

# Our Deep Dive Experience by Kat Clarke (Art Lead/Specialist)

I am the art lead, teaching art to years 3-6, 1 hour a week, to each class covering PPA time. I have another colleague delivering KS1 under my mentorship. We were one of the first schools to experience a “deep dive” – 5 days into a new year and under the new framework. Art was a deep dive subject as well as phonics/reading, history (which then led to geography) and mathematics.

## **Which subjects were chosen and why?**

These subjects were chosen following a discussion between the Lead Inspector and our Head Teacher which took place the previous day. Art is considered a strength, history and geography were being further developed, phonics/reading is an Ofsted focus and mathematics was added during the inspection.

## **Who are the key people in a deep dive?**

When the inspectors arrived, they introduced themselves to the staff then met with all the leads for the chosen areas. We had 4 inspectors visit us –one for each area – and the lead inspector who looked at safeguarding amongst other areas.

## **As curriculum lead, what was your role in the inspection?**

The inspector who met with me went through the curriculum in detail and asked questions such as:

- why had I structured it in that way?
- how did it fulfill the National Curriculum?
- how do I ensure, track and assess progression?
- What CPD had I undertaken and did I offer CPD to other members of staff?
- what artists does each year group cover? Why had chosen them and placed them as I had?

## **What evidence were you asked to provide?**

I was asked to show my art assessment questions and assessment data. The data wasn't actually delved into, it was more to check that there was a method of assessment being evidenced.

We then looked at my progression documents. The inspector requested particular evidence – cross referencing between work done and my progression document/curriculum. We did this across two year groups. I was asked to include pupil premium, SEND, EAL, as well as looked-after children and higher and lower ability children. These children were then spoken to (without me) and asked about the work they had done and the knowledge/skills they had learnt.

Next, the inspector asked to see the evidence of progression across the key stages. They asked to see a sketchbook/folder for each year group to see how progression is evidenced across the age groups. They took this folder away including my documentation to consider it alone. Thankfully I had a master file of examples of finished work which made this easier. Overall, there were three meetings, lasting around 2.5 hours in total. I was also observed twice for about an hour.

## **What was the focus of the inspection?**

There was a clear focus on the pupil premium, SEN, EAL and lower ability children, and my knowledge of them and their needs. I did highlight that I often have other children as a focus as the SEN kids often flourish in art in a way they don't elsewhere, which I thought was definitely worth mentioning.

## **What was your overall impression?**

It went very well. Art got a couple of nice mentions in the report and they seemed to genuinely enjoy seeing all the art around the school.