

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Mr N Taunt
Headteacher
Bishop Luffa School
Bishop Luffa Close
Chichester
West Sussex
PO10 3LT

Dear Mr Taunt

Ofsted 2010-11 subject survey inspection programme: art, craft and design

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 3 and 4 November 2010 to look at work in art, craft and design.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements included interviews with staff and students, scrutiny of relevant documentation, analysis of students' work and observation of six lessons.

The overall effectiveness of art, craft and design is good.

Achievement in art, craft and design

Students' achievement in art, craft and design is good.

- Students achieve well in the subject and most make good progress during lessons. They clearly enjoy their work and value opportunities to make personalised choices. They develop good practical skills and use a wide range of media confidently to record their observations and explore their own ideas. They learn how to critically evaluate art work and to identify strengths and areas for improvement in their own work and that of their peers and provide constructive and sensitive feedback to others.
- In recent years, results in GCSE examinations were just above national averages. In 2010, results improved and the proportion who achieved A*-C grades was well above average. In the sixth form a high proportion of students on the A-level course achieved A and B grades. However, a

significant minority of students on the AS-level course made less progress than expected in 2010 and did not achieve their target grades.

- Students learn to use sketchbooks well to record, research and develop ideas, and respond to artists' work from the start of Key Stage 3. As they progress through GCSE, students develop an increasingly personalised response to set themes and A-level students confidently articulate the ideas behind their chosen topics. In all projects, students make frequent reference to the work of other artists. In the best examples, students interpret artists' work thoughtfully to inform and develop their own practice, and their annotation is analytical and records personal responses to their research. However, this is not yet universal, and some students do not extend their study of other artists beyond collecting imagery and their annotation remains more descriptive than evaluative.
- Students develop confidence in drawing and use varied approaches in their work. As well as developing skills in observational drawing, there are frequent opportunities for them to explore imaginative and experimental approaches.

Quality of teaching of art, craft and design

The quality of teaching of art, craft and design is good.

- Teaching is consistently good and sometimes outstanding. Teachers plan interesting, and often challenging, work for students and strongly promote creative risk-taking and experimentation, often adopting this approach themselves. They use their enthusiasm for the subject and excellent subject knowledge well to explain key points and demonstrate use of media and specific techniques, inspiring and encouraging students to try new approaches. The very positive relationships fostered between teachers and students promote excellent behaviour. Most students are attentive and concentrate well in lessons, and are keen to do their best.
- Teachers assess students' progress regularly, through regular marking of sketchbooks as well as more formal assessment and grading at the end of each main project. Students are aware of their targets and say they receive regular updates on their progress as well as helpful advice on how to improve their work. Teachers always give supportive and encouraging feedback to students. Most, though not all, written comments give clear examples of how to improve, often linked to specific individual targets.
- Students join the school from a large number of different primary schools, often with widely variable previous experiences in the subject. The school is currently developing a more rigorous and consistent approach to assessing students' prior experiences and abilities in the subject at the start of year 7, to support planning and more rigorous monitoring of individuals' progress, related to their starting points. Work at the start of Year 10 is well focussed on preparing students for the requirements of GCSE and enabling them to develop relevant practical and reflective skills. In Year 12, a well planned induction period ensures that all students are equipped with relevant skills in drawing, two- and three- dimensional work to support independent study as they move through the course.

Quality of the curriculum in art, craft and design

The quality of the curriculum in art, craft and design is good.

- The curriculum offers good opportunities for students to explore different art and craft processes, including painting, printmaking, three-dimensional work in clay and mixed media. Opportunities to work in digital media to record and manipulate imagery are available, though restricted by the lack of dedicated resources available in the art classrooms. The recently revised Key Stage 3 curriculum now provides more clearly signposted opportunities to explore aspects of design work, as well as opportunities to revisit and develop thematic work over the three years of this key stage.
- Students value, and benefit from, opportunities to visit galleries, draw on locations outside the school and to work directly with creative practitioners. These opportunities are more regularly available to older students in Year 10 to 13 than in Years 7 to 9. For example, visits to the Tate Modern for Year 10 and 12 students enable them to study art works at first hand and seek specific references relevant to their individual projects. Year 13 students identify their own choice of galleries to support their independent study. Collaborative activities with others arts subjects, for example on the school's 'Exploration Days', further enhance students' curriculum.
- The school has worked closely with the Pallant House Gallery in staging a celebratory arts event, involving students in art and design, textiles, drama, music, dance, media and film, as well as community events such as 'Paint the City'. Despite these constructive links, the school does not make as much use as it could of the excellent collection of historical and contemporary painting and sculpture, available at the gallery, to support students' first-hand study of other artists' work.

Effectiveness of leadership and management of art, craft and design

The leadership and management of art, craft and design are outstanding.

- The subject leader has a very sound understanding of the many strengths in the department, but also a clear agenda for further improvement. She has steered the department through some significant changes in recent years, including staffing changes and the move into re-designed specialist accommodation, while securing improvements in external examination results in 2010. Self-evaluation is rigorous and accurate, leading to clear priorities for further improvements. There is a strong focus on developing teaching to promote higher level thinking skills and to encourage creative risk-taking for both staff and students. Good support for new staff is helping to build a very cohesive team, who work well together to achieve departmental objectives and capacity for further improvement is strong.
- The department is making extensive use of available resources and examples of good practice to develop its work, for example, in improving the effectiveness of base line assessments in the subject and in the revised Key Stage 3 curriculum. The team is strongly focussed on meeting the needs and

interests of all students to ensure that all can make the best possible progress. Staff are working well together to foster and strengthen the identity of the arts throughout the school through frequent display of student work in art rooms and around the school. A recent project with 'Creative Partnerships' involved students in creating a thought-provoking site specific piece for a location within the creative arts centre.

Areas for improvement, which we discussed, include:

- Improving rates of progress on the AS-level art course so that students achieve their target grades
- Ensuring that all students exploit fully their knowledge and understanding of others artists' work through extending their own analysis and interpretation of images and ideas
- Maximise students' potential in Key Stage 3 by:
 - fully implementing plans for baseline assessment for year 7 students to take account of the wide range of prior experiences of the subject and to monitor individuals' progress from their starting points more rigorously
 - ensuring that all students in Years 7 to 9 have sufficient opportunities to study art works at first hand, by making better use of the local gallery and its collection.

I hope these observations are useful as you continue to develop art, craft and design in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Janet Mercer
Her Majesty's Inspector