Subject Leader FAQs

Name Emma Peak **Subject** Art

Question	Answer
1. How long have you been the subject leader?	I have been Art Subject leader since the introduction of the New Curriculum in 2014.
2. What are your strengths as Art subject leader?	I have always loved teaching Art and feel passionate that children need to have regular access to quality Art lessons. I love teaching this subject and often run out of space on my classroom walls to display the fantastic work the children have produced! I keep up to date with new developments on various educational social media platforms and sites such as Access Art and have regularly share inspirational ideas with my colleagues. Keeping up to date with new ideas and with Art specialists has really helped me to develop our own school curriculum. I attend termly online meetings with other art teachers, facilitated by Access Art to share and review good practice. I regularly update our curriculum. For example, I have recently added ways for children to practical, theoretical and disciplinary knowledge to each planned lesson.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	I have completely rewritten the entire curriculum for Art for the while school from EYFS to Y6, including weekly lessons plans for KS1 and KS2 classes. The curriculum follows advice from NSEAD and Access Art yet is completely bespoke for our school. Alongside this curriculum lies a detailed progression of skills document which is explicitly referenced in the plans so that teachers, and children, know the skill they are practising. The School curriculum advisor said, *'During the visit a strong example of curriculum planning and sequencing was shared by the Lead Practitioner in Art and Design. Prudent use of specialist support through the resources provided by the NSEAD, enables the planning to reflect a high level of pedagogy with clear progression planned, with examples of implementation for all year groups in Drawing, Painting, Printing, Textiles and Digital mediums. The art and design process of generating ideas → making → evaluating → applying knowledge and understanding, is kept clearly in focus to inform planning and development. This is an excellent example of planning that can be used as a model of good practice for other areas of the curriculum.'* Feedback from staff and children has also been overwhelmingly positive and I am excited to see the work the children produce. I have ensured that a range of artists from a range of different places are studied and have produced maps to show these. Since the visit by the School Curriculum advisor, more work has been completed to further enhance the Art curriculum; this has included a progression in skills document, a progression in vocabulary document and learning journeys for the children. The curriculum is regularly reviewed with staff. The 'Curriculum Journeys' for each stand of Art are

Subject Leader FAQs

	being embedded into their Art lessons so children can see how what they have learned previously, and what they will learn in the future. Ofsted carried out a 'Deep Dive' into Art in June 2025 and said *'The school promotes rich cultural understanding. For example, in art, pupils make Kente cloth designs and Benin head sculptures, created with support from a local secondary school. These kinds of collaborations enable pupils to be very confident about making the transition to secondary education.*' Feedback from staff and children has also been overwhelmingly positive and I am excited to see the work the children produce. I have ensured that a range of artists from a range of different places are studied and have produced maps to show these.
4. What are the key strengths in this subject?	Art is a thriving subject at Rickmansworth Park JMI and is not forgotten in the quest for higher standards in more 'academic' (and tested) subjects. The new curriculum has ensured that children have access to Subject Leader FAQs high quality lessons that enable them to practise and build on their skills. Each year, I have created links with local artists, craftspeople or architects and each class has enjoyed sessions working on collaborative projects. We have recently worked with a local artist to create large scale pieces of Art for our school hall which link to our Rights Respecting ethos. Art at Rickmansworth Park is often linked to other curriculum areas to further their understanding and make links between subjects. Trips, virtual trips or visits to the school enrich the curriculum further. We have established links with a local secondary school which has seen the Y5 and Y6 children taking part in Art lessons in their dedicated Art rooms and, as subject leader, I have met with the head of department. We have a thriving Art and Textiles club.
5. What areas for development have you identified in this subject?	I am constantly in the process of updating a portfolio of Art work with examples of work from across the year groups which link explicitly to the Progression of Skills document. Subject to funding, I would like to create a library of Art books which are linked to the new curriculum studied in each class. I am also aiming to have an artist or art work of the week slide in our weekly assemblies so that the children can gain a wider understanding and knowledge of different art. We would like to continue working with the local secondary school, subject to their agreement. The curriculum may need some changes when the new primary curriculum is released by the government in Spring 2027.
6. How do you know how well pupils are achieving?	At Rickmansworth Park, we benefit from being a small staff who are able to meet regularly to discuss cohorts and individuals. I can see the fantastic Art on display around the school and in class assemblies. I also regularly undertake pupil interviews and book scrutiny. Monitoring in Art in KS1 and KS2 takes place according to the staff meeting agenda set by

Subject Leader FAQs

	the SLT and I have access to the subject leader tracking overview for Art on the server which shows the whole school on one page. With regards to the EYFS, Reception staff conduct a baseline assessment within the first 3 weeks of the children entering school. This highlights for the relevant staff the children who may need support eg poor fine motor control, left/right handedness. Under 'Expressive Arts and Design,' Reception children are assessed against the EYFS 40-60 months Ages and stages and at the end of the year children are assessed against the Early Leaning Goals. I have access to this in the Reception Classroom. The new Progression in skills document and folder of examples collected each half term enables me to monitor that the skills are being taught and that there is progression between year groups.
7. How does the school meet the needs of all groups within this subject?	Art is mainly differentiated by outcome but children may be given different implements, such as pencils and paintbrushes which are easier to grip, where relevant. I have undertaken pupil voice interviews with boys, girls, SEND, EAL, Disadvantaged and KS1 and KS2 pupils to ensure that their opinions are listened to. I have created feedback documents for staff. These pupils are overwhelmingly positive about their experience of Art. Planning and provision reflects the needs and diversity of our pupils.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	Governors receive regular updates from curriculum leaders in a cycle and are welcome to attend Wider Curriculum Open mornings and class assemblies where Art work is showcased. At my most recent presentation to governors, I showed them the new progression in skills and vocabulary documents, together with examples of work from the new curriculum and updated them on the work with RIBA.