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Mrs B Frampton
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Dear Mrs Frampton

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 29 June 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 yourself and your ICT subject leader, brief observations of the Early Years Foundation Stage and a Year 1 lesson in the Key Stage 1 suite, observations of a Year 2 and Year 5 lesson in classrooms, observation of a Year 6 lesson in the main suite, discussion with Year 1 and Year 2 pupils and Year 5 and Year 6 pupils, scrutiny of relevant documentation and analysis of pupils' work.

The overall effectiveness of ICT was judged to be good. However, elements of outstanding practice were also observed.

Achievement and standards in ICT

Standards in ICT are above the national average by the end of Key Stage 1 and Key Stage 2. Achievement is good.

- Children enter school with ICT skills and capabilities that are generally below national expectations in knowledge and understanding of the world, including ICT. By the end of the Early Years Foundation Stage they have made good progress and are well-prepared to access the National Curriculum for ICT. Children confidently use a keyboard and mouse, the interactive whiteboard, program floor robots, use electronic

globes, electronic books and telephones. The role play areas provide good support for pupils' understanding of how ICT is used in the wider world. For example, pupils in the space-rocket were observed using a key board as part of the rocket's control system and pupils in the ice-cream shop were observed using a till.

- Through Key Stage 1 and Key Stage 2 pupils continue to make good progress. By the end of Key Stage 2 standards are above national averages, but are rising rapidly because of the impact of the good, and at times outstanding, teaching which is now occurring throughout the school.
- Pupils with learning difficulties and/or disabilities and gifted and talented pupils make good progress.
- Pupils who speak English as an additional language make the same good progress as other groups of pupils.
- The use of ICT makes an outstanding contribution to pupils' personal development and enjoyment. Pupils work extremely well together and are happy to help their peers if they are in difficulty. Pupils are very proud of their achievements in ICT and when using the Virtual Learning Environment (VLE). They confidently discuss their work with each other, adults and visitors.
- Throughout the school, pupils have a good understanding of the need to work safely when accessing the internet. Key Stage 1 pupils understand that their teacher will only allow them to use 'safe sites' and that they must not talk to strangers online, respond to unknown texts or use internet linked phones to make or receive inappropriate calls. By Year 6 pupils have an excellent understanding of the dangers of divulging their name and address over the internet and of the dangers of inappropriate use of social networking sites and of sending or receiving inappropriate text messages.
- ICT is having a very good impact on raising standards in many subjects. Very good examples were observed of the planned use of ICT to support literacy, guided reading, speaking and listening, mathematics, music, Religious Education, modern languages and art.

Quality of teaching and learning of ICT

The quality of teaching and learning is good.

- Teachers' subject knowledge is good and, at times, outstanding.
- Lessons are well planned and very well resourced, using a wide range of ICT equipment on a regular basis. Pupils are being encouraged to select the appropriate program and/or hardware for the task.
- Teachers confidently use interactive whiteboards, which add impact to lessons and to pupils' interest and motivation. Throughout the school, pupils also use interactive whiteboards with confidence. Pupils in the Early Years Foundation Stage were observed dragging and dropping pictures of farm animals into a farm setting, to support counting to 10.
- Pupils are very motivated by the planned activities and consequently behaviour in lessons is outstanding. Excellent examples were observed of pupils working independently and also supporting each other appropriately. Pupils are not afraid to take risks and to learn from their

errors. In Key Stage 2, pupils were observed supporting and teaching each other how to use a music and sampling program.

- Well informed teaching assistants give good support for group and individual activities, both in the classroom and in the main ICT suite and the smaller Key Stage 1 suite.
- Outstanding examples were observed of teachers sharing the success criteria for the lesson and encouraging pupils to self-assess against the criteria and the objectives of the lesson, in order to set themselves targets for the next stage of the lesson.

Quality of the curriculum for ICT

The quality of the ICT curriculum is outstanding.

- The programme of study is taught and planned for very well. Very good links are made between other subjects of the National Curriculum, which makes learning relevant and enjoyable for pupils.
- Excellent use of outside agencies also supports the curriculum very well. For example, the visit of a digital artist encouraged pupils to use handheld global positioning systems (GPS) to support art work based on the local environment.
- By Year 6, ICT is used very well to enable pupils to develop their independent learning and creative thinking skills.
- The introduction of the VLE enables pupils to access work from home and for teachers to closely monitor coverage of pupils' work in school and at home. Pupils talk with enthusiasm about the VLE and use it with increasing confidence.
- Despite the disruption caused by the current major, long term, building work, resources for the subject remain very well organised and readily available for pupils to use.
- Pupils identified as gifted and talented have the opportunity to attend regular ICT lessons at a local secondary school.
- The ICT club provides extra support for pupils with a specific interest or talent in the subject and for those who do not have access to computers at home to complete homework.
- You recognise the need to further increase the opportunities for pupils who do not have access to a computer and/or the internet at home or who wish to use computers more often in school. From September, the ICT suite will be open to pupils throughout lunchtime and after school.

Leadership and management of ICT

Leadership and management of ICT are outstanding.

- You, your senior management team, and the governing body support the development of ICT extremely well and have ensured that there is a shared vision for the school.
- Your ICT subject leader provides outstanding leadership. He has made significant impact on the development of the subject, which is seeing standards rise rapidly throughout the school. He has the opportunity, two days a week, to work alongside teachers and teaching assistants

from the Early Years Foundation Stage to Year 6 to support teaching and learning and to model lessons.

- Your ICT subject leader also formally monitors and observes lessons on a regular basis. Individual written and oral feedback, related to the strengths and areas for development in the teaching of ICT, is given to teachers. This gives good support for the development of the ICT and is improving teachers' skills and knowledge.
- Your ICT subject leader has been a driving force for the introduction and ongoing development of the VLE. It has been received very positively by staff, pupils and the large number of parents who attended a demonstration of the VLE in school. Key Stage 2 pupils confirm that they find the site very helpful and informative.
- You are aware, as shown in your ICT development plan, that staff require further guidance on how to use the VLE to achieve its full potential. However, regular staff meetings ensure that staff are receiving training and up-to-date information on the development of the VLE.
- Through a weekly secondment, your ICT subject leader is providing support for other schools within the authority who are also introducing VLE.
- Very good support is given by your ICT technician, and you are extending his time from September 2009 in order to support lunchtime and after school use of the main suite.
- The policy of 'best value' is adhered to well. New equipment is bought on the basis of value for money.
- Parents and pupils are well-informed about the safe use of the internet.
- The policy for safe and appropriate use of ICT, by staff and pupils, is comprehensive and forms part of a much wider policy on safety and care in school. Staff sign an agreement for the appropriate use of ICT within the school.

Use of Assessment

The use of assessment is good.

- By Year 6, pupils have a good understanding of what they need to do day-to-day to improve their work. Excellent use was observed of pupils assessing their work in a lesson against the success criteria and/or learning objectives.
- Regular assessments are made against coverage of the curriculum and the skills demonstrated by pupils. Years 4, 5, and 6 use a self-assessment program, which assesses against National Curriculum levels. However, not all pupils fully understand which level they are achieving in ICT, and what is required for them to move up a level.
- You recognise in your development plan that assessment opportunities need to be further developed and your ICT co-ordinator is due to attend training in order to introduce a internationally recognised assessment scheme.

Areas for improvement, which we discussed, included:

- ensuring that all pupils are not only given the opportunity to self-assess their skills and/or knowledge in lessons but also over time, in order to become more familiar with the levels they are achieving and with what they need to do to move up a level
- ensuring that the policy for ICT includes the safe and appropriate use of equipment on and off school premises
- continuing to develop the use of the Virtual Learning Environment and, especially, staff confidence and knowledge in its use.

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