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Mr S Scott
Headteacher
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Dear Mr Scott

Ofsted 2010–11 survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 20 January 2011 to look at work in ICT.

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 without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of two lessons and short parts of two lessons; and a tour of the school with pupils.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils enter the Early Years Foundation Stage with ICT capabilities that are broadly in line with national expectations. They make good progress throughout the school and by the end of Year 6 leave with standards that are above average, especially in communication and presentation.
- Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, are supported well in lessons and make good progress.
- Pupils with specific learning difficulties have individual laptops to support them throughout the day, in a range of subjects.

- Pupils enjoy using ICT. This is reflected in their support for each other in lessons and in their good behaviour. They are enthusiastic about ICT and display a good awareness of how it supports their learning in a range of subjects.
- By Year 6, pupils have a good understanding of what they need to do to keep themselves safe when using new technologies at school and at home.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teachers are confident users of ICT because of good training and guidance provided through staff meetings and individual support.
- Teachers and teaching assistants support pupils well in lessons.
- Good use is made of end-of-topic assessments so that pupils can assess how well they have achieved.
- However, not all teachers share and recap the learning objective and/or the success criteria for ICT to enable pupils to be involved fully in assessing their progress within each lesson.
- Pupils are not made aware of what they need to do to improve or to move up a level.
- Newly developed assessment procedures, including Assessing Pupils' Progress (APP) material, are supporting teachers well in their planning of work in ICT, and providing links to other subjects, for individuals and groups of pupils.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- The curriculum ensures that all pupils receive their statutory entitlement for ICT. It is planned well, using local authority guidance, and meets the interests of the pupils.
- There is good emphasis on presenting information, communication, data handling and modelling and the emphasis on data-logging and monitoring is appropriate.
- Good links are made between ICT and literacy, numeracy and the foundation subjects.
- Pupils who do not have regular access to ICT at home are able to use school facilities during and after school.

Effectiveness of leadership and management in ICT

Leadership and management in ICT are good.

- ICT is led well. A clear and effective vision for the subject is shared by all staff.

- Self-evaluation is accurate. Staff and governors know the strengths and weaknesses of ICT well.
- Governors fully support the development of the subject and the financial investment involved.
- The Virtual Learning Platform is developing well, to enable teachers, pupils and parents to access work and information at home, as well as at school, to support pupils' learning.
- Staff have received training on keeping pupils, and themselves, safe while using new technologies.
- Technical support is good and ensures that systems are reliable and available when needed.
- The subject coordinator monitors planning and pupils' outcomes well but has had limited opportunity to monitor teaching, as ICT is not a focus in the school's development plan at present.
- The School Association supports additional resourcing of the subject well.

Areas for improvement, which we discussed, include:

- ensuring that the objectives and/or success criteria for a lesson are shared and recapped with pupils, so that they can assess themselves and their peers to set targets for improvement
- developing the use of the newly introduced assessment and tracking procedures, to accurately track pupils' achievement
- developing the role of the subject coordinator in the monitoring of teaching and learning.

I hope that these observations are useful as you continue to develop ICT in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Anthony Green
Additional Inspector