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Ms R Bainbridge  
Headteacher  
Hustwaite Church of England  
Voluntary Controlled Primary School  
Low Street  
Hustwaite  
YO61 4QA

Dear Ms Bainbridge

Ofsted 2010-11 subject survey inspection programme: design and technology (D&T)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 30 April 2010 to look at work in 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.

The evidence used to inform the judgements included: interviews with staff, parents and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of one lesson.

The overall effectiveness of D&T is satisfactory with good features.

Achievement in D&T

Pupils' achievement in D&T is satisfactory.

- Pupils' learning in the Early Years Foundation Stage provides a firm base for the development of their D&T skills. They develop their understanding of how to use basic tools, such as scissors and construction kits, to make the things they see around them. By the end of Key Stage 1, pupils learn to develop decision-making skills and clarify their ideas by identifying what works well and improvements they could make to the products they make. Pupils make satisfactory progress so that they reach the standards expected for their age by Year 6 and develop a secure understanding of mechanisms, circuits and control.
- Pupils enjoy and are highly motivated by their designing and making. They are developing cooking skills and an awareness of healthier food choices.

Pupils use tools and equipment accurately. They are aware of the risks to themselves and others and understand the reasons for health and safety rules.

#### Quality of teaching of D&T

The quality of teaching in D&T is satisfactory.

- Teachers have a good understanding and knowledge of technical skills to support pupils in making their products work. Teachers' development of writing frames supports pupils' evaluation skills satisfactorily. The oldest pupils are developing effective analytical skills to trace and rectify faults to refine and develop the way their products work. This is well demonstrated in the working fairground rides they have made. Pupils enjoy learning from others and seeing their work inspires their ideas.
- Assessment is developing well and the current trials to develop a better overview of pupils' progress are modelled well by the D&T coordinator.

#### Quality of the curriculum in D&T

The quality of the curriculum in D&T is good.

- Curriculum planning is good and progressively challenges pupils. Older pupils can see how they are expected to draw upon their scientific knowledge to make more complex products. The breadth of the D&T curriculum meets pupils' needs appropriately. It is enriched through a range of activities such as 'tetrahedron day', competitions to design a school dinner and through challenges to develop pupils' awareness of fairtrade and the use of good-quality food ingredients.
- Opportunities to make further use of computers to develop pupils' information and communication technology skills and to extend their knowledge of systems and control are accurately identified by the school.

#### Effectiveness of leadership and management in D&T

Leadership and management in D&T are good.

- The effective management of D&T is firmly demonstrated in the care and priority given to good resources, health and safety and the support provided for teachers' professional development. D&T makes an effective contribution to pupils' learning. Parents and pupils value the contribution it makes to pupils' enjoyment of school and the development of innovative ideas and making skills. However, there is further scope to ensure parents are aware of the purpose of D&T and its progressive use throughout the school to prepare pupils for their roles in an increasingly technological society.
- D&T is well led and the school has made good use of national and local guidance to develop accurate assessment. Leaders know the strengths and areas for development in D&T and are taking the next steps to move forward.

Areas for improvement, which we discussed, include:

- ensuring parents are clear about the purpose of D&T
- developing assessment systems to thoroughly check pupils' progress to improve the quality of teaching and learning.

I hope these observations are useful as you continue to develop D&T 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 under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Gina White  
Her Majesty's Inspector