

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mrs S Cox  
Headteacher  
St. John's Catholic Primary School  
Blackbridge Lane  
Horsham  
West Sussex  
RH12 1RR

Dear Mrs Cox

Ofsted survey inspection programme of primary schools 2007/8  
Information and Communication Technology (ICT)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 3 October 2007 to look at work in ICT.

As outlined in my initial letter, as well as looking at key areas of ICT, the visit had a particular focus on the impact of ICT on whole-school improvement.

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 you, your subject manager, Year 2 and Year 6 pupils, your 'Little Technicians', scrutiny of relevant documentation, analysis of pupils' work and observation of Year 2 and Year 6 lessons in the computer suite.

The overall effectiveness of ICT was judged to be good.

Achievement and standards

Standards and achievement in ICT are good. The contribution to pupils' personal development and well-being is outstanding

- Pupils enter school with standards in line with expectations. By Year 6, standards are above expectations. Pupils' achievement is good. The Section 5 inspection of 2006 noted a "legacy of underachievement" in ICT. This has been addressed well.
- Throughout the school, pupils have good basic skills. They use ICT with confidence.
- Pupils enjoy using computers, interactive whiteboards, digital cameras and digital video recorders. They are not afraid to experiment should

things go wrong and they support each other well to overcome problems.

- A real strength of pupils' personal development are the 'Little technicians', a group of gifted and talented pupils from Years 4 to Years 6 who support pupils, teachers, teaching assistants and supply teachers in ICT. They are conscientious and take their responsibilities very seriously.
- Pupils have an excellent understanding of the need to work safely and appropriately when using the internet.
- ICT has a good impact on raising standards in other subjects. Good examples were observed of ICT supporting English, mathematics, science, art and religious education.

### Quality of teaching and learning

The quality of teaching and learning is good.

- The May 2006 inspection judged the teaching of ICT to be unsatisfactory. This has improved significantly.
- Teaching of ICT is good, which results in good achievement.
- Pupils are very well managed and consequently work very well together, in a calm and purposeful atmosphere.
- The subject knowledge of teachers and support staff is good.
- Very good use is made of interactive whiteboards to add impact and interest to lessons. Pupils confidently use the interactive whiteboard.
- Assessment is satisfactory. Teachers are tracking pupils' progress and are beginning to set targets. However, not all pupils are aware of their targets or their next steps for improvement. The school recognises that this is an area for development.

### Quality of the curriculum

The quality of the ICT curriculum is good.

- The programmes of study are being taught well and there are good links between subjects through the developing 'creative curriculum'.
- Provision for pupils with learning difficulties and disabilities is good and so they make good progress in ICT.
- The use of gifted and talented pupils in Years 4 to Years 6 as 'Little technicians' is excellent as it enables them to further develop their ICT capability.
- The subject is well resourced. All classes have interactive whiteboards a digital camera and access to laptop computers. The computer suite is well equipped and spacious. It is used for group and whole class lessons and is ensuring good progression in pupils' skills, knowledge and understanding.
- Digital recorders are used well to support a number of subjects and make positive contribution to the development of pupils' speaking, listening and creative skills.

## Leadership and management of the subject

Leadership and management of ICT are good

- Leadership and management of ICT are good and this has resulted in a rapid improvement in ICT provision and standards achieved.
- The ICT leader has made a significant impact and has moved the subject forward at a fast pace.
- A part time technician gives excellent technical and training support for the subject.
- Governors are well informed and support the subject well.
- There is a good action plan, with clear and measurable success criteria.
- A portfolio of work is being developed, with examples from every lesson or topic taught in each year group. This is providing helpful information on the strengths and weaknesses in the ICT curriculum, and will be a helpful moderation tool.
- The policy for safe use of the internet is known by parents and pupils, who are also required to sign an internet use agreement.

Subject issue - the impact of ICT on whole-school improvement

The impact of ICT on whole school improvement is good.

- The development of the ICT skills of staff has been given a high priority and is having a positive impact on the quality of teaching and learning.
- The policy of replacing a variety of interactive whiteboards with a standard system in each class enables teachers and pupils to share ideas and resources and contributes well to pupils' progress.

## Inclusion

- Good use is made of ICT to support pupils with learning difficulties and disabilities.
- Provision for gifted and talented pupils is outstanding.
- Pupils support each another well in lessons.
- Planning for different groups of pupils is good. However, able pupils are not always challenged as well as those who are identified as gifted and talented.
- Assessment data is at an early stage but good systems are now in place to support tracking and planning for individual needs. However, not all pupils have a clear understanding of their targets for improvement.

Areas for improvement, which we discussed, included to:

- use assessment to track pupils' progress, to support planning for individual needs and to make pupils aware of their targets for improvement
- develop planned opportunities to challenge pupils who are able though not identified as gifted and talented
- continue to embed ICT into the creative curriculum.

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

Anthony Green  
Additional Inspector