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Mrs S Winson
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Dear Mrs Winson

Ofsted survey inspection programme – art and design

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 16 October 2007 to look at work in art 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. 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 and learners, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of art and design was judged to be good.

Achievement and standards

Achievement and standards are good.

- Pupils arrive in school with varying and often little prior experience of working with art materials. By Year 2 pupils have used two and three-dimensional materials, developing skills appropriate to age and ability.
- Pupils show good awareness of the work of artists. For example, they are able to share their knowledge about Edvard Munch, and have produced their own versions of "The Scream" showing an understanding about using imagery to express different emotions.
- They use language well to describe and conjecture about the work. All abilities are able to talk confidently about narrative qualities of art and the most able pupils are able to hypothesise about why different visual elements have been chosen.
- Sketchbooks contain evidence of pupils' progression. By Year 4 the vast majority of pupils work confidently in a range of media. Their technical

control continues to develop; in Year 6 their drawing from observation and exploration of line, mark-making, tone and colour is good.

- The development of pupils' creative skills does not always match their technical skills. Insufficient opportunities for pupils to think and act like artists, restricts the development of their independence and creativity.
- Pupils clearly value the subject in a school where enjoyment in learning is a priority. They work well together, use materials with care and respect and behave sensibly. They express pride in their achievements.

Quality of teaching and learning

Teaching and its impact on learning in art and design is good.

- Teachers ensure that pupils gain good basic skills in the subject. The schemes of work are used effectively to achieve coherence in lesson planning and continuity in pupils' learning.
- Satisfactory subject knowledge is evident, supported by good resources which are used effectively to provide stimulating starting points.

Quality of the curriculum

The art and design curriculum is good.

- The school has a well organised approach to coverage of the National Curriculum programmes of study for art and design. Consistent schemes of work across the school ensure that all pupils explore and exploit the properties of different art media.
- Visiting artists are deployed effectively to broaden curriculum provision. The rural location of the school is used to good effect to enhance the range of topics and stimulus used with pupils.
- Pupils' creative development is insufficiently explicit as a component of the current art and design curriculum.
- Over the two key stages pupils gain good experience of exploring art and design from different periods and cultures. This is particularly effective when complemented by work with living artists. For example pupils have worked with an Asian craftswoman to develop their own Rangoli patterns.

Leadership and management

Leadership and management in art and design are good

- Your monitoring of provision is effective and has a positive impact on subject improvement. It supports the co-ordination of the subject by a newly-designated member of staff. This role is being addressed conscientiously through the review of schemes of work, and marshalling ideas and resources with which to support subject development.
- The planning of staff training in the assessment of art and design did not at the time of the visit take sufficient account of national initiatives.

Subject issue: the impact of assessment on the progress and creativity of learners

The impact of assessment on pupils' progress and creativity is satisfactory.

- The school does not currently assess pupils' work against National Curriculum levels, but has plans to develop this. However, feedback by teachers in lessons enables pupils to know what their targets are and how well they have met them. Nevertheless too few objectives or discussion focus on pupils' creative development.

Inclusion

Inclusion is good.

- Teachers and support staff contribute to an inclusive ethos, supported by effective links with parents and good relationships with pupils. The inclusion of less able pupils in art and design activities is addressed successfully through lesson planning and sensitive intervention by staff.

Areas for improvement, which we discussed, included:

- promote the development of creativity and independent learning in and through art and design
- improve assessment in relation to the National Curriculum levels for art and design, supported by staff training.

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

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

Peter Jones
Additional Inspector