

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)



29 March 2010

Mr S McDonnell  
Headteacher  
Hart Primary School  
Magdalene Drive  
Hart Village  
Hartlepool  
TS27 3AP

Dear Mr McDonnell

Ofsted 2009-10 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 18 March 2010 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 how effectively pupils learn to draw with confidence 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.

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

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

Achievement in art, craft and design

Pupils' achievement in art, craft and design is satisfactory.

- From broadly average starting points in the Early Years Foundation Stage, children make steady gains in their creative development. They thoroughly enjoy designing their own patterns on the computer and some are already very skilled in mixing paints and describing what they need to make secondary colours.
- When they enter Key Stage 1, children have acquired creative skills and subject knowledge at least in line and occasionally above that expected for their age. Evidence from sketchbooks, lesson observations and pupils' art

work shows that boys and girls, including those with special educational needs and/or disabilities continue to make satisfactory progress. Overall, pupils attain broadly average standards by the end of Year 6.

- While some pupils attain well, not all are fully stretched to do their best. This is because, until recently, assessment of pupils' work has been informal and planning does not always take account of pupils' prior ability.
- Pupils' personal attitudes are excellent. They apply themselves enthusiastically to their work. From similar starting points, many pupils develop the confidence to express their own responses to the tasks set.

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

The quality of teaching of art, craft and design is satisfactory overall.

- Very good relationships between teachers and pupils are evident in all lessons. This successfully builds pupils' self-esteem and they talk articulately about their views on artists and their own developing work.
- Teachers are enthusiastic and use a good range of examples to highlight styles and techniques used by the many artists to whom they refer.
- Pupils are taught how to evaluate their own work and that of others. This is helping them to understand how well they are doing and what to do next to improve.
- While formal assessment is just developing, oral feedback, guidance and support from teachers are used regularly throughout lessons. Occasionally, in Key Stage 2, pupils learn effectively through comments in sketchbooks.

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

The quality of the art, craft and design curriculum is satisfactory.

- A strength of the curriculum is the use of information and communication technology to develop pupils' design and creative skills through animation.
- Pupils enjoy their experiences in the subject. The pupils interviewed were proud of their achievements and the development of their creative and practical skills. However, a few said they would welcome more opportunities to visit galleries and work in three dimensions.
- The curriculum is planned effectively and ensures that the National Curriculum requirements are met. While opportunities to work with local artists are limited, the local environment is used well. For example, pupils have opportunities to sketch and work from first-hand experiences in the local village, the Saxon church, the surrounding farm and coastal areas such as the local Historic Marina.

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

Leadership and management of art and design are satisfactory.

- Strengths in the subject and areas that could be improved are identified accurately. This is because art, craft and design planning and classroom activities are monitored regularly.
- To raise achievement further, a clear and straightforward action plan has been developed. Actions are being tackled conscientiously. Assessment processes are developing and pupils' achievements are now recorded diligently, identifying clearly the next steps they need to take to improve.
- The coordinator and staff work well together, sharing resources and ideas for teaching. Opportunities to learn from, or share good practice with professionals or coordinators in other schools are more limited.

Subject issue: the development of pupils' confidence and creativity through drawing is satisfactory

- Children in the Early Years Foundation Stage learn to draw satisfactorily using a range of implements, as seen in observations and in their books. Sound observational skills are developing, as evidenced through drawings of their animals for Noah's ark.
- In Key Stages 1 and 2, pupils are taught to use a range of drawing materials to investigate tonal qualities and express their creativity. Their current work in the style of Clarice Cliff and their work on Henry Moore and Antony Gormely show that drawing is satisfactory in quality and range.
- Sketchbooks are used in Key Stage 2 but not always regularly or effectively enough. In the best examples, pupils successfully develop their ideas, practise skills and comment on their work.

Areas for improvement, which we discussed, include:

- raising achievement in art, craft and design further by:
  - ensuring that subject teaching takes more regular account of assessment information to build more effectively on pupils' individual skills, knowledge and creative development
  - increasing opportunities for pupils to visit galleries and work with contemporary artists, craft workers and designers
  - providing more opportunities for pupils to work in three dimensions
  - enabling pupils to develop ideas, experiment, practise and hone their skills through more consistent and regular use of sketchbooks
- improving leadership and management by developing networks with other professionals, to share good practice and ideas.

I hope 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 sent to your local authority and will be published on the Ofsted website. It will also be available to your next institutional inspection team.

Yours sincerely

Margaret Farrow  
Her Majesty's Inspector