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Mr J Jones
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Dear Mr Jones

Ofsted 2010–11 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 24 November 2010 to look at work in ICT.

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 without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of four lessons; and a tour of the school with pupils.

The overall effectiveness of ICT is satisfactory, with a number of improving features.

Achievement

Achievement in ICT is satisfactory.

- Pupils enter the Early Years Foundation stage with levels of attainment below the national expectations. They make good progress and enter Year 1 generally in line with expectations for ICT. By the time they leave at the end of Year 6, attainment is in line with expectations, though above in presenting information and communication, representing satisfactory progress overall.
- Pupils with special educational needs and/or disabilities make the same progress as other groups of pupils.

- Pupils enjoy using ICT, and this is reflected in their support for each other in lessons and in their excellent behaviour. They are enthusiastic about ICT and, by Year 6, can maturely discuss the opportunities they have to use new technologies in a range of subjects.
- By Year 6, pupils have a good understanding of what they need to do to keep themselves safe when using new technologies. Parents and carers are also made aware of e-safety, and how to support their child through, for example, annual talks given by the community police officer.

Quality of teaching

Teaching of ICT is good.

- Teachers are confident and competent users of ICT. Good training and guidance have been provided for staff through staff meetings, individual support and the support of an advanced skills teacher for ICT. As a result, teaching has improved and is now good overall. However, this has not yet had time to impact on achievement through the school and on raising standards in ICT by the time pupils leave Year 6.
- Teachers and teaching assistants use questions well to support assessment in lessons and to give immediate feedback to help pupils move forward in their next stage of learning.
- However, not all teachers share the success criteria for ICT so that pupils can be fully involved in assessing their progress within a lesson and over time.
- Teachers do not share with pupils the levels they are achieving so that they know what they need to do to improve and to move up to the next level.
- The relationships between staff and pupils are excellent. Staff have excellent behaviour management skills and ensure a safe environment in which pupils can learn.

Quality of the curriculum

The ICT curriculum is satisfactory.

- The school recognises that there has been a weakness in control technology and that this aspect of the ICT curriculum has mainly been taught when pupils are on residential visits. Control equipment has recently been purchased to ensure that the curriculum is now broad and balanced.
- The development of pupils' skills in communication and presenting information and data-logging is good.
- Good links are being developed between subjects, as the school moves towards a more creative curriculum.

- Pupils, who do not have access to computers and/or the internet at home, are able to use the computer suite at lunchtimes and after school for homework, research or to develop their ICT skills.

Leadership and management of ICT

The leadership and management of ICT are good.

- The new mathematics and ICT team is ensuring that ICT is once again given a high profile in the school following a school focus on writing.
- Due to the high mobility of staff, there have been a number of changes in the leadership and management of ICT. However, the mathematics and ICT team is ensuring continuity in the development of the subject.
- Self-evaluation is accurate. The strengths and weaknesses of ICT are known. The action plan is clear in focusing on how to manage weaknesses.
- Monitoring of teaching and learning has seen an improvement in the quality of teaching and learning, which is beginning to have a positive impact on raising standards.

Areas for improvement, which we discussed, include:

- improving the attainment and increasing the achievement of all pupils by:
 - ensuring that the success criteria for ICT lessons, or for ICT when supporting other subjects, are shared with pupils so that they are more involved in self- and peer-evaluation
 - embedding the newly developed assessment procedures to help inform planning for different groups of pupils
 - improving the curriculum for ICT by increasing the use of control technology.

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

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Anthony Green
Additional Inspector