

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



31 January 2008

Mr C Mabey
Headteacher
St Edward's Catholic Primary School
Green Street
Upton Park
London
E13 9AX

Dear Mr Mabey

Ofsted survey inspection programme – Art and design

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 23 January 2008 to look at work in art 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 and creativity. 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 pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of five part lessons.

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

Achievement and standards in art and design

Achievement and standards are outstanding.

- The pupils make excellent progress throughout their time at the school. Standards are high and they thoroughly enjoy their learning.
- Skills in exploring materials and processes develop rapidly from the Foundation Stage where children use art and design exceptionally well to think and learn about the world around them.
- Older pupils confidently exploit materials in two and three dimensions when working from imaginative and observational stimulus. They have

an excellent understanding of visual language, for example using line and tone to record what they see or colour to evoke emotion.

- The pupils learn how to sustain and develop their ideas, showing excellent maturity and a willingness to take risks. They engage with complex issues such as recycling and ecology as well as using art and design to think about themselves, their interests and aspirations.
- The pupils gain a strong understanding of the work of other artists and designers. More importantly however they build a genuine awareness of the value of looking at the work of others to support their own practice and the skills of analysis and criticism to do it properly.

Quality of teaching and learning in art and design

Teaching and learning in art and design are outstanding.

- Teaching staff, including teaching assistants, are highly motivated and have excellent subject knowledge. They work hard to develop and share resources and are always looking for ways to improve learning.
- The expectations of each pupil are high and lessons are prepared carefully so that the needs of all are provided for.
- Teachers' modelling and demonstration of processes are a strength.
- Lessons contain varied tasks which sustain pupils' interest very well. Techniques to support pupils with additional learning needs, such as those for whom English is an additional language, are excellent. Many of these, such as visual exemplification or an emphasis on speaking and listening, represent best practice for all pupils.
- Pupils' progress in lessons is monitored carefully. Teachers skilfully intervene where additional support is required but are equally concerned to develop the pupils' capacity to take responsibility for making decisions about their work.

Quality of the curriculum

The curriculum in art and design is outstanding.

- The subject is highly valued, alongside other arts areas, as a key part of a well rounded experience for pupils.
- The curriculum pays appropriate attention to national requirements, giving pupils experience of art, craft and design. It is skilfully adapted to meet their needs and reflect the community served by the school.
- Progression is very well planned. Pupils' skills, knowledge and understanding are developed through the logical introduction of new learning alongside the reinforcement of that which already exists.
- Excellent links are made between art and design and other areas of the curriculum. These are carefully planned and monitored to make them as useful as possible and to record pupils' progress.
- Curriculum enrichment is excellent through work with artists, visits to galleries and after school clubs. More able pupils are well provided for; indeed two pupils recently went on a visit to Paris organised by the local authority during which they completed work of a high standard.

Leadership and management of art and design

The leadership and management of art and design are outstanding.

- The great strengths in pupils' achievement attest to the effectiveness of subject leadership in reviewing and refining provision over time and supporting staff in working as a team to develop their subject teaching. Just as pupils are encouraged to be experimental with their work, so teachers are encouraged to try new approaches.
- Monitoring and evaluation makes reference to comprehensive evidence about the quality of provision. Development planning is outstanding because this evidence is used to identify weaker areas, set goals and measure the progress made. Senior leadership and governors are closely involved in monitoring and supporting the subject.
- Staff development needs are accurately identified and appropriate training provided. Excellent links are made with partners such as artists and local authority personnel to develop the subject further.

Subject issue: the quality of assessment and its impact on students' progress and creativity is judged to be good.

- Assessment is a valuable part of lessons. Teachers' questioning and on-going observations are highly effective in checking pupils' progress and adapting their teaching as necessary. Pupils have many opportunities to assess their own work and that of their peers. These are often very productive but on occasions, teachers do not clarify success criteria well enough to enable pupils to do this properly.
- Assessment information is used exceptionally well by teachers to plan their teaching so the needs of all pupils are met.
- This year the school has introduced a robust system to track pupils' progress and assess their work across the art and design programme of study. This enables underachieving pupils to be identified and extra support given, including through small group teaching. The same information also provides a very useful tool for the staff to monitor overall subject effectiveness and identify areas for improvement.

Inclusion

Inclusion in art and design is outstanding. The staff work well as a team to share what they know about pupils and use it so that learning experiences are equally challenging and valuable for all pupils from the most to the least able. Outcomes are monitored assiduously and curriculum content and approaches to teaching and learning adapted promptly when required.

Areas for improvement, which we discussed, included:

- ensure pupils always understand the criteria for successful work in lessons so they can make decisions about how to improve.

I hope these observations are useful as you continue to develop art 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

Stephen Long
Her Majesty's Inspector