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Dear Mrs Hulse

Ofsted 2009-10 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 12 February 2010 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 use of ICT to support learning in other subjects.

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.

The evidence used to inform the judgements included: interviews with you, your ICT coordinator, Year 2 and Year 6 pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of a Year 2 and a Year 6 lesson; and a tour of the school, with a focus on ICT, given by two Year 6 pupils.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Although attainment on entry differs from year to year, pupils generally enter school with ICT capabilities that are in line with expectations. They make good progress and, by Year 6, attainment is above expectations.
- Attitudes and behaviour are outstanding. Pupils are eager to do well and support each other to overcome difficulties and new challenges.

- As a result of ongoing work on cyber-bullying and e-safety, by Year 6, pupils have an excellent understanding of the need to work safely and appropriately when using new technologies.
- Pupils have a good understanding of how ICT supports their work in other subjects of the curriculum.

Quality of teaching in ICT

The quality of teaching in ICT is good. However, outstanding teaching was also observed.

- Good teaching results in pupils making good progress in lessons and over time.
- The subject knowledge of teachers and teaching assistants is good.
- Questions are used effectively in lessons to assess and develop pupils' understanding of the tasks and/or the skills being learnt.
- Lessons are planned well because of good use of assessment. This results in different groups of pupils making similarly good progress, including those with special educational needs and/or disabilities and gifted and talented pupils.
- The teaching of pupils by age, rather than in mixed-age groups, is having a beneficial effect on the attainment and achievement of pupils.
- The impact of ICT, when linked to other subjects, is beginning to be assessed, since September 2009, through the trialling of a local authority electronic tracking and assessment program.
- Portfolios and monitoring of groups of pupils are giving a good indication of who exceeds, meets or is not achieving in aspects of ICT.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good

- All aspects of the statutory National Curriculum for ICT are covered because of the use of a thoroughly planned curriculum produced by the local authority. As you introduce the 'creative curriculum', you are beginning to adapt your scheme of work from the local authority guidance.
- You recognise that before this academic year, the planned use of control and use of sensors have not been as effective as in other aspects of the ICT curriculum. You have relied on well-established visits to a local secondary school to ensure these strands are covered. This has now been tackled following the purchase of relevant resources.

Effectiveness of leadership and management in ICT

The effectiveness of the leadership and management in ICT are good.

- Leadership and management of ICT are having a good impact on the development of the subject.
- Regular training is continuing to improve the skills and knowledge of staff.
- The ICT development plan is clearly focused on improving the provision for ICT and on raising attainment and achievement.
- The ICT leader is an excellent role-model for the teaching of the subject and has regular opportunities to teach other classes.

Subject issue: the use of ICT to support learning in other subjects

The use of ICT to support learning in other subjects is good.

- ICT is having a good impact on raising standards in other subjects. It also provides outstanding support to pupils' personal and spiritual development and their social skills.
- Since September 2009, you have started to assess the use and impact of ICT in other subjects.
- Pupils have a great deal of pride in their work. They recognise that the use of ICT in other subjects makes them more interesting and relevant.

Areas for improvement, which we discussed, include:

- embedding the analysis and monitoring of the impact of ICT when used across the curriculum
- embedding the cross-curricular links between subjects and ICT, as the school continues to develop the 'creative curriculum'
- embedding the planned use of resources for control technology and sensors, rather than relying on visits to the local secondary school.

I hope these observations are useful as you continue to develop ICT in the school.

As I explained previously, 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