



# WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To enhance the impact of creative arts opportunities and embed and promote best practice by developing a holistic curriculum which can be shared more widely.



Meaningful Creative Arts experiences boost cognitive development, communication, and social and emotional wellbeing. A holistic creative arts pedagogy and curriculum will maximise learning experiences for our students and ensure staff feel confident embedding creative pedagogy into daily interventions.

By sharing our expertise with a wider network, we will support other schools and educators develop best practice in their settings, improving access to Creative Arts opportunities for children and young people beyond Willow Dene.



Every child and young person at Willow Dene will experience freedom of creative expression through access to discrete creative arts lessons, as well as integrated creative opportunities across the curriculum. Our expertise will be shared with outside networks to improve access to impactful Creative Arts experiences and enhance provision for children and young people more widely.

## SUMMER 2026

| What?<br>(action)   | Why?<br>(is the change needed)  | Success<br>(what will it look / sound like?)  | Evaluation<br>(sources of impact feedback)                                      |
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| To continue to write Unit Maps for Drama, Art, and Music.   | To ensure that all subjects within the Creative Arts are delivered to a high standard, making meaningful links across the curriculum and providing high quality opportunities for our students. | Teachers feel confident delivering consistent, high quality creative arts lessons across the week.  | Reviewing the unit maps, teacher planning and feedback from staff and students. |
| To survey teachers and evaluate curriculum progress.  | To inform how to proceed with the next unit maps and approaches to supporting teachers within the creative arts.  | Teachers feel confident in providing high quality lessons across the school within the performing arts and to maximise opportunities for creativity and individual CYP potential. | Conduct teachers survey. Evaluate timetable and planning. Learning walks.       |
| To run projects with the Art Ambassador Groups at Swingate and Oakmere to create collaborative artworks that will be displayed in shared areas around | To enhance the shared spaces and celebrate the creativity of students more widely.  | Collaborative artworks/murals will be displayed in shared areas for the wider school to view.   | Feedback from students and staff and photos of process and outcomes.            |

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| the school, such as the Swimming Pool Lobby and the Creative Arts Studio.  |   |   |  |
| To develop and enhance the sixth form performance modules and plan and deliver the showcase.   | To ensure teachers feel confident supporting pupils to develop and refine their creative arts techniques and skills, culminating in a showcase for the wider community.   | Working with teachers and staff to develop an accessible and meaningful performance curriculum, which celebrates their creative achievements.   | Reviewing unit maps, teacher planning and feedback. Showcase feedback.     |
| Continue ongoing Artsmark development for accreditation, visiting other SEN schools with Platinum status or creative arts specialism (Swiss Cottage and Tuke). | To gain an overview of how Creative Arts curriculum is being delivered in other accredited schools and to gain an understanding of how these subjects are received by the wider school.   | We will have a better understanding of how other schools deliver a Creative Arts curriculum. We can invest in sharing good ideas within our curriculum and the wider WD school community.                       | Peer feedback and evaluation with partner schools.<br>Reflections with SLT |
| Organise in house visits and workshops across the term, and support classes with external visits, with a particular focus on music for SL and dance for OR.    | To ensure that children and YP have access to a range of high quality and inclusive performance experiences that are appropriate for them.  | All children and YP will have attended and experienced a performance onsite.<br>We will have formed new relationships with arts organisations.  | Staff and pupil feedback<br>11 before 11 and 16 before 16.                 |
| Organise resources and establish dedicated Creative Arts Spaces (cupboard at SL, Art Studio and Drama Studio at OR).   | To ensure teachers are equipped and have access to the appropriate resources to deliver high quality lessons across the Creative Arts curriculum, and to guarantee that these resources are well maintained and accessible for classes across the school. | All classes have access to high quality, suitable resources for each Creative Arts subject.   | Monitoring of Resource Rooms and Studios, feedback from teachers.          |
| To continue to work alongside the Reading and Writing team to ensure an arts-based approach is used to develop early reading and writing skills.               | To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early reading and writing to enable CYP to be able to explore texts   | Teachers will have access to a variety of rich and varied books and planning resources based around different genres and themes to support the implementation of creative arts in reading and writing sessions. | Teacher feedback.<br>EFL.<br>Pupil feedback.                               |

and develop their reading and writing skills in meaningful ways.

CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills.

| <b>What?</b><br>(action)   | <b>Why?</b><br>(is the change needed)  | <b>Success</b><br>(what will it look / sound like?)   | <b>Evaluation</b><br>(sources of impact feedback)   |
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| To continue to write Unit Maps for Dance & Movement, Drama, Art, and Music.  | To ensure that all subjects within the Creative Arts are delivered to a high standard, making meaningful links across the curriculum and providing high quality opportunities for our students.  | Teachers feel confident delivering consistent, high quality creative arts lessons across the week.  | Reviewing the unit maps, teacher planning and feedback from staff and students.                                       |
| To continue to work alongside the Reading and Writing team to ensure an arts-based approach is used to develop early reading and writing skills.               | To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early reading and writing to enable CYP to be able to explore texts and develop their reading and writing skills in meaningful ways. | Teachers will have access to a variety of rich and varied books and planning resources based around different genres and themes to support the implementation of creative arts in reading and writing sessions. CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills. | Teacher feedback.<br>EFL.<br>Pupil feedback.  |
| Continue ongoing Artsmark development for accreditation, visiting other SEN schools with Platinum status or creative arts specialism (Swiss Cottage and Tuke). | To gain an overview of how Creative Arts curriculum is being delivered in other accredited schools and to gain an understanding of how these subjects are received by the wider school.  | We will have a better understanding of how other schools deliver a Creative Arts curriculum. We can invest in sharing good ideas within our curriculum and the wider WD school community.   | Peer feedback and evaluation with partner schools.<br>Reflections with SLT.   |
| Organise in house visits and workshops across the term, and support classes with external visits, with a particular focus on music for SL and dance for OR.    | To ensure that children and YP have access to a range of high quality and inclusive performance experiences that are appropriate for them.   | All children and YP will have attended and experienced a performance onsite. We will have formed new relationships with arts organisations.   | Staff and pupil feedback<br>11 before 11 and 16 before 16.  |
| To collaborate on Shakespeare for Schools with a focus on developing skills within drama, performance, costume and stage design.                               | To ensure that CYP can develop their creative side in a range of activities based around the theatre performance.  | CYP will have had the opportunity to develop performance and or practical skills towards a creative way.  | Physical creative results performed at the Albany theatre, as well as an in-house performance to an invited audience. |

To provide an opportunity to celebrate CYP's achievements within the wider community alongside mainstream schools and peers.

AUTUMN 2025

| <b>What?</b><br>(action)   | <b>Why?</b><br>(is the change needed)   | <b>Success</b><br>(what will it look / sound like?)  | <b>Evaluation</b><br>(sources of impact feedback)  |
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| To develop a holistic curriculum for the Creative Arts.  | This will establish Creative Arts Fundamentals that unite Dance & Movement, Drama, Art, and Music, ensuring that teachers have a clear curriculum and framework to deliver consistent and high-quality lessons across the school. | Roll out of Creative Arts Curriculum in Autumn 2, with Fundamentals and Progression Frameworks for Dance & Movement, Drama, Art, and Music.  | Feedback from teachers on curriculum documents. Learning walks to observe how the curriculum is being delivered.   |
| Establish timetabling expectations for discrete Creative Arts lessons across the week.   | To ensure full coverage of the curriculum and access to high quality learning opportunities in each subject area.   | Consistent frequency of Creative Arts lessons timetabled in every class across the school.   | Timetables monitored each half term.   |
| To write Unit Maps for Dance & Movement, Drama, Art, and Music.  | To ensure that all subjects within the Creative Arts are delivered to a high standard, making meaningful links across the curriculum and providing high quality opportunities for our students.                                   | Teachers feel confident delivering consistent, high quality creative arts lessons across the week.   | Reviewing the unit maps, teacher planning and feedback from staff and students.  |
| To create a PDM for all staff, introducing the new enhanced Creative Arts curriculum.  | To ensure we deliver effective PDMs, with in depth sessions for each Creative Arts subject, to support teachers to feel confident delivering lessons and make meaningful links across the curriculum.                             | Creating valuable PDM that support teachers in their delivery of Creative Arts lessons and apply Creative Thinking across the curriculum.  | Reviewing planning, discussions with the creative arts team, leaders, and class teachers.  |
| To create PDMs for teaching staff exploring the Creative Arts fundamentals and pedagogy for teaching Dance & Movement, Art, Music and Drama. | To embed a consistent, whole-school approach to teaching the Creative Arts and to ensure teachers have the knowledge, confidence, and skills to deliver engaging and inclusive creative arts lessons.                             | A PDM programme covering Dance & Movement, Art, Music, and Drama is developed and delivered, and teaching staff feel confident in their subject knowledge and teaching of the Creative Arts. | Gather staff feedback on PDM content, delivery, and impact on practice.<br>Teachers are able to apply strategies from PDMs in their planning and practice. |

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| Establish links with the Reading and Writing team to ensure an arts-based approach is used to develop early reading and writing skills.                     | To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early reading and writing to enable CYP to be able to explore texts and develop their reading and writing skills in meaningful ways. | Teachers will have access to a variety of rich and varied books and planning resources based around different genres and themes to support the implementation of creative arts in reading and writing sessions. CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills. | Teacher feedback.<br>EFL.<br>Pupil feedback.   |
| Ongoing Artsmark development for accreditation, establish connections with other SEN schools with Platinum status or creative arts specialism.              | To gain an overview of how Creative Arts curriculum is being delivered in other accredited schools and to gain an understanding of how these subjects are received by the wider school.  | Relationships will be established with other SEND schools to enable visits and exchanges of best practice   | Discussions with other SEND schools.<br>Feedback from Artsmark partners.                       |
| Organise in house visits and workshops across the term, and support classes with external visits, with a particular focus on music for SL and dance for OR. | To ensure that children and YP have access to a range of high quality and inclusive performance experiences that are appropriate for them.   | All children and YP will have attended and experienced a performance onsite. We will have formed new relationships with arts organisations.   | Staff and pupil feedback<br>11 before 11 and 16 before 16                                      |
| To deliver Christmas Performance/Power Days.  | To ensure that all children and YP can develop their creative side in a range of activities around performance and practical skills.   | All children and YP will have had the opportunity to develop performance and or practical skills towards a creative way. (Can be evidenced in 11 before 11 and 16 before 16).   | Physical creative results from Christmas performance, costumes and set design.                 |
| Continue to develop and maintain external links with schools and cultural institutions, to share expertise and build networks.                              | 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), |

Audit resources.

To ensure teachers are equipped with the appropriate resources to deliver high quality lessons across the Creative Arts curriculum.

All classes have access to high quality, suitable resources for each Creative Arts subject.

Monitoring of Resources, feedback from teachers.