

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



14 December 2010

Mr A Griffiths  
Headteacher  
Goodrich C of E Primary School  
Goodrich  
Ross-on-Wye  
Herefordshire  
HR9 6HY

Dear Mr Griffiths

### **Ofsted 2010–11 subject survey inspection programme: art, craft and design**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 8 December 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: discussions with pupils, staff, a governor and artists; scrutiny of relevant documentation; analysis of pupils' work; and observations of teaching and learning throughout the school during the creative afternoon.

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

#### **Achievement in art, craft and design**

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

- Pupils thoroughly enjoy the subject. They are effusive about their work but are not particularly eloquent in their visual literacy. For example, pupils do not readily use visual elements such as line, shape and form to express their observations. Pupils strive for originality. They enjoy being different and are able to give diverse responses to given or chosen starting points.
- Attainment on entry is above typical expectations in creative development. Above average standards are maintained as pupils move through the school.
- Pupils develop a good understanding of how to manipulate a range of media for drawing. Sketchbooks are developing well with evidence of their

drawing used for analysis by isolating certain elements such as texture and pattern and focusing attention on them.

- Pupils use different techniques widely and experiment with media to examine their potential. They are able to look critically at the work of artists, designers and craftworkers but are not always able to place them in time. They imitate the work of artists rather than working like artists or developing their own ideas through the influence of an artist.
- Pupils handle two and three dimensions and digital media competently and confidently. The standard of animation work in Years 5 and 6 is outstanding.
- Pupils' behaviour is outstanding because staff insist on it and they are genuinely keen to achieve well in lessons.

### **Quality of teaching of art, craft and design**

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

- Teachers plan effectively with clear learning objectives, and adopt appropriate teaching strategies to enable all pupils to learn well.
- Time is used effectively although with the exception of the Reception class, pupils do not have sufficient autonomy in organising their own work spaces.
- The best teaching seen was interspersed with mini-plenaries, points of interest and demonstration. The teacher intervened sensitively to offer advice and support and withdrew at the appropriate moment to let the pupil develop their work without interference.
- Pupils with special educational needs and/or disabilities are extremely well supported with adult help and adaptations to activities which enables them to participate and contribute fully in lessons.
- The well-developed practice of continuous assessment of pupils' creative development to identify and provide for gaps in their learning is not replicated in the rest of the school. Assessment for learning strategies is used widely in lessons and pupils' work is levelled at the end of the year before reporting to parents and carers. The school is currently considering options for systems to develop regular assessment, with advice and support from secondary specialist colleagues.

### **Quality of the curriculum in art, craft and design**

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

- Pupils thrive on an impressively broad range of rich and meaningful practical experiences where learning is set in context so that pupils understand its purpose. This contributes to their above-average attainment as well as their considerable enjoyment and productivity.
- The curriculum is adapted in response to pupils' interests, needs, abilities and requests, generating a high level of ownership for pupils.

- Opportunities for pupils to draw from observation, memory and imagination are plentiful. The curriculum provides continuity and progression and cross-curricular links are meaningful.
- Frequent opportunities occur for pupils to learn about contemporary art and to visit local exhibitions and galleries. They learn about art in the local community as well as multicultural influences such as Islamic art.
- Pupils have access to good-quality resources and a range of media. They benefit from opportunities to work with living artists, learning new skills and approaches.
- Links with other schools, creative practitioners and industries are well-developed and used advantageously to provide experiences which the school would not otherwise be in a position to provide.
- Drawing on location is a regular feature; opportunities to learn outside the classroom and to respond to the unexpected extremes of nature are capitalised upon.

### **Effectiveness of leadership and management of art, craft and design**

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

- There is a strong commitment to creativity and originality within the senior leadership team. The subject has high status and is recognised for its strong contribution to pupils' future economic well-being.
- Leadership is innovative and based strongly on provision and outcomes. There is recognition that pupils' attainment, with the exception of the EYFS, has been randomly assessed to date. The subject is prominent in the community because innovations extend beyond the typical.
- The school's leaders instantly recognise good practice and share it. They are also swift to engage the expertise of others such as the local high school to assist staff in addressing subject issues.
- Capacity for improvement is good, based on the above-average standards that are maintained and a significant number of talented staff, governors and friends of the school who promote creativity and contribute to pupils' good achievement.

### **Areas for improvement, which we discussed, include:**

- Raise attainment from above average to high by:
  - improving pupils' visual literacy
  - developing secure systems to assess pupils' attainment and progress beyond Reception
  - providing opportunities for pupils to organise their own work spaces and pursue their own interests in lessons and in their leisure time.

I hope that 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. It will also be available to the team for your next institutional inspection.

Yours sincerely

**Linda Killman**  
**Her Majesty's Inspector**