



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> Art	<b>Leader:</b> R Harling	<b>Date:</b> October 2019
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<p><b>Target 1</b></p> <p><b>Priority 1:</b> Leadership and management</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Teachers will plan for skills and knowledge and know where to go for support with this.</li> <li>Further development of vocabulary across the school strengthening our work on tier 2 words every week in Art and visible on Creative Arts working walls</li> <li>Progression of skills evident across school in order to drive attainment and progress as we strive towards more-greater depth outcomes, particularly evidenced through sketch books and outcomes e.g on display.</li> <li>Share outstanding practice across school and in lessons</li> <li>Children reading and learning about key artists</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Display monitoring	RH	Autumn 1	Camera	✓
Feedback to teachers on display monitoring Focusing on positives in the environment, particularly use of vocabulary displayed on working walls.	RH	Autumn 1	Feedback documentation	
Progression of skills document shared with all staff Progression of vocabulary development drafted and shared with all staff *Linking to skills doc*	RH	Autumn 1	Documentation	
Monitoring of planning, checking LO and relevance in success criteria, linking to the work in their sketchbooks	RH	Autumn 2		
Sketchbook look – overview of the progress and skills development evident from class to class in addition to vocabulary development	RH	Ongoing		
Pupil voice – to assess skills development and enjoyment in the subject	RH	Spring term		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 2</b>  <b>Priority 2:</b> Quality of Education - attainment &amp; progress in all subjects, particularly Reading at greater depth in Key Stage 2.</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Ensure links are established with D&amp;T so that purposeful outcomes can be created and allow for a strong D&amp;T/Art culture to be developed throughout the academy</li> <li>• Allowing new (and new to academy teachers) to observe good practice going on in school, in Art lessons.</li> <li>• Ensure curriculum documentation is complete by the end of the year (As a breadth of skills should be covered in each year group)</li> <li>• Sharing vision for Platinum Artsmark and ensuring all staff know how we aim to achieve it (e.g. Range of offer we need to provide, skillsets we need to develop)</li> <li>• Achieving Platinum Artsmark by this time next year. (Separate action plan once I have been to the development meeting in October)</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Display monitoring	RH	Autumn 1		
Ensure Curriculum documentation in book is added to on a regular basis and reviewed	RH	Regularly		
Attend Platinum Artsmark training	RH And JK	October 2019		
Draft and send off statement of commitment	RH	October 2019		
Inform staff of next steps in relation to Artsmark and how to make steps towards Platinum level	RH	Autumn 2		
Continually monitor the progress shown in sketch books especially focusing on use of vocabulary and critical analysis from the pupils	RH	Ongoing		
Pupil voice to assess enjoyment in the subject	RH	Spring term		
Lesson observation of a member of staff	RH	Spring term		

To outline our range of offer throughout school and share with staff so that expectations are set for each year group to develop understanding and creative drive and aspirations.	RH	Autumn term		
Feedback given to governors at end of year meeting.	RH	Summer 2		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 3</b> <b>Priority 3: Behaviour and attitudes</b> <b>And Priority 4 Personal Development</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Developing The range of offer provided through the academy, outlined to all staff so attitude towards the subject is high/remains positive.</li> <li>• Provide new opportunities (After school clubs)</li> <li>• Develop Junior leaders and involve them in our events and theme weeks. Allow them to conduct pupil voice to gain ideas from all classes</li> <li>• Set up an Arts council (run by JLT and members of the school council?)</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Discuss prospect of arts council	RH	Autumn term		
Informing staff of outcomes of Platinum goal.	RH	Autumn 2		
Research new after school clubs/leads on who could provide this at a reasonable cost for the Arts	RH/TP	Autumn 2		
Junior leader meetings – meet with them every fortnight to discuss progress and ideas.	RH	Ongoing.		
Visitors to include those within the Arts e.g. as careers or just as a hobby	RH/TP	Ongoing		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 4</b>  <b>Priority 4:</b> Widening the network/ National Support– Explore &amp; implement moving to a multi-academy trust structure</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Successfully working alongside another Primary School, with members from JCA supporting the school to raise standards</li> <li>• Investigate &amp; plan towards increasing the infrastructure of Jerry Clay so that it potentially moves from being a stand-alone academy to a multi-academy trust</li> <li>• Provide network support to a large amount of schools in the region by being a model of excellence for others to follow</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Continue to use the #JCArts to showcase our fantastic teaching and learning on twitter	RH All staff	Autumn 1 onwards		
Collaborate with other schools (e.g. Goldthorpe) in order to produce Art gallery/show together at the end of the year	RH	Building links from now		
Share good practice where needed in Art	RH	Autumn 1 onwards		
Visit a Platinum ArtsMark school and discuss their process and case study.	RH	Spring term		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>  Feedback from other schools.</p>				