

Art End of Year Evaluation

Evaluation of Impact

Art and Design at Haslam Park Primary School makes an important contribution to pupils' creativity, confidence, cultural awareness and ability to express and interpret ideas. The curriculum develops both substantive knowledge—including drawing, painting, sculpture, craft, design and the formal elements of art—and disciplinary knowledge, through pupils learning about artists, styles, movements and cultural contexts, as well as analysing, evaluating and responding to artwork.

The curriculum is delivered through Kapow Primary and is progressive and cyclical, enabling pupils to revisit and build upon prior learning while developing increasingly sophisticated skills, knowledge and vocabulary. Pupils have regular opportunities to experiment, take creative risks, refine techniques and produce purposeful outcomes.

The curriculum draws on local, regional and global artistic influences, including a diverse range of artists, designers and makers. This supports pupils in understanding how art reflects culture, identity, historical periods and social change. Our commitment to Artsmark Silver further demonstrates the school's focus on high-quality, inclusive arts provision and pupils' engagement with the wider cultural community.

Curriculum and Teaching

Teachers follow the structured progression provided by Kapow Primary, with learning organised across five key strands: generating ideas, using sketchbooks, making skills, knowledge of artists and cultural contexts, and evaluating and analysing.

These strands are developed through four core areas: drawing, painting and mixed media, sculpture and 3D, and craft and design. Lessons are practical, exploratory and skills-focused, with teachers modelling techniques and supporting pupils to apply knowledge independently.

Daily review and retrieval activities are embedded within lessons to activate prior knowledge and strengthen long-term retention. Knowledge organisers, clear lesson guidance and Kapow's step-by-step planning support consistency in teaching and enable pupils to revisit and apply previous learning in new contexts.

Sketchbooks provide an important record of pupils' experimentation, development and refinement, allowing teachers and leaders to see how ideas and techniques develop over time.

Assessment and Impact

Assessment focuses on pupils' retention of substantive and disciplinary art knowledge. The assessment cycle begins with curriculum coverage and is supported by ongoing daily reviews. End-of-year 'Mastermind' quizzes identify gaps and misconceptions in pupils' knowledge. Teachers then address these through targeted teaching in the following autumn term, with spring retests used to evaluate the impact of this additional teaching and the effectiveness of retrieval in supporting longer-term retention.

The assessment cycle is:

Curriculum coverage → daily reviews and retrieval → end-of-year 'Mastermind' assessment → targeted teaching and reinforcement → spring retest → evaluation of retention and impact.

The spring retest demonstrated positive movement in every year group:

Year Group Increase in retention at spring retest

<i>Year 1</i>	<i>+14%</i>
<i>Year 2</i>	<i>+7%</i>
<i>Year 3</i>	<i>+11%</i>
<i>Year 4</i>	<i>+7%</i>
<i>Year 5</i>	<i>+8%</i>

These results provide evidence of improved retention following targeted teaching, retrieval and reinforcement. The strongest increase was seen in Year 1 (+14%), with positive movement also evident across Years 2–5.

Leaders also use assessment information to identify a cross-section of SEND and disadvantaged pupils for targeted pupil voice. This provides qualitative evidence about pupils' understanding, confidence, enjoyment and experiences, allowing leaders to triangulate assessment outcomes with pupils' experiences of the curriculum.

Inclusion

Pupils with SEND and disadvantaged pupils are supported through appropriate adaptations, including modelling, scaffolding, accessible resources and differentiated levels of support. Teachers adapt practical activities while maintaining high expectations and providing opportunities for pupils to develop independence and creativity.

Pupil voice and assessment information are used to identify where additional retrieval, reinforcement or adaptation may be required. Targeted pupil voice ensures that the experiences and retention of SEND and disadvantaged pupils are specifically considered as part of curriculum quality assurance.

Leadership and Curriculum Development

Leaders evaluate the impact of Art through lesson visits, sketchbook and book scrutiny, pupil discussions, assessment information and monitoring of curriculum implementation. This provides a range of evidence about the quality and consistency of teaching, pupils' progression and the retention of key knowledge.

The use of Kapow Primary provides a clear framework for progression and supports teachers in developing both practical artistic skills and pupils' conceptual understanding of artists and cultural contexts.

The school's Artsmark Silver achievement reflects its sustained commitment to high-quality arts provision and provides a wider context for developing pupils' creativity, cultural awareness and engagement with the arts.

Next Steps

The priorities for 2026–27 are to:

- Continue to embed the Kapow Primary Art and Design curriculum and its progressive sequence of learning.*
- Strengthen pupils' retention of substantive and disciplinary knowledge through consistent daily retrieval and review.*
- Continue to develop the use of sketchbooks to evidence experimentation, refinement and progression.*
- Strengthen pupils' use of subject-specific vocabulary when discussing, analysing and evaluating artwork.*

- Continue the Mastermind assessment and spring retest cycle to evaluate long-term retention.
- Monitor the progress and experiences of SEND and disadvantaged pupils through assessment and targeted pupil voice.
- Continue to broaden pupils' understanding of local, regional and global artists, designers and makers and the cultural contexts in which they work.
- Continue to develop opportunities for pupils to engage with the wider cultural life of the community, building on the school's Artsmark Silver achievement.

Overall Evaluation

Art and Design has a positive impact on pupils' creativity, confidence, practical skills, cultural understanding and ability to articulate and evaluate ideas. Pupils are developing both knowledge about art and artists and the practical and disciplinary knowledge needed to create, refine, analyse and evaluate artwork.

The spring retest data shows positive movement across all assessed year groups, ranging from +7% to +14%, providing evidence of improved retention following targeted teaching, retrieval and reinforcement.

The combination of Kapow's progressive curriculum, daily retrieval, Mastermind assessment, targeted teaching, spring retesting and pupil voice provides leaders with a clear evidence base for evaluating curriculum impact. The targeted involvement of SEND and disadvantaged pupils further supports the school in evaluating whether the curriculum is accessible, engaging and effective for all learners.

The next stage is to continue strengthening the connection between pupils' substantive knowledge, disciplinary knowledge and practical artistic outcomes, while ensuring that pupils retain and confidently apply key knowledge across the curriculum and develop as creative, reflective and culturally aware young people.