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Ms Wray
Headteacher
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Dear Ms Wray

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 30 January 2009 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 four part lessons.

The overall effectiveness of ICT was judged to be satisfactory.

Achievement and standards in ICT

Achievement is satisfactory. Standards are below average.

- Pupils enter the Early Years Foundation Stage (EYFS) with a wide range of standards. Most of the pupils have standards which are below the national average.
- Pupils make satisfactory progress during their time at the school with standards remaining below average at the end of Year 6.
- However, in the recent past, the progress pupils make has improved. Since the introduction of the new scheme of work and associated training for all staff the progress pupils make has increased and in the EYFS they are now making good progress.

- In the EYFS pupils are able to use a variety of new technologies. These include digital cameras, interactive whiteboards and sound recorders. The pupils confidently use the resources.
- Pupils were well behaved when they used new technologies. In the EYFS pupils worked collaboratively to develop their skills, they took turns to use the interactive whiteboard and the sound recorders. All the pupils spoken to said they were motivated when they used ICT. Year 2 pupils were very enthusiastic about the work they had completed on controlling devices using computers.
- Pupils who were spoken to were fully aware of how to keep themselves safe when using new technologies. Their knowledge and understanding of this is supported through work done in lessons. You also ensure that pupils stay safe with a comprehensive, yet flexible, internet filtering system.
- The pupils with learning difficulties and/or disabilities are supported well in classrooms. The work planned is appropriately adapted to their needs for them and they make the same satisfactory progress as their peers.

Quality of teaching and learning of ICT

Teaching and learning are good.

- In all lessons seen the use of new technologies supported the learning of the pupils. However in a few lessons opportunities were missed to use new technologies to reinforce the pupils' learning. This meant, in a small number of lessons that the progress pupils made was satisfactory rather than good.
- In all lessons there was a good working relationship between the members of staff and the pupils.
- Pupils are able to confidently use a variety of resources in their lessons including voting pads to test their understanding of spelling, interactive white boards, video cameras and robots. The use of these new technologies enhanced the pupils' learning.
- In all lessons the use of new technologies motivated the pupils. This meant that they were attentive. They were also prepared to listen to each other and the members of staff.
- Members of staff are confident users of new technologies. Some are involved, through the Advanced Skills Teacher route, with the Local Authority, to develop ICT in your school and other schools.
- Pupils use ICT to produce good quality films of the presentations they have made to the school to demonstrate what they have learnt. The use of video in 'golden time' allowed the pupils to review their learning and how they could make their work better. Some pupils are involved in creating animation projects, producing excellent short films with self-written scripts and home-produced characters.

Quality of the curriculum for ICT

The curriculum is good.

- All aspects of the statutory ICT National Curriculum are comprehensively covered.
- The planning of work ensures that all the pupils are able to make progress in terms of their ICT capability. The planning includes work related to the needs and interests of the pupils.
- The use of ICT across the school is planned and ensures that the use of ICT is embedded into all subjects. This supports the pupils' learning.
- ICT is also used to develop the pupils' creative ability. This is particularly so in 'golden time' when pupils are able to use the computers to create their own music. When spoken to they were confidently able to discuss what they had done and why they had done it.

Leadership and management of ICT

Leadership and management are good.

- You have a clear vision for ICT and the development of ICT has been a high priority for the school. You now want to use ICT to enable the pupils to experience the world. You also want the pupils to use ICT at home. The pupils understand this vision, particularly Year 6, and they are becoming more frequent users of the schools' learning platform. With this vision in mind you are working with parents to ensure that pupils have access to ICT in their homes. This has involved parents and their children in joint training sessions.
- You have introduced an electronic registration system to monitor attendance more effectively.
- ICT provision has increased considerably in the recent past. As the provision has improved you have provided a comprehensive training programme for all staff. This has improved their confidence and ability to use ICT. All members of staff have performance management targets linked to ICT. These targets are also linked to the school improvement plan.
- The ICT co-ordinator interviews pupils to ascertain their views on ICT. These interviews generate areas for development. However the areas for development are not specifically highlighted in the ICT development plan. The plan is more a list of tasks and does not link specifically to improved outcomes for pupils. However the impact of strategies to tackle the areas for development can be seen in lessons.

Use of Assessment

The use of assessment is satisfactory.

- The scheme of work used includes comprehensive assessment sheets. These sheets are linked to the ICT National Curriculum levels and what the pupils should be completing in the year they are in, the year above and the year below.
- The assessment sheets are used by all members of staff. They have been in place for two years. The sheets clearly show the progress each child and pupil is making and what their target level is.

- Work is assessed regularly. This work is internally moderated to make sure that it is accurately assessed.
- However the pupils are unsure of what level they are at in ICT.
- Although the pupils receive feedback about their ICT work, which they appreciate, they do not receive feedback about what they specifically need to do to improve their work and reach their target.

Areas for improvement, which we discussed, included:

- raising standards in ICT so that all pupils make good progress
- ensuring that the ICT development plan is linked specifically to the areas for improvement and also to improving outcomes for pupils
- ensuring that pupils are aware of what level they are working at in ICT and what they need to do to improve their work to reach the next level.

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.

Ofsted gathers information on the immediate and longer-term impact of survey inspections, both on the institutions themselves, and with a view to improving its own processes. To this end, I should be grateful if you would complete the attached questionnaire and return it within the next ten days. We have also just sent a copy of the questionnaire by email. Please return your completed questionnaire to either the email or postal address on the form, not to me. We may also contact some schools by telephone after several months in order for us to gain a picture of longer-term impact. Thank you in advance for your assistance.

Yours sincerely

Tanya Harber Stuart
Her Majesty's Inspector