

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)



31 March 2011

Ms J Purdy  
Acting Headteacher  
St Teresa's Catholic Primary School  
Heaton Road  
Newcastle-upon-Tyne  
Tyne and Wear  
NE6 5HN

Dear Ms Purdy

### **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 21 March 2011 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 without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

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

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

Achievement in art, craft and design is good.

- From broadly average starting points in their creative development, children in Reception make good progress because of the wide range of interesting activities that excites and interests them.
- They express their ideas confidently, for example, when making large-scale foam paintings in the well-resourced outdoor area or designing jungle landscapes on the interactive whiteboard. Their digital pictures of the 'Wild Things', using a drawing computer package, are particularly good.
- From Year 1, pupils continue to make good progress. Most achieve well by the end of Year 6 because skills and knowledge are built on progressively. The school makes sure all pupils' needs and interests are well met so there

is little difference in the achievements of girls and boys. Those who find the subject difficult are well supported through the careful deployment of staff and activities that help them to achieve well from their individual starting points.

- As they move through school, pupils become increasingly adept at using visual elements to communicate meanings, such as emotion, through exploitation of their knowledge of colour and texture in their paintings, printings or drawings.
- Pupils use the key features of artists' work that they study to develop their own ideas and responses well; as seen in Year 6 pupils' high-quality black and white photography of the school's forest area, in the style of Ansel Adams, or Year 2 pupils' wire models in the style of Alexander Calder.

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

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

- Teachers and pupils are enthusiastic about the subject and all lessons are characterised by very good relationships and pupils' excellent behaviour.
- Pupils are attentive and keen to experiment and develop their ideas because of teachers' good subject knowledge and use of demonstration, and the interesting array of resources that teachers use to capture their interest.
- Pupils receive useful support and guidance throughout lessons. As they get older, they become skilful in articulately discussing and evaluating the qualities of their own work and that of their peers.
- Regular formal assessment of pupils' work helps to celebrate achievements and identify what they need to do next. Occasionally, teachers do not use this information well enough in lessons to make sure pupils move on at the fastest pace possible.
- Only Year 6 pupils currently use sketch books so not all pupils have extensive opportunities to experiment, practise and refine skills and fully develop ideas.

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

The quality of the curriculum in art, craft and design is good. The wide variety of first-hand experiences that pupils are afforded is outstanding.

- The curriculum provides a rich range of opportunities for pupils to develop their skills and creative abilities in a range of media and materials in both two and three dimensions.
- The school grounds provide a particularly strong impetus for developing pupils' creativity and skills. For example, the school's forest area provides them with a raft of opportunities to observe and respond to the natural environment; from the development of large-scale constructions to using the resident owl as a stimulus in their drawings, and their craft and design work.

- High-quality work with the local 'Creative Partnership' has helped to develop pupils' skills, knowledge and creativity in local traditional craft making and design. In the recent 'Journeys through Time and Space' project, pupils worked with craftworkers and artists to make their own 'proggy' mats, willow-weaving and three-dimensional metal work. They now adorn the school and interesting grounds.
- Pupils say that they enjoy the various opportunities to develop their ideas and sketching skills outdoors and through visits to galleries and museums, such as the Laing Art Gallery and Discovery and Hancock museums. They enjoy photographing or filming their visits to help develop ideas further.

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

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

- Art, craft and design have been purposefully placed at the centre of the curriculum to provide a stimulus in raising achievement in this and other subjects and to develop pupils' confidence and self-esteem.
- The specialist subject coordinator's good skills and knowledge are used well to support other staff and to successfully engender enthusiasm for the subject. Through her provision of training and working alongside teachers when required, teachers have developed their own skills and confidence well.
- The coordinator's monitoring and evaluation of the subject include half-termly reviews with teachers, analysis of assessment data, observations of teaching and scrutiny of planning and pupils' work. Impact is evident in the well-developed curriculum and in pupils' achievements.
- Self-evaluation is accurate and the coordinator has a clear view of the subject's strengths and areas for improvement. For example, she knows that the diverse range of work in art, craft and design portfolios, developed to help teachers assess and moderate pupils' work, would be more valuable if it was also annotated. This weakness is currently being tackled.

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

- ensuring that the regular assessment of pupils' work always informs teachers' lesson planning and delivery
- extending the use of sketchbooks across the school.

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 published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Margaret Farrow**  
**Her Majesty's Inspector**