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Mrs M Wood
Headteacher
St Patrick's RC Primary School
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Dear Mrs Wood

Ofsted survey inspection programme – Design and Technology

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 14 May 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.

- Pupils make good progress, many from low starting points. They achieve well and reach standards which are in line with expectations for their age and a significant proportion reach above expectations by the end of Year 6. The good rate of progress in the reception class results in D&T work in Year 2 which is well designed and made such as tile designs and African masks. All groups of pupils, including those with learning difficulties and/or disabilities, continue to achieve well and demonstrate creative thinking through projects such as moving monsters and pneumatic pictures.
- D&T makes a good contribution to pupils' personal development and well being. They thoroughly enjoy the opportunities they have to

innovate and develop their own ideas and talk proudly about what they have designed and made.

Quality of teaching and learning of D&T

The quality of teaching and learning is good.

- Planning has evolved over a significant period of time and is rigorous in delivering D&T. Schemes of work develop D&T capability well and work is pitched at an appropriate level to meet the full range of needs and interests. D&T skills such as cutting accurately and product analysis are well covered.
- The routine collection of evidence to record design activities is a particular feature. Work is regularly assessed and recorded against national levels. The school is aware more can be done to provide a clearer insight into how well pupils are making progress across the year groups. For example, through analysing data and by informing pupils about the national levels they are achieving. Teachers' subject expertise is good and staff confidently organise and manage practical activities.

Quality of the D&T curriculum

The quality of the curriculum is good.

- Pupils' needs and interest are well met through a combination of national units of work and self identified design and make projects. Programmes cover national requirements and a suitable range of materials, components and equipment are used.
- Pupils work on projects which are relevant, for example designing and making a baby cot with play dough in the reception class. Creative design skills such as analysis and innovation are well covered. The D&T curriculum encourages creativity and contributes well to the development of pupils' capability.

Leadership and management of D&T

Leadership and management of the subject are good.

- D&T is valued has a secure place in the life of the school. Governors actively support the subject, for example there is a link governor who monitors D&T provision. The evaluation of D&T strengths and areas to develop is accurate, supported by detailed records which include photographs of individual design work. Capacity to ensure the subject continues to grow and develop is good against many other priorities the school faces.

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

There are no gaps between girls' and boys' performance and all pupils including those with learning difficulties and/or disabilities achieve equally well.

Areas for improvement, which we discussed, included:

- providing a clearer insight into how well individual pupils develop D&T capability in their time at the school
- informing pupils about the national levels they achieve.

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