

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



19 October 2010

Mrs C Shannon
Headteacher
Whitecliffe Primary School
Kilton Lane
Carlin How
Saltburn-by-the-Sea
TS13 4AD

Dear Mrs Shannon

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

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 7 October 2010 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; the joint observation of two lessons; and a short visit to the Early Years Foundation Stage.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils' ICT attainment when they enter the Early Years Foundation Stage varies considerably from year to year and from child to child. Overall, it is below national expectations. By the end of Year 6, pupils have made good progress and their ICT attainment is broadly in line with the national average.
- Pupils with special educational needs and/or disabilities are supported well in lessons by well-trained teaching assistants. The work which teachers

ask them to do is challenging, yet achievable, and these pupils make the same good progress as their peers.

- Pupils are aware of what they need to do to keep themselves safe when using new technologies. Their good knowledge and understanding has been enhanced by the good links with the local police and the embedding of e-safety into the everyday safety procedures. There are also ongoing links with the local community to develop parents' and carers' awareness of e-safety.
- Pupils work very safely, and responsibly, when using new technologies. They help and support each other. The working relationships in lessons are good.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teachers and teaching assistants are confident and competent users of ICT. This is because of the good training they have received, which has also enhanced their subject knowledge. Teachers use their good subject knowledge to plan lessons well and ensure that there are a variety of activities for the pupils to complete which challenge and engage them. ICT is embedded into all lessons; it is used well and motivates the pupils.
- Assessment is good. The tracking system enables the staff to monitor pupils' progress between years and during the year. It also allows staff to see the progress which pupils are making. This enables them to plan their lessons to ensure that all pupils, regardless of their academic ability, are able to make good progress.

Quality of the curriculum in ICT

The quality of the ICT curriculum is satisfactory.

- The curriculum provided ensures that all the pupils receive their statutory entitlement to the ICT National Curriculum. The curriculum is enhanced through links with, among others, the city learning centre and the local police.
- There is an emphasis in the curriculum on presenting information and communicating, and the curriculum for this aspect is good. Other aspects of the ICT National Curriculum are not as well developed. The leaders and managers of ICT have recognised this and plans are in place to make sure that the curriculum provided in the future is more balanced.

Leadership and management of ICT

The leadership and management of ICT are good.

- The vision for the use of ICT is clear. It is there to enable the pupils to live in the 21st century and experience the world in the classroom. The way teachers and teaching assistants use ICT means that this is done very effectively. Links with schools in France and India support the pupils' knowledge and understanding of these countries, enhanced by the electronic communication with them.
- The leaders and managers of ICT are fully aware of the strengths and weaknesses of the subject. Well-thought through action plans are in place and these have had a positive impact on the pupils' achievement. The action plans are regularly reviewed, evaluated and adapted. The monitoring of ICT, including through lesson observations, is good.
- Animation projects, run in conjunction with a local university and the community, are enhancing links with parents and carers.

Areas for improvement, which we discussed, include:

- ensuring that the well-thought through action plans continue to be implemented and their impact on pupils' outcomes remains positive.

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

Tanya Harber Stuart
Her Majesty's Inspector