



REVIEW OF LEARNING AND TEACHING

February 2010

Creative Arts Faculty

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Achievement and Standards

Achievement and Standards in Creative Arts at Key Stage 3 are good	GRADE 2
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TEACHER ASSESSMENT 2009								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Art	0	1	12	49	24	12	1	2

86% Level 5+

TEACHER ASSESSMENT 2008								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Art	0	1	17	52	17	10	1	2

80% Level 5+

TEACHER ASSESSMENT 2007								
Percentage at each level								
	1	2	3	4	5	6	7	Pupils absent
Art	0	0	1	18	47	25	3	6

75% Level 5+

TEACHER ASSESSMENT 2009								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Music	0	1	13	28	48	9	0	2

85% Level 5+

TEACHER ASSESSMENT 2008								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Music	0	0	7	50	34	7	0	1

91% Level 5+

TEACHER ASSESSMENT 2007								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Music	0	1	16	48	31	2	0	3

81% Level 5+

TEACHER ASSESSMENT 2009								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Drama		1	9	46	30	9	3	

88% Level 5+

TEACHER ASSESSMENT 2008								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Drama		3	10	42	38	5	0	

85% Level 5+

TEACHER ASSESSMENT 2007								
Percentage at each level								
	2	3	4	5	6	7	8	Pupils absent
Drama		4	59	26	4	1	0	

31% Level 5+

Key Points:

- There is a respectable trend in terms of Attainment within the Faculty at Key Stage 3.

Aim: To maintain if not exceed Achievement and Standards in Creative Arts within Key Stage 3.

Objectives:

- Increase percentage of pupils achieving two levels of progress across Key Stage 3.
- Maintain if not exceed current percentage of pupils achieving level 5+.
- Implement a consistent approach towards Assessment for Learning.
- Introduce a calendarised programme of departmental moderation at Key Stage 3.
- Improve provision for Gifted & Talented pupils within all departments.
- Effectively track and monitor pupils.
- Early identification of underperforming pupils, implementing appropriate intervention

Art

Achievement and Standards in Art at Key Stage 4 are satisfactory	GRADE 3
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Key Stage 4 Art 2009

A*	A	B	C	D	E	F	G	U	X
4	8	6	17	8	9	4	0	0	1

Key Stage 4 Art 2008

A*	A	B	C	D	E	F	G	U	X
1	6	7	4	4	5	1	0	0	1

Key Stage 4 Art 2007

A*	A	B	C	D	E	F	G	U
0	3	5	8	10	2	4	0	0

Key points

- In 2007, pupils achieving A*-C = 50% set against the National Average of 72.7%.
- The A*-G figure equalled 100% set against the National Average of 99.3%.
- 82% of pupils (32) were entered for the exam.
- There were 3 'A' grades in 2007 equalling 9.4% of the cohort entered.
- In 2008 pupils achieving A*- C grades = 62.1%. This is a 12.1% increase from the previous year.
- The A* - G figure equalled 96.6% set against the National Average of 74.1%. The department is to be commended for substantially exceeding the National Average percentage.
- The number of grade A's increased. 24% of pupils achieved A*-A grades. An increase of 15% from the previous year. The department is to be commended for making such positive progress within this sphere.
- In 2008, 62% of pupils (29) were entered for the examination. This needs addressing. The initial cohort increased by 8 pupils in 2008 compared to the previous year. The retention rate remained approximately in line with the previous year. This requires attention.
- 48% of pupils made above expected progress, with 62% making at least expected progress. However, 38% of pupils made less than expected progress. This requires attention.
- In 2009 pupils achieving A*- C = 61.4% set against the National Average of 76.1%.
- 76% of pupils (57) were entered for the exam. This is an increase of 13% from the previous year. The department is to be commended for making such progress within this realm.
- The A*-G figure equalled 98.25% set against the National Average of 99.7%.
- 40% of pupils made above expected progress in terms of 3 levels from Key stage 2-4. 71% made at least expected progress and 29% made less than expected progress.

Aim: To improve Achievement and Standards in Art at Key Stage 4

Objectives:

- Continue to increase number of A*- A grades.
- The A*- C grades to come in line with/exceed National Averages.
- Improve retention rates.
- All pupils to attain A*- G grades.
- All pupils to make expected progress from Key stage 2-4 in terms of 3 levels of progress
- Sustain the number of pupils opting for this subject at Key Stage 4.
- Track and monitor pupils more effectively
- Identify underperforming pupils more swiftly and implement the necessary intervention strategies.

Drama

Achievement and Standards in Drama at Key Stage 4 are good	GRADE 2
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**Drama
2009**

A*	A	B	C	D	E	F	G	U
0	8	6	6	2	0	0	0	0

**Drama
2008**

A*	A	B	C	D	E	F	G	U	x
0	0	4	2	3	0	1	0	0	1

**Drama
2007**

A*	A	B	C	D	E	F	G	U
0	0	0	7	3	1	0	0	1

Key Points:

- In 2007, pupils achieving A*-C = 58.3% set against the National Average of 71.4%.
- The A*-G figure equalled 91.7% set against the National Average of 99.2%.
- 57.1% of pupils (12/21) were entered for the exam.
- There were no A*-A grades in 2007.
- In 2008 pupils achieving A*- C = 54.5% set against the National Average of 72.4%.
- The A* - G figure equalled 90.9% which was in line with the National Average.
- Once again, there were no A*-A grades.
- In 2008, 69% of pupils (11/16) were entered for the examination. This is an increase of 12.1% from the previous year.
The initial cohort from Year 10 increased by 5 pupils in 2008 compared to the previous year.
- 20% of pupils made above expected progress from Key stage 2-4, with 60% making at least expected progress. However, 40% of pupils made less than expected progress. This needs serious attention.
- In 2009 pupils achieving A*- C = 90.91% set against the National Average of 74%.

- 79% of pupils (22/28) were entered for the exam. This is an increase of 10% from the previous year, although this is still too low. This needs serious attention.
- The A*-G figure equalled 100% set against the National Average of 99.5%.
- 72% of pupils made above expected progress in terms of 3 levels from Key stage 2-4. 86% made at least expected progress and 14% made less than expected progress.

Aim: To improve Achievement and Standards within Drama at Key Stage 4

Objectives:

- Increase A*-C grades
- Improve A-A* grades.
- All pupils to make expected progress from Key stage 2-4 in terms of 3 levels of progress
- Improve retention rates.
- All pupils to attain A*-G grades.
- Support package to be implemented for the provision of Gifted & Talented pupils.
- Sustain the number of pupils opting for this subject at Key Stage 4.
- Track and monitor pupils more effectively
- Identify underperforming pupils more swiftly and implement the necessary intervention strategies.

Music/Btec Performing Arts

Achievement and Standards in Music/Performing Arts at Key Stage 4 are outstanding.	GRADE 1
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**Music
2009**

A*	A	B	C	D	E	F	G	U
14	2	10	22	0	0	0	0	0

**Music
2008**

A*	A	B	C	D	E	F	G	U
	6	20	40	0	0	0	0	0

**Music
2007**

A*	A	B	C	D	E	F	G	U
0	0	2	2	1	2	2	0	0

Key Points:

- In 2007, pupils achieving A* - C = 44.4% set against the National Average of 73.4%.
- The A*-G figure equalled 100% set against the National Average of 97.7%.
- 75% of pupils (9/12) were entered for the exam.

- There were no A*-A grades.
- All pupils achieved a grade. There were no G or U grades.
- In 2008 pupils achieving A*- C = 100%. This is a massive increase of 55.6% from the previous year. The department is to be commended for increasing its percentage rate so dramatically within this area.
- 18% of the entered cohort achieved 'A' grades. This is an impressive result.
- In 2008, 100% of pupils (33) were entered for the examination. The department is to be commended for maintaining its initial cohort from Year 10.
- The initial cohort from Year 10 increased by 21 pupils in 2008 compared to the previous year.
- 45% of pupils made above expected progress from Key stage 2-4, with 97% making at least expected progress. Only 3% of pupils made less than expected progress.
- In 2009 pupils achieving A*- C = 100%. This is in line with the previous year.
- 50% of pupils achieved A*-A grades. This is a significant increase of 32 % from the previous year. This is an impressive result.
- 89% of pupils (24/27) were entered for the exam. This is decrease of 11% from the previous year.
- 76% of pupils made above expected progress in terms of 3 levels from Key stage 2-4. 90% made at least expected progress and 10% made less than expected progress.

Aim: To maintain Achievement and Standards within Btec Performing Arts at Key Stage 4

Objectives:

- Sustain % of A*- C grades
- Increase the percentage of A-A* grades.
- All pupils to make expected progress from Key stage 2-4 in terms of 3 levels of progress
- Improve retention rates.
- All pupils to attain A*-G grades.
- Support package to be implemented for the provision of Gifted & Talented pupils.
- Sustain the number of pupils opting for this subject at Key Stage 4.
- Regularly track and monitor pupils.
- Identify underperforming pupils more swiftly and implement the necessary intervention strategies.
- Adhere to deadlines as prescribed by the Head of Faculty.

Achievement and Standards at Key Stage 5 in the Creative Arts Faculty are inadequate.	GRADE 4
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ALPs Rating:

	2007	2008	2009
Art	ALPS= 6	ALPS= 9	ALPS = 8
Drama	ALPS = 5	ALPS = 4	ALPS = 8
Film	ALPS = 4	ALPS = 5	ALPS = 4

ALPs Rating

1 = outstanding; 2/3 = good; 4/5/6 = satisfactory; 7/8 = inadequate

- To improve Achievement and Standards at Key Stage 5, thus improving the ALPS rating.
- Improve recruitment and retention at Key Stage 5.

Learning and Teaching

The quality of Learning & Teaching in the Creative Arts Faculty is good.
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GRADE 2

Lessons observed:

Grade	Numbers
Outstanding	2
Good	3
Satisfactory	1
Inadequate	

83% of lessons were judged to be good/outstanding

Key Points:

- Forward planning and preparation.
- Innovative use of Accelerated Learning at Key Stage 3.
- Well structured lessons.
- Staff with secure subject knowledge communicating enthusiasm.
- Effective classroom management skills.
- Excellent relationships.
- Teaching methodologies addressing visual, auditory and kinaesthetic learning styles.
- Diverse range of challenging learning opportunities.
- Proficient use of PLTS to advance the learning process.
- Sophisticated forms of self and peer assessment used consistently.
- Most pupils, when questioned, knew their current level of attainment and their target level grade and this is further consolidated by the Faculty's approach to self and peer assessment practices across Key Stage 3 and Key Stage 4. However, a consistent and rigorous approach from all colleagues is imperative within this area to ensure all pupils make the necessary progress.
- The best lessons involved stimulating activities within a set time frame, promoting pace and challenge. Within such lessons, sophisticated questioning enabled pupils to think more deeply thus advancing the challenge and the level of learning.
- The quality of marking ranged from outstanding to satisfactory.

Aim: To ensure all lessons are as good as the best

Objectives:

- Investigate, with a view to implementation, appropriate ICT software to support and develop curriculum areas.
- Further develop CPD opportunities in relation to use of SMART Board.
- Maintain Assessment for Learning practices.
- A consistent approach towards the marking of pupils' work across the Faculty is necessary.
- Introduce a programme of peer observations to ensure all lessons are as good as the best.
- Maintain rigorous and challenging Performance Management targets in relation to pedagogy and practice.

Quality of the Curriculum

The Quality of the Curriculum in the Creative Arts Faculty is good.

GRADE 2

Key Points:

- The Faculty is to be commended for implementing a rigorous approach towards Accelerated Learning at Key Stage 3.
- The Music department has broadened its curriculum with the implementation of Btec Performing Arts and has had very positive results in terms of examination results. The department is to be commended for reacting swiftly to the needs of its learners.
- The Faculty is resourced with well sophisticated Schemes of Work. The Art department's Schemes of Work have been highlighted as model of excellence across the school for colleagues to access as a mechanism of support.
- A secure Gifted & Talented register has been established with appropriate IEPs across all departments.
- All departments would do well to ensure that 'the more able' pupils are appropriately challenged and supported.
- An electronic tracking system has been established at Key Stage 4/5 supporting the tracking and monitoring process
- ICT opportunities are insufficiently identified and thus utilised.
- Collaborative planning is not formalised within a calendarised programme thus preventing opportunities to exchange new ideas, tips and advice in terms of planning, preparation, assessment and curriculum delivery.
- The Art & Drama department would do well to receive subject specific professional development particularly at Key Stage 5.
- There is a wide range of intra-departmental enrichment activities. The Faculty needs to link such enrichment opportunities with key examination classes.
- The Faculty has succeeded in developing enrichment opportunities for the Key Stage 4 cohort thus enhancing curriculum provision.

Aim: To achieve a Grade 1 in terms of the Quality of the Curriculum.

Objectives:

- All departments to ensure that they adhere to the criteria for Schemes of Work set down in the Learning and Teaching policy.
- Appropriate teaching strategies/methodologies adopted within the classroom context to support the differing abilities and groups of pupils.
- Establish electronic tracking mechanism across all Key Stages and use accordingly.
- Develop Faculty website.
- Collaborative planning to be formalised within a calendarised programme providing opportunities to exchange new ideas, tips and advice in terms of planning, preparation, assessment and curriculum delivery.
- Investigate appropriate software packages to further support curriculum delivery.
- Consider implementing a Btec course in Art at Key stage 4 to accommodate all ability levels.

Leadership and Management

Leadership & Management of the Creative Arts Faculty is good.

GRADE 2

Key Points:

- The Faculty has a very good understanding of its position and has identified its plans for improvement as identified within the DSEF.
- The DSEF is extremely sharp in its analysis and evaluation.
- The Faculty is beginning to make effective use of data in order to make the required progress. Action planning across all departments must be brought within a tighter, more cohesive time frame and stringently adhered to.
- The analysis of pupils' performance is becoming more sophisticated and will support future intervention strategies.
- The Head of Faculty has recently been awarded a promotion with the role of DSIP/ITT Co-ordinator.
- The Faculty has recently experienced staffing issues with a member of staff currently on long term illness. This has been swiftly and appropriately addressed to ensure key examination classes are provided for and made a top priority.

Aim: To achieve a Grade 1 in Leadership and Management

Objectives:

- Effectively analyse pupil data for target grades in terms of ethnicity, EAL, SEN, G&T and gender to identify underachievement.
- Implement appropriate intervention strategies.
- Raise attainment in Art at Key Stage 4 and Key stage 5
- Raise attainment in Drama at Key stage 5
- Improve retention rates within all subjects
- Liaise with Middle Management to share good practice.
- All departments to meet deadlines by Head of Faculty/Line Manager

Strengths of the Faculty

- A sharp understanding of its position and planned provision for improvement.
- Learning and Teaching is good/outstanding.
- Very good relationships within the Faculty.
- Relationships between pupils and teachers are excellent.
- Teachers possess sound subject knowledge.

Areas for Development

- To improve Achievement and Standards across all departments within each Key Stage aiming for an outstanding judgement across all departments.
- Improve the Quality of the Curriculum across all departments.
- The Quality Assurance programme needs to be more rigorous. The Head of Faculty needs to frequently monitor current practices across all departments to ensure that standards are maintained at the highest level.
- Innovative use of ICT to be made an integral feature of curriculum delivery within all key stages.
- Improve the quality of formative assessment.
- Implement planned strategies and maintain the momentum.
- Enhance the quality of Schemes of Work.
- Effectively track and monitor pupils, implementing appropriate intervention.
- Ensure all lessons are as good as the best.