

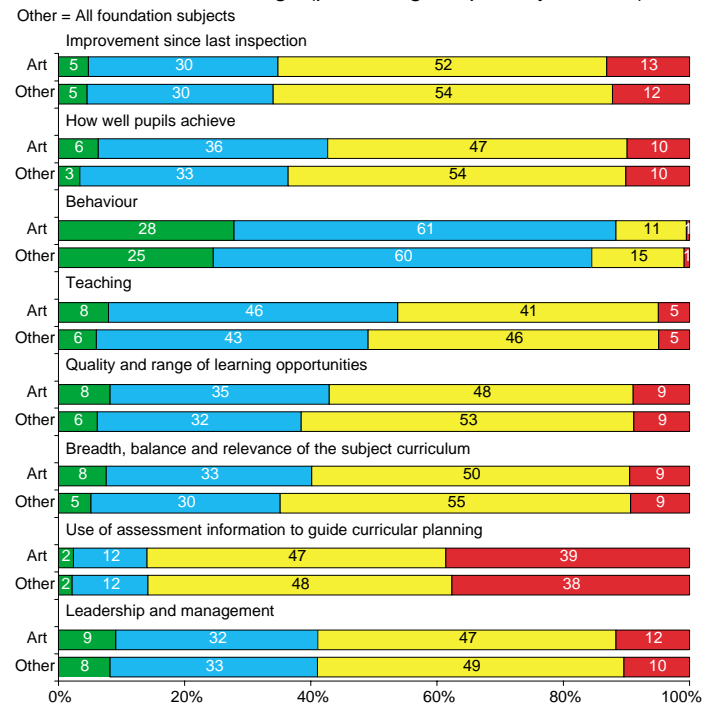


Office for Standards  
in Education

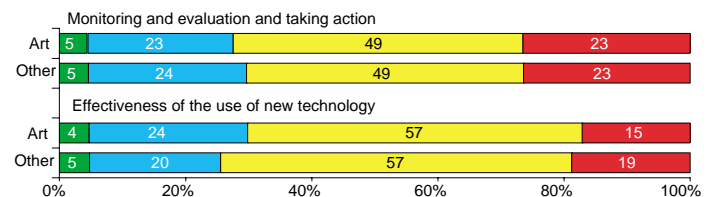
# Art and design at a glance 2002/03

July 2004  
Maintained primary and secondary  
schools in England

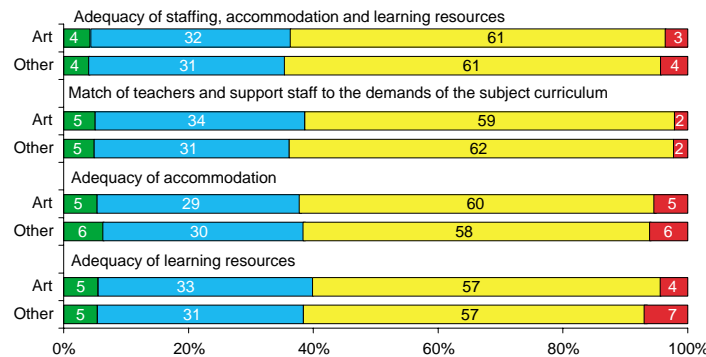
## Overview of art and design (percentage of primary schools)



## Aspects of leadership and management (percentage of primary schools)

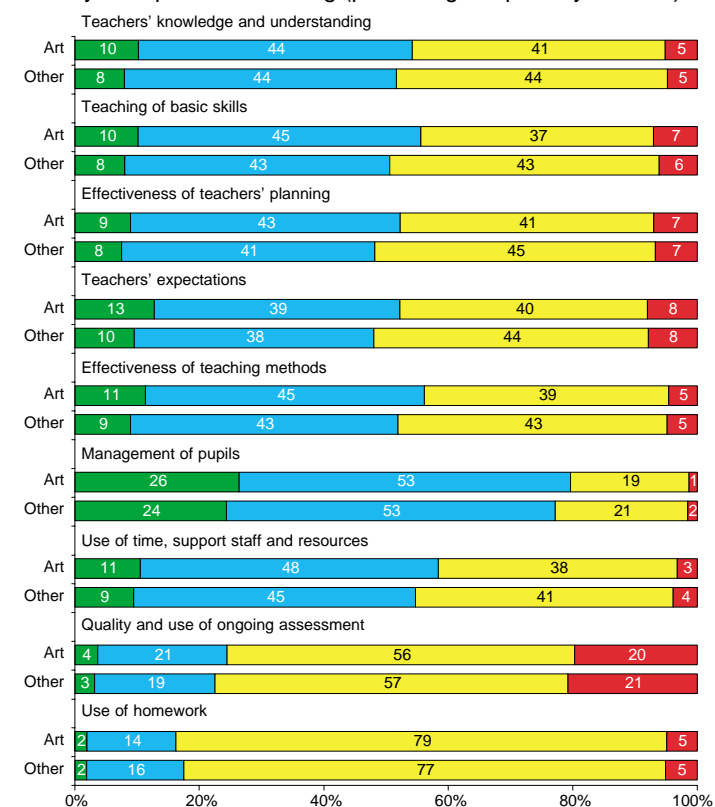


## Staffing, accommodation and resources (percentage of primary schools)

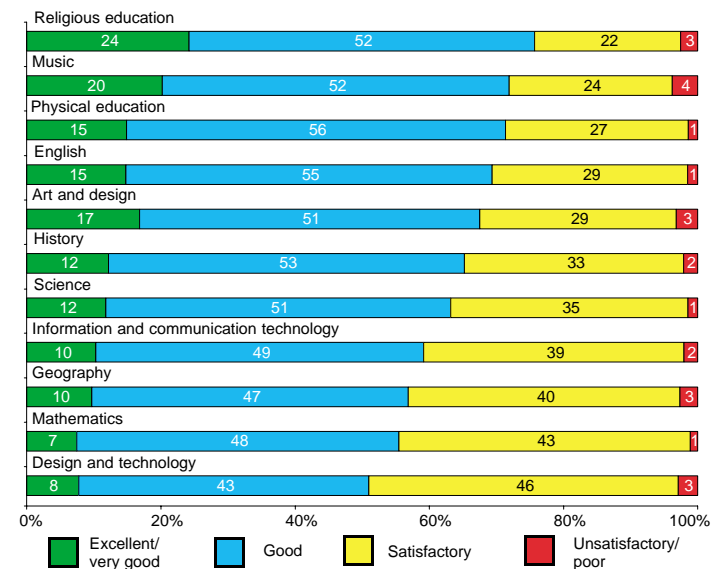


2002/03 inspection data based on full inspections only: not nationally representative  
These figures have been rounded and may not add up to 100%

## Quality of aspects of teaching (percentage of primary schools)



## Contribution of subjects to pupils' personal, social, moral, spiritual and cultural development (percentage of primary schools)

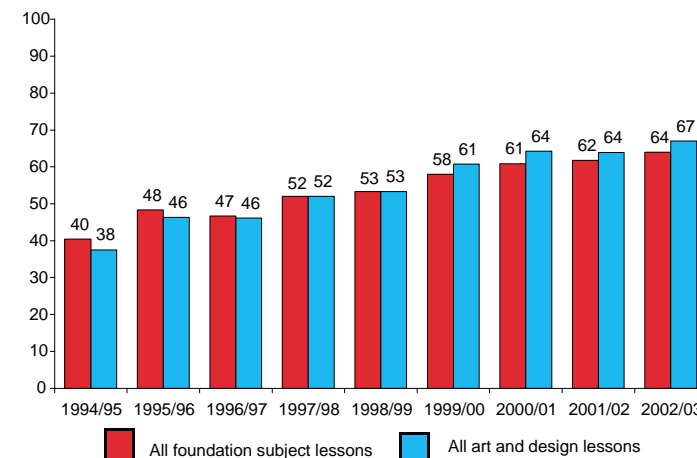


## Main findings for primary schools – 2002/03

- In one third of schools there have been significant improvements in art and design since the previous inspection.
- Pupils' achievement in art and design in relation to their capabilities is at least good in two fifths of schools and unsatisfactory in one in ten schools.
- The quality of teaching is good or better in half of schools.
- While two in five schools achieve good breadth and balance within the art and design curriculum, one in ten schools fails to achieve this.
- The use of information and communication technology (ICT) is good in a quarter of schools and inadequate in almost one in five.
- The leadership and management of art are good in four schools in ten, but are unsatisfactory in one school in eight.
- The quality and use of ongoing assessment are good in around a third of schools and are unsatisfactory in one in five. The use of assessment information to inform planning continues to be unsatisfactory in two out of five schools.

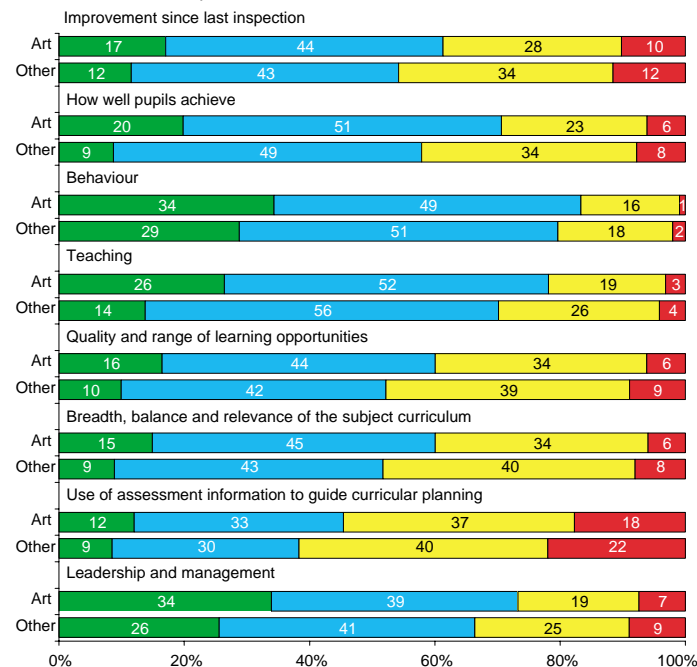
A full version of the 2002/03 report can be found on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)

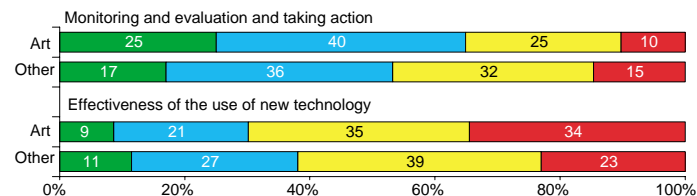


## Overview of art and design (percentage of secondary schools)

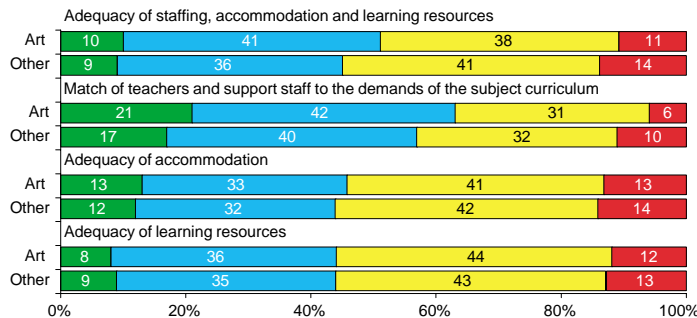
Other = All foundation subjects



## Aspects of leadership and management (percentage of secondary schools)

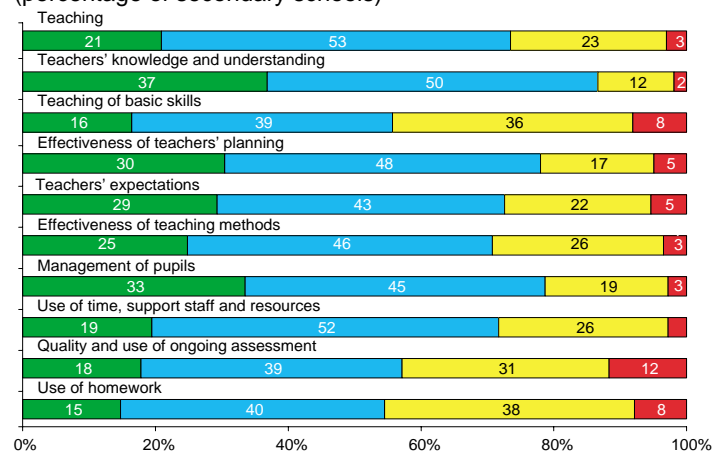


## Staffing, accommodation and resources (percentage of secondary schools)

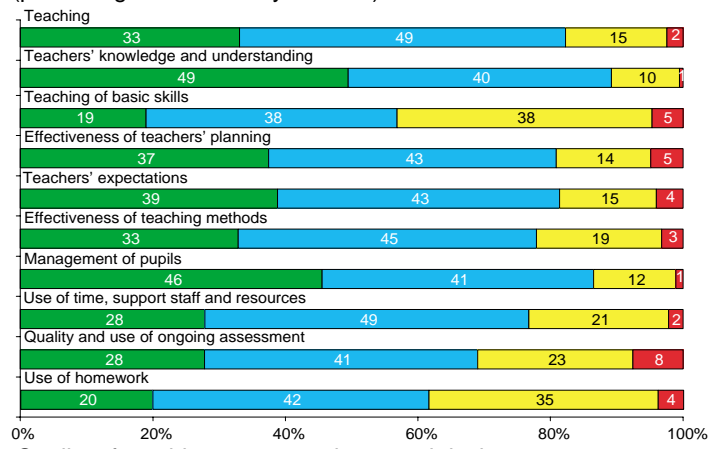


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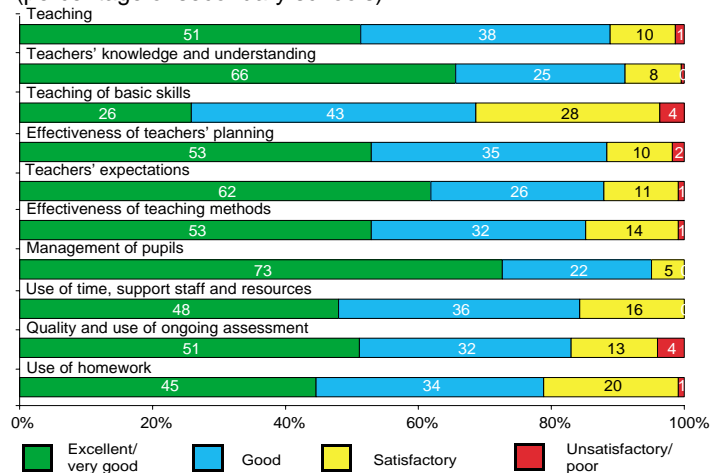
## Quality of teaching at Key Stage 3 in art and design (percentage of secondary schools)



## Quality of teaching at Key Stage 4 in art and design (percentage of secondary schools)

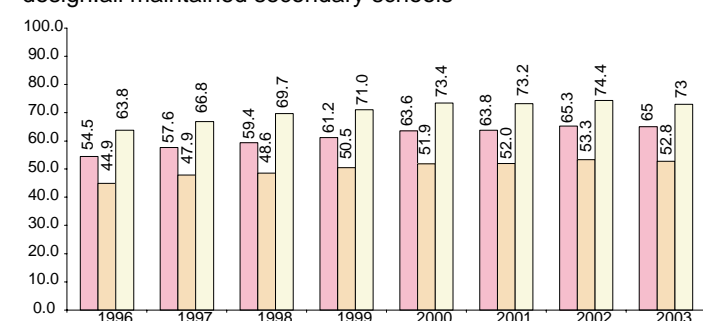


## Quality of teaching at post-16 in art and design (percentage of secondary schools)

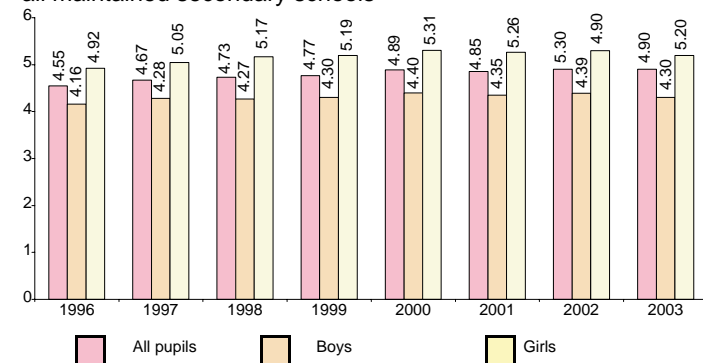


0% 20% 40% 60% 80% 100%  
■ Excellent/very good ■ Good ■ Satisfactory ■ Unsatisfactory/poor

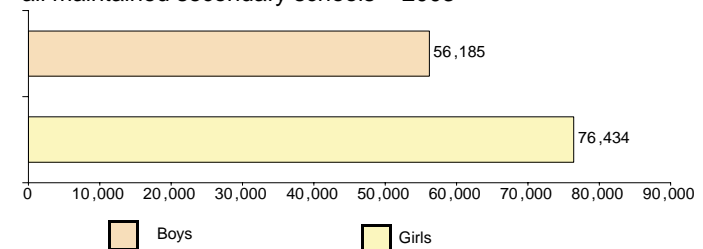
## Percentage of pupils obtaining A\*-C GCSE grades in art and design: all maintained secondary schools



## GCSE average points score in art and design: all maintained secondary schools



## Number of 15 year old pupils entered for GCSE art and design: all maintained secondary schools – 2003



## GCSE results for art and design: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	4.4	13.5	20.5	26.6	14.0	10.0	6.0	2.9	0.6
Boys	2.2	8.0	15.9	26.8	16.7	13.8	9.1	4.7	1.0
Girls	6.0	17.3	23.4	26.3	12.2	7.5	4.0	1.7	0.5

## GCSE results for all subjects: all maintained secondary schools – 2003

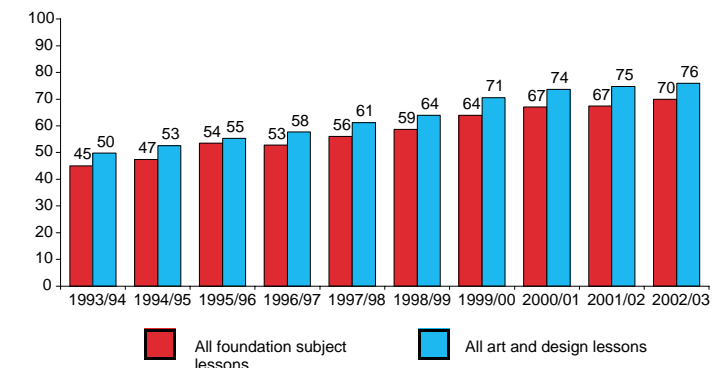
	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

## Main findings for secondary schools – 2002/03

- Nine schools in ten have improved their provision for art and design since the last inspection, the majority making good or very good improvement.
- The achievement of pupils in relation to their capabilities remains good in seven schools in ten. The progress made by gifted and talented pupils is good or better in two thirds of schools.
- In the General Certificate of Secondary Education (GCSE) and Advanced Level (A level) examinations, 65% and 49.2% respectively of the entry gained higher grades. A wide gap remains between the attainment of girls and boys.
- Although the breadth, balance and relevance of the curriculum are good or better in around six schools in ten, opportunities to work in three dimensions are often limited.
- While the overall quality of teaching is good or very good in close to eight schools in ten, there is sometimes insufficient emphasis placed on the teaching of drawing.
- The quality of ongoing assessment remains variable. The majority is good but in one school in eight at Key Stage 3 it is unsatisfactory.
- Leadership in art and design is generally good, but in one school in ten there are inadequacies in the monitoring, evaluation and development of teaching.
- The use of information and communication technology (ICT) in art and design is still inadequate in over half of schools.
- There are weaknesses in accommodation and learning resources in one school in ten. Some schools fail to exploit the potential of museums and galleries.

A full version of the 2002/03 report can be found on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## Quality of teaching in lessons over time (percentage of good or better lessons in secondary schools)



■ All foundation subject lessons ■ All art and design lessons