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Mr M Wallis-Clarke
Headteacher
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Dear Mr Wallis-Clarke

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 18 May 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 and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness of D&T is good.

Achievement in D&T

Pupils' achievement in D&T is good.

- Pupils successfully learn how to design and model their ideas in the Nursery and Reception classes, often starting with creative and practical skills similar to those normally found. Work is well constructed to encourage creative thinking. For example, pupils observed butterflies and translated ideas into models and products. All groups of pupils make good progress and capability to innovate is well developed.
- Research skills and pupils' ability to generate creative ideas are well advanced by the time they leave the school. Less well developed is their ability to construct and make products with precision and accuracy using hand tools and equipment, particularly at Key Stage 2. D&T is making a

good contribution to pupils' personal development and they thoroughly enjoy taking risks when designing.

Quality of teaching of D&T

The quality of teaching is good.

- Lessons are thoroughly planned to ensure the teaching of design is lively and creative. Pupils receive effective guidance and support during practical work, for example when Year 6 pupils designed and made snack bars. Extensive links with visitors and the wide use of the local environment enhance learning in D&T. Teachers' and support staff's good-quality questioning helps pupils to rigorously analyse how products work. Pupils are assessed using the school system and they are keen to know how well they are doing. More frequent checks on individual progress are being considered.

Quality of the curriculum in D&T

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

- The curriculum is sharply focused on developing pupils' understanding of how products are designed. They are familiar with technical terms associated with form and function at an early age. Opportunities to learn about technical terms associated with making products, using specialist tools, equipment, and components, are less firmly embedded. Relevant and stimulating contexts characterise project work linked with other subjects such as art and science.

Effectiveness of leadership and management in D&T

Leadership and management in D&T are good.

- The school evaluates work in D&T accurately. Learning and achievement are supported well by a strong team ethos which values the subject as it operates within a broad curriculum. Leadership is a collective responsibility and the shared vision helps to steer developments well. D&T classroom leadership and management are strong and make a significant contribution to the development of pupils' D&T capability.

Areas for improvement, which we discussed, include:

- developing pupils' capability to construct and make products with precision and accuracy using specialist tools, equipment and components
- making monitoring of individual performance from year to year more effective.

I hope these observations are useful as you continue to develop D&T 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

Paul Hancock
Her Majesty's Inspector