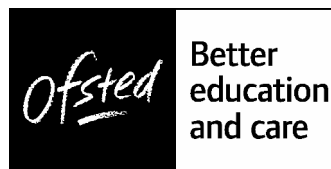


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18 October 2006

Miss J Pitchford  
Headteacher  
Little Sutton C of E (Controlled) Primary School  
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Dear Miss Pitchford

Ofsted Subject Inspection Programme 2006 – art, craft & design

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 11 October 2006 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 should we wish to cite specific aspects of practice we will contact the school first. All school letters will be published on the Ofsted website at the end of each half-term.

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

The overall effectiveness of art, craft and design was judged to be satisfactory.

Achievement and standards

Achievement and standards are satisfactory.

- Children in the Foundation Stage make satisfactory progress in their creative development and work at the level expected for their age. However, their creative development is constrained by over direction from adults and limited opportunities for children to make choices, explore the scope of materials or develop their skills through play.
- In Key Stage 1, the children capably develop ideas from their imagination and from observation or direct experience using a range of media. They readily revisit their work to modify and refine it often using mixed-media to achieve their chosen effect. They work with care and confidently discuss their preferences to each other as they work. This is because the teacher has very

good subject knowledge and confidently allows the children to explore the potential of the materials and media they use.

- In Key Stage 2 the children make satisfactory progress. They work productively often using mixed-media effectively. The children have positive attitudes towards the subject. They readily revisit their work to develop a finished piece over time. They control media particularly well in painting and printing. Sketchbooks are used inconsistently across the school for children to develop a personal collection of techniques and skills.

### Quality of teaching and learning

The quality of teaching and learning is satisfactory overall with some good features.

- Strengths of teaching observed included well planned lessons based on prior learning with good structure and pace. When the teaching is heavily adult directed opportunities are missed for children to investigate the versatility of the media and tools they use to create original art. During lessons the children receive constructive feedback and guidance about their work that helps them to improve it. However, their progress in relation to the national curriculum is not regularly assessed.
- The children use sketchbooks to draft ideas, record techniques and practise drawing but there is inconsistency in how effectively and how regularly they are used across the school.
- Children with learning difficulties and disabilities are well supported in lessons. The teaching assistants skilfully differentiate the activities enabling them to stay on track during lessons and make good progress.

### Quality of curriculum

The quality of the curriculum and other activities is good.

- Good links are made with other subjects particularly in history. The children talk enthusiastically about their history project on the Tudors launched with a study of Holbein that provided them with a vivid memory of Tudor costume. Others develop their understanding of Celtic design through a study of the Romans and Celts.
- The materials that children use in their art, craft and design work are plentiful and of good quality.
- School visits provide opportunities for the children to enjoy drawing and painting on location. The experiences provide motivation and inspiration to produce good quality landscape paintings and develop children's skill in using perspective.
- Through the local authority, the school has developed links with the local arts centre. The curriculum is enriched by visits from artists, craftspeople and designers through the children's involvement in local community projects.
- Visits to local or national galleries to further develop children's knowledge and understanding of artists, craftspeople and designers are infrequent.

## Leadership and management of subject

Subject leadership and management are satisfactory.

- The subject leader has very good subject knowledge. He evaluates the subject well and knows precisely where strengths lie as well as areas for improvement.
- The quality of display is good. Children say they are very proud when their work is exhibited. Throughout the school the artwork on display makes a strong contribution to the quality of the environment.
- Regular checks are made of teachers' planning to ensure that knowledge, skills and understanding are taught systematically. However, feedback and suggestions for improvement are not given.
- There is a lack of regular assessment and use of levels to track the progress made by different pupils in the subject.
- The annual action plan for the subject is linked to standards and based on useful information from monitoring activities. Activities for future development are identified although there is an insufficient emphasis on the difference that they will make to the achievement of the pupils.

## Subject issue

The scheme of work ensures adequate progression of subject skills and understanding of the visual elements. Good quality resources are provided to support it. The recent introduction of cross curricular planning provides more frequent opportunities for art, craft and design activities enabling children to undertake creative activities more regularly.

## Inclusion

The school is inclusive. Children with learning difficulties and disabilities have full access to the curriculum and make good progress. Talented children are identified and a few opportunities are provided for them to extend their skills. The school successfully develops the children's cultural awareness by providing good opportunities for the study of art, craft and designs from different times and places.

Areas for improvement, which we discussed, include:

- improve the balance between teacher direction and pupil investigation in lessons
- develop the use of subject monitoring and evaluation in order to provide teachers with specific feedback about strengths and areas for improvement
- make regular use of assessment and levels to track the progress made by different pupils
- improve consistency in the effective use of sketchbooks.

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

As explained in my previous letter, 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