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01 March 2008

Mrs P Tate  
Headteacher  
Pilling St John's Church of England Voluntary Aided Primary School  
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Dear Mrs Tate

Ofsted survey inspection programme – ICT

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 27 February 2008 to look at work in information and communication technology (ICT).

As outlined in my initial letter, as well as looking at key areas of the subject, 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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of ICT was judged to be good.

Achievement and standards in ICT

Overall standards and achievement are good.

- Children start school in the Foundation Stage with skills that are typical for their age. They make consistently good progress and achieve above average standards by the end of Year 6. This is because regular, well taught lessons make sure that pupils develop skills which they use effectively across the curriculum.
- Pupils have a good knowledge of using ICT to enhance and extend their learning: at Key Stage 1, for example, developing skills in word

processing to create a diary and in using drawing programs to illustrate their work. At Key Stage 2 pupils' make creative use of ICT, for instance, to create slide presentations illustrating their work in history and software to compose musical accompaniments to songs they have written.

- A strength is the school's Internet provision to enable pupils in each key stage to research information about their current topics either at home or in school.
- Pupils are enthusiastic and confident. They are eager to talk about their work and work very well together in lessons and over time develop well as independent ICT users.

### Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- Teaching of ICT skills is rigorous. This consistent approach ensures pupils make good progress and that lessons meet their needs by building on previous work. It is a strong foundation for their class teachers to provide opportunities for pupils to apply their ICT skills to enhance learning in other subjects.
- Teachers are confident using ICT routinely in lessons: for example, using computer whiteboards in literacy lessons and giving pupils the opportunity to research and consolidate learning independently using well chosen software or internet sites.
- Pupils receive regular feedback about their work through a new system of self-assessment by evaluating their progress with the specialist teacher. This identifies clearly what they do well and what to do to improve their learning. However, its newness means its impact on teachers' planning and setting pupils targets is limited.

### Quality of the curriculum for ICT

The quality of the curriculum is good.

- Pupils have regular lessons to develop skills taught by a specialist ICT teacher and frequent opportunities to work individually or as a class in the school's computer suite.
- A carefully planned programme rooted in the government's recommended scheme of work makes sure that pupils have a good grounding to develop skills and understanding to use ICT to research, analyse and present information in text, data and pictures. Teachers make opportunities in lessons for pupils to apply these skills but this has yet to become fully integrated and monitored for its effectiveness.

### Leadership and management of ICT

Leadership and management are good.

- You and your specialist ICT teacher have a clear vision to use ICT to enrich the curriculum and raise standards. In this you are very

successful and the impact is seen in pupils' high standards and positive impact on learning.

- You provide very good leadership that is sensitive to the needs of pupils and staff alike. This is securely driving forward pupils' achievement and curriculum development. It brings innovation, such as an ICT/science project with a scientist in residence who will work with pupils to make a school weather station and log climate change.

### Impact of ICT on Whole School Improvement

There is a good impact of ICT on whole school improvement.

- The high profile of ICT makes a positive contribution to pupils' achievement, motivation and way of learning. This is because it enhances their access to find information that is not available in other forms and to present work to high standards and explore learning beyond the school.
- Regular lessons, good access to computers and planned internet use encourage pupils to become confident and independent ICT users. Linked to well-planned support and staff training it means that the school is moving forward strongly on its journey to embed ICT fully into all aspects of its work.

### Inclusion

- Inclusion is good. All pupils including those with learning difficulties and disabilities can take a full part in lessons. Access to ICT in classroom and suite is good. The support for individual pupils by the specialist teacher, in addition to class based help is very good. The carefully planned curriculum appeals equally to boys and girls and is enhanced by resources to enable them to use ICT at home and school.

Areas for improvement, which we discussed, included:

- the development of the self-assessment system to make sure that it is used by teachers to set pupils learning targets in ICT
- strengthening the monitoring and planning of cross-curricular ICT so that its impact on teaching and learning secure.

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

Michael Haynes  
Additional Inspector