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Mr Rowe  
Headteacher  
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Dear Mr Rowe

Ofsted survey inspection programme – Design and Technology

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 24 March 2009 to look at work in Design and Technology (D&T).

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 learners, scrutiny of relevant documentation, analysis of pupils' work and observation of D&T work in lessons.

The overall effectiveness of D&T was judged to be good.

Achievement and standards

Achievement and standards in D&T are good.

- Many pupils start in Year 3 with standards that are in line with those expected for their age, and sometimes higher. For example, models of famous buildings and landmarks are designed and made with precision and an eye for detail and scale. Pupils achieve well and standards are above those normally found as they move through the school. Achievement is good across a range of practical activities which include the use of systems and control components such as pulleys, gears, and switches for instance when designing and making lamps in Year 4 and fairground rides in Year 6.
- All groups of pupils including those with learning difficulties and/or disabilities make equally good progress. The school has a unit for the hearing impaired and very good individual support ensures the pupils

make the progress they should in D&T. Pupils' enjoyment and interest in the subject is evident in discussion. They see much value in learning to develop their D&T capability and skills.

### Quality of teaching and learning of D&T

The quality of teaching and learning is good.

- Staff work well together as a team to move learning in D&T forward. Teacher's subject knowledge is good and commands pupils respect. The teaching of design is creative and practical activities are well managed to make best use of the available time.
- Resources are effectively matched to design projects, for example when designing and making clocks in Year 5. Teachers have the confidence and class control to give pupils the freedom they need to develop creative thinking and innovative ideas. The school is aware assessment practice and better use of data to accelerate pupils progress is an area to develop.

### Quality of the D&T curriculum

The quality of the curriculum is good.

- D&T programmes successfully cover national curriculum requirements. Qualification and Curriculum Authority (QCA) units are integrated into project work, for example designing and making honey bread in Year 4 as part of a topic on ancient Egypt. The needs and interests of pupils are well met through good application of subject knowledge, for instance in Year 6 when explaining how forces and gravity work on a fairground ride. The school is aware of areas where improvements can be made and is exploring linking experiences using food in topic work with D&T activities.

### Leadership and management of D&T

Leadership and management of the subject are good.

- The purpose of D&T is clearly understood and leaders value D&T. The school has maintained the momentum to deliver creative subjects for some time. Strengths and areas for development are well known and the subject is moving forward at a time when the school has other important priorities.

### The extent to which inequality and stereotyping are tackled in D&T

- Pupils with learning difficulties and/or disabilities are fully supported and make similar progress to other groups of pupils. There is no evidence of any gaps between girls and boys performance.

Areas for improvement, which we discussed, included:

- assessment practice and using data about individual's performance to accelerate their progress
- linking experiences using food in topic work with D&T activities.

I hope these observations are useful as you continue to develop D&T in the school.

As explained in the previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Paul Hancock  
Her Majesty's Inspector