push Woodgate pupils and further widen their knowledge before entering KS3.
- Create opportunities for the Art Lead to work alongside other schools to share practice, develop provision and devise joint projects.
- Place a call out to parents to see if they work in the creative industries to come in a show and share.

- Consider developing a school pupil Arts Council (in partnership with the Arts Teachers). Develop leadership roles for the pupils in the Arts at a strategic level and reward this with a certificate. Tasks might include meeting termly with the Arts teachers, ushers at events, touring special guests (in the arts), interviewing artists, conducting learning walks around the school with Governors, documenting projects with photo and video, researching pupil opinion on provision development and running clubs in the arts.
- Ensure all arts subjects (and art subject leaders) are able to articulate the progression of skills, the sequence of learning, the rationale of why the learning is happening, and that the pupils learning journeys can be evidenced.
- Create support for other Teachers with planning, observation and progression in the arts (if help is required).
- Conduct regular learning walks on the Arts around the school corridors and classrooms and further developing the approach to creative display with teachers that evidences project learning, pedagogy, artistic outcomes and performances.

7. School Improvement

During the last Ofsted inspection in June 219, Woodgate were judged good in all areas and since the launch of the new inspection framework, Senior Leaders have led a curriculum review and subject development plan. The plan sets out detailed development in all subject areas with the aim of establishing the progression of skills, the sequencing of learning across the curriculum, to create links and to similarly review areas where links into subjects are tenuous. Subjects needing the most work were targeted first and then all other subjects are being developed equally (during the review it was art, history and music). A subject release timetable is running concurrently enabling all Teachers to spend specialist focus time every week to keep developing their subjects even when it is not part of the larger development work. Each year group are tasked to set out a long term plan mapping all provocations, visits and parental involvement and following this, the subject long term plans are presented to the wider staff at briefings. As part of the development, the staff received whole school training from the Assistant Director of School Improvement at Birmingham Education Partnership in preparing for the new Ofsted framework and developing the curriculum. The school are also active members of the Oaks Collegiate and through this, each subject leader has been to a network training meeting led by Secondary specialist teachers. These training events are helping to feed into the subject intent at Woodgate school and offering clear pathways for subject progression. There are more subject leader development opportunities planned in January in partnership with Bellfield Junior School. The English Lead is also leading training for Woodgate staff called *Talk Into Writing* which will focus on writing, literacy and speech. It will combine elements of Pie Corbett methodology with the schools own techniques to explore strategies and methodologies for engaging pupils with text.

Inputs and developments for this theme:

- Seek to create an inclusive dance offer within the curriculum and to include opportunities for creative choreography in topics, and to explore a repertoire of different dance styles from culture and history.

- Consider developing your STEM work into STEAM projects within enrichment days or weeks (art linking with science and maths).
- Consider raising the profile of mathematics in themed days, arts projects and enrichment to higher level. Creative and active maths - Mathletics projects etc.
- Ensure that writing is being linked to all arts projects.
- Ensure that time is set aside within art projects for sharing (articulation of choice and feelings) and reflection, feedback and critique of work (speaking and listening).
- Consider trialing subject unit planning in line with the new Ofsted framework covering:
 - a) Intent: key questions, vocabulary and prior knowledge.
 - b) Implementation: powerful knowledge and transferable knowledge.
 - c) Impact: through assessment outcomes, engagement and achievement.
- Ensure planning is including cultural capital around and within each subject (relevant to Woodgate pupils).
- Consider raising the profile of creative pedagogical planning (along side subject pedagogy) considering all key art forms, games and technology integrated as transferable skills and used to support the delivery of assessment outcomes. Evaluate the use of all art form practices as ways to develop resilience in approaching problem solving, increase powerful knowledge retention, and as vehicles to retell learning.
- Develop safe space for KS1 and KS2 Teachers to trial open ended enquiry led learning. Support and encourage Teachers with 'safe' time to experiment with new ideas – days that are acknowledged as 'experiment days'.
- Consider focussed drama CPD (possibly led by Miss Peake?) to further improve drama pedagogy in the classroom (performing and being engaging in front of the pupils - see section 3). How does immersion, role play and drama impact on writing?
- Raise awareness amongst staff and Governors about innovation and creativity within Teaching and Learning and how this will support the new Ofsted area of Quality of Education (non-dry teaching and not teaching to the test - consider Teachers ability to bring new ideas and methods into the classroom to enrich learning and to use existing skilled Teachers to up skill and support others).
- Trial thematic creative weeks (potentially through the enrichment weeks) with the challenge of it linking to all curricula areas. Facilitate in action CPD to create fluidity, connectivity and experimentation across teaching and learning with reflection and feedback time. Push the Teachers to try to use all art form areas, and new creative methods to support the learning during this week (for example a Leonardo Da Vinci week looking at drawing, plant study, science, animals, design and tech, music, mathematics, engineering, literature, anatomy, geology, astronomy, Italy, Renaissance etc).
- Conduct a creative skills audit with staff asking what they are confident in and what they'd like to learn.
- Develop dialogue amongst teaching staff about measuring and articulating the impact of the arts on pupil engagement, attainment, wellbeing and the 'whole child'.

- Develop a shared vision statement of intent for the Woodgate Curriculum. Ensure that all Teachers are able to articulate the rationale behind the curriculum ‘why are we teaching what we are teaching to our pupils?’ (new Ofsted framework).

8. Summary

Pupils at Woodgate are experiencing a range of cultural, creative and arts activities during their time at the school and the key art forms of art, dance, drama and music have been kept visible within the curriculum overtime. Music is a particularly strong subject and has become an important aspect in school life both through the lessons, the choir and the learning of instruments. Similarly, art has continued to play a part in the curriculum (albeit more topic and enrichment focussed) but within the new subject development focus it is moving forwards with clear plans for progression, coverage and depth across the year phases. Following the successful establishment and delivery of the art skills framework overtime, the school will have the foundations to extend the range of mediums and processes in art into more 3D and sculpture, collage, textiles, printmaking and design, and be able to offer greater depth experiences and projects to further challenge the pupils. Drama and theatre is very much alive at Woodgate and there is a clear understanding of its power to inspire and engage the children. Harnessing and building on this pedagogy even further with staff (see section 3) would be very productive in generating creativity across all subject areas as the new curriculum evolves. The pupils are enjoying acting and performing in lessons and in productions (which are of a good standard), so there is scope for the drama provision to develop even further with more ambition (with elements possibly even being led by the pupils themselves). Dance is happening within some PE units but now would be an ideal time for the school to re-evaluate its dance offer, not least to establish it first and foremost as a creative art form (as well as physical activity). This could bring physicality into topic learning for kinaesthetic learners, contribute to pupil well being and school life, and offer different routes of creative expression for some pupils. In all art form areas, any developments could be supplemented by extra curricula arts clubs and visiting arts professionals who should be engaged on a bespoke bases and working to the needs of the school). As the curriculum and arts provision develops there will naturally be a wider catchment of cultural and world links being made, and the chance to create and develop exciting creative cross curricula projects will emerge across all subjects. The schools clear love of books will also offer multiple routes and starting points into projects, displays and installations using arts and creativity.

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11. Appendix 1: Art Form Descriptors

Visual Art (2D and 3D)

Painting, drawing, collage, textiles, crafts, design, sculpture, photography, DT, printmaking, installation, video, filmmaking and digital art.

Drama

Acting, role- play, hot seating, theatre making, monologues, plays, script writing, characterisation, producing.

“A mode of fiction represented in performance: a play performed in a theatre, or on radio or television.”

Music

Creating and composing melody, structure, chorus, verse and song. Performing music solo or ensemble, singing and choirs, and the learning and playing of musical instruments (including the use digital music technology).

Dance

Creative and expressive movement, choreography, group or solo performance.

“Performing arts consisting of purposefully selected sequences of human movement”.

Creative Writing and Literature

Short stories, novels, scripts and books.

12. Appendix 2: Logic Model (Example Planning Tool)

Inputs	Outputs		Outcomes - Impact				
	Activities/ Produced	Participants	Short	Medium	Long	SIP / OFSTED	Measure
Assumptions			External Factors				
Screenshot							

13. Appendix 3: Ofsted sample Primary Deep Dive in Music Overview

Interview with music subject leader

Before watching lessons and taking with children

1. Do you follow the National Curriculum...do you add to it?
2. Talk to me about the schools long term plan for music and the cross - curricula links
3. In terms of sequencing, what was your thinking?
4. What would you expect pupils to know by the end of autumn 1, autumn 2 at the end of key stages?
5. Explain about your peripatetic lessons and equal opportunities.
6. How do you install a love for music in all students?

After the lessons and following the discussions with the children

7. Did anything surprise you about the learning (gaps, skills they already knew)?
8. Why are you teaching what you are teaching now?
9. Whats going to come next?
10. What is the end point for this unit?
11. How do you support pupils with SEND?

Questions the children were asked:

- What did you learn in todays lesson?
- What did you learn in last weeks lesson?
- What did you learn in music last term?
- To the Year 6 children: What did you learn in Year 2?
- To the Year 5 children: What did you learn in Year 1?
- How would you describe your musical journey during the time in this school?

Documentation Shared with Inspectors

- Long term plan for music
- Planning to show cross curricular links across the school
- Medium term plans
- Skills Development overview showing music skills to be taught in Year R-6
- Information for parents about instrumental learning including remissions
- Peripatetic timetable
- List of additional opportunities school engaged with including Music Hub events.
- Audio examples of pupils achievement at the end of each year group.
- Audio examples of choir, orchestra and music groups.
- You tube clip of participation in Hub events