



WILLOW DENE School Development Plan 2024-25

 **To promote the creative arts across the curriculum by utilising expertise and accessing rich cultural community opportunities.**



Article 31 of the UN Convention on the Rights of the Child:

- 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts
- 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity



All our pupils will have opportunities to access a wide range of meaningful cultural experiences, so they can develop their skills and passions within areas of the curriculum and so that their work as young artists can be shared and celebrated in the school and in the local community.

Creative arts also support cognitive development, communication, and social and emotional wellbeing. Through promoting creative arts and supporting staff to enhance their knowledge, skills and confidence in delivering music, art, drama and dance, we can strengthen learning and engagement across the curriculum while improving access to the arts for our pupils in the wider world.

AUTUMN 2024			
What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Audit for Artsmark and monitoring the quality of provision within the school.	To gain an overview of how music, art, drama and dance lessons are being delivered across the school and gain and understanding of how teachers feel delivering these subjects.	We will have a better understanding of how teachers feel and what the experience is for students across the wider school.	Having a true understanding of the knowledge and experience of class teachers and using this to inform our CPD's
CPD planning: assess areas of focus for CPDs in Spring Term.	To ensure we plan an effective CPD that focuses on specific areas for development and allows time to consult with external partners.	Creating valuable CPD around the different areas of the Arts	Reviewing planning, discussions with the creative arts team, leaders, and class teachers.

Contact arts organisations and maintain existing partnerships	To extend our existing arts partnerships (e.g. Tate, Royal Museums Greenwich, LSO, YLPP), so that we can broaden the range of opportunities offered to our pupils and ensure that they are meaningful and appropriate.	We will have renewed relationships with existing partners and start building solid relationships with new partners.	Physical creative results from projects (such as student artwork, performances and showcases),
Launch the creative arts curriculum in the sixth form	This is the first year for creative arts in the Sixth Form as part of their curriculum.	To have worked with the sixth form teachers and staff to develop a supportive and creative curriculum. Young adults will have established a creative area or strand they feel passionate about and will seek and explore career opportunities.	Reviewing the unit maps, teacher planning and feedback from staff and students.
Research and apply for funding for creative arts projects	This would be to enable us to apply and receive funding to help support arts activities and external practitioners coming in to school.	To have been successful in researching and obtaining grants and funds for arts.	Feedback from applications and success rate of obtaining funding.
Ongoing subject-specific projects as part of TLR action plans.	To ensure ongoing collaborative work within the creative arts team to build on and share expertise across curriculum subjects.	Subject leads will develop their own skills within their subject area; inspired by professional relationships with others and feed this knowledge into class curriculum practice and the Artsmark award.	See TLR action plans and ongoing Artsmark Platinum application.

SPRING 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
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SUMMER 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
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