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02 October 2008

Mrs Walker
Headteacher
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Dear Mrs Walker

Ofsted survey inspection programme – Information and
Communication Technology (ICT)

Thank you for your hospitality and co-operation, and that of your staff, during
my visit on 18 September 2008 to look at work in 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 quality of assessment.

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

Standards are average. Achievement is good.

- Children enter the Foundation Stage with a wide range of ICT ability. Some children are able to use ICT, such as a mouse and digital cameras with confidence and others are not. The children are below average ability in literacy, language and communication when they enter the school.
- By the end of the Foundation Stage children can confidently use ICT. They are able to decide when and why to use ICT such as tape recorders, digital cameras and telephones.

- By the end of Year 6 pupils reach standards in ICT which are in line with the national average. The standards reached in certain aspects such as presenting information are above average. This means, given their starting points, that they make good progress in ICT. This achievement is enhanced by the pro-active approach taken by individual members of staff towards the use of ICT.
- Pupils with learning difficulties and/or disabilities make good progress.
- Children and pupils behave well when they are using ICT. They are prepared to work with each other, take turns and support each other in their learning.
- Pupils know what they need to do to stay safe when they are using ICT. They are aware of the dangers of using new technology and have used this knowledge to protect themselves when using the internet.

Quality of teaching and learning of ICT

Teaching and learning are good.

- Members of staff have good subject knowledge. Demonstrations in lessons are clear and effective ensuring that pupils fully understand the work and are able to work independently.
- Lessons are well planned. The tasks and activities planned are varied and meet the needs and interests of most of the pupils.
- Pupils confidently and enthusiastically use the computers to complete their work.
- Members of staff use the interactive whiteboards to good effect. For example in one lesson the interactive white board was used to develop the pupils' understanding of the advantages and disadvantages of talking books.

Quality of the curriculum for ICT

The curriculum is good.

- You provide a curriculum which enables all pupils to access all aspects of the statutory programmes of study.
- The curriculum is enhanced by your links with local secondary schools. These links mean that members of staff from the secondary schools work with your teachers to develop their knowledge and understanding of some aspects of the National Curriculum for example control technology and data handling. Teachers from the local secondary school also teach some ICT aspects to your Year 6 pupils.
- ICT is also used to enhance learning in other subjects. This is particularly effective in literacy and mathematics.
- You further enhance the curriculum with your links to the local paper. The pupils participate each year in producing two pages for the local paper. They have to conduct the interviews, take the pictures and produce the reports. This greatly enhances the confidence of the pupils and enables them to see how ICT is used outside the school environment.

Leadership and management of ICT

Leadership and management are satisfactory.

- You have a well thought through development plan which has clear priorities linked to outcomes for pupils. However the outcomes are not specifically related to improving levels of achievement.
- You are aware of the strengths and weaknesses of ICT in your school. You are determined that ICT will enhance the independent learning skills of the pupils and that they will see ICT as an integral part of their lives.
- The quality of teaching and learning of ICT is monitored, but the monitoring is not used to improve the teaching and learning of ICT. The use of assessment is not monitored.
- You are aware of the need to develop pupils' knowledge and understanding of this and do it through lessons, home-school agreements and informative posters.

Use of Assessment

The use of assessment is inadequate.

- The pupils' ICT work is assessed but the assessment does not relate to the national curriculum levels. The work is assessed based on the skills the pupils demonstrate they can do.
- Pupils do not know what level they are at in ICT and they do not have target levels. Although some of the pupils know how to improve their work often the improvements were not specific enough to enable them to make better progress.

Areas for improvement, which we discussed, included:

- developing the use of assessment so that pupils know what they are aiming to achieve and how they might improve their work
- improving the monitoring of ICT and ensuring that the monitoring leads to improved teaching and learning, and improved outcomes for pupils.

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

Tanya Harber Stuart
Her Majesty's Inspector