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Mr R King  
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Dear Mr King

Ofsted 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 12 June 2007 to look at work in art, craft and design.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the quality of assessment in the subject and its impact on pupils' progress.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of contributing institutions, but individual institutions will not be identified in the main text. All feedback 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, discussions with pupils, scrutiny of relevant documentation, analysis of pupils' work, and observation of three lessons.

The overall effectiveness of the subject was judged to be satisfactory.

#### Achievement and standards

Standards in art, craft and design are broadly average and pupil achievement is satisfactory.

- In the Foundation Stage, pupils' skills in creative development on entry are above age-related expectations. Their communication and language skills are developed effectively through creative play. The pupils are able to express their ideas and preferences articulately.

- They make steady progress over time to reach broadly average standards by the end of Key Stage 2. Achievement is satisfactory overall.
- Pupils use sketchbooks satisfactorily to explore and develop observation skills.
- Pupils develop adequate subject knowledge, skills and understanding over time about the work of a range of male and female artists from different times, cultures and countries.
- Good relationships and structured lessons ensure that most pupils make satisfactory progress in lessons. Pupils have good attitudes towards the subject and enjoy it.
- The pupils understand the process of exhibiting artwork through direct experience. They take pride in displaying their work and sharing their achievements with friends and family.

### Quality of teaching and learning

Teaching and learning in art, craft and design are satisfactory.

- Typical strengths of teaching include well chosen activities with high relevance to pupils' lives and well structured lessons with sufficient challenge to sustain their interest and enjoyment.
- The quality of teachers' planning for what pupils will learn is variable in quality and as a result sometimes pupils are not clear enough about what they are expected to learn.
- Teachers take opportunities to develop pupils' art and design skills in the context of other subjects. However, opportunities are sometimes missed for teachers to model and teach pupils how to use subject specific language in evaluating their work to further extend their good general vocabulary.
- The pupils' behaviour is managed satisfactorily but when there is insufficient balance between listening, looking and doing, some pupils become restless and lose interest.

### Quality of the curriculum

The curriculum is satisfactory.

- In the Foundation Stage a wide range of creative activities both inside and outside provide pupils with opportunities to draw upon their imagination and experiences as well as to learn important skills in controlling media.
- 'Art afternoons' are organised termly when the whole school engages in art and design activities adding to pupils' enjoyment.
- Pupils have occasional opportunities to work with artists and they find this stimulating and memorable.
- Information and communication technology is used effectively to project images of art and for research activities.
- Curriculum planning ensures adequate coverage of the National Curriculum programmes of study through the scheme of work. The school's provision for the subject is suitably broad. There is a good

balance between two- and three-dimensional work and pupils work on different scales.

## Leadership and management

Leadership and management are satisfactory.

- The school is committed to breadth in the curriculum. The subject leader ensures that planning achieves adequate coverage of different aspects of the subject.
- Resources are managed efficiently.
- The subject policy is well informed and matches practice in the school.
- The subject leader successfully co-ordinates the subject ensuring that staff have sufficient resources to deliver the curriculum and advising teachers on curriculum matters. However, detailed monitoring and evaluation of the subject leading to strategic planning and targeted professional development is less robust and infrequent.

Subject issue: the quality of assessment and its impact on pupils' progress

- Assessment takes place at the end of each unit of work. These assessments relate directly to the taught units in the school's scheme of work and are linked to National Curriculum levels or age related expectations. The school is rigorous in analysing this information and uses it effectively to ensure that all pupils make sufficient progress. However, this is not yet used effectively to help teachers to plan for future learning.
- Pupils are insufficiently involved in assessing and evaluating their own and each others' work.
- The most able and least able learners are identified through the assessment process but teachers' short term planning does not specify how their needs will be met in lessons.

## Inclusion

The curriculum is inclusive and accessible to pupils of all abilities. Boys and girls enjoy the subject although the girls are inclined to dominate discussion activities. Opportunities are taken to link the art, craft and design curriculum to studies of art from different cultures and times.

Areas for improvement, which we discussed, included:

- strengthening the monitoring and evaluation systems so that the school is clear where its strengths and weaknesses lie
- ensuring in teaching, that pupils know what it is they are expected to learn
- involving pupils more in assessing and evaluating their own and each others' work.

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

As I 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