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Mr J Philpott
Headteacher
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Dear Mr Philpott

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 12 January 2011 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 three lessons; and a tour of the school with pupils.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Children enter the Early Years Foundation Stage with ICT skills and capabilities which vary each year but are generally a little below expectations. They make good progress and enter Year 1 in line with expectations. This good progress continues and, by the end of Year 6, standards are above average.
- Pupils with special educational needs and/or disabilities are given good support by teachers and teaching assistants, and make equally good progress.
- The relationships between staff and pupils are excellent. Pupils treat each other and adults with respect. Pupils are very enthusiastic about using ICT and by Year 6 can discuss, with maturity, the opportunities they have to use new technologies in a range of subjects.

- Pupils have a good knowledge and understanding of how to keep safe while using new technologies.

Quality of teaching of ICT

The quality of teaching of ICT is good.

- The subject coordinator teaches ICT to all classes, from Reception to Year 6, in the suite. This ensures a consistency of approach to teaching throughout the school.
- The coordinator has a good understanding of the progress being made by all groups of pupils in the school. As a result, groupings in the suite are flexible and change to match the ICT and/or related subject needs of the pupils as required.
- This approach does not exclude class teachers and teaching assistants from their responsibilities for teaching ICT. Teachers and teaching assistants are fully involved in planning lessons and sequences of lessons, and further support ICT within their classrooms.
- All staff are kept fully informed of developments in ICT, through regular training. This ensures that they continue to have the skills to teach ICT.
- Activities are challenging and well-matched to individuals and groups of pupils.
- The objectives for ICT are shared with pupils at the start of each lesson and evaluated by the pupils at the end of a topic or series of ICT lessons.
- Objectives are not always specific to the skills being learnt within a lesson. They are not always recapped at the end of the lesson so that pupils can self- or peer-assess, to ensure they have a clear understanding of what has been learnt and what they need to do to improve or move up a level.

Quality of the curriculum

The ICT curriculum is good.

- The curriculum is planned well and meets the interests of the pupils.
- Good links are made between ICT and literacy, numeracy and foundation subjects.
- Good use is made of the annual Year 6 residential visit to support ICT, especially in data-logging.
- Pupils who do not have regular access to ICT at home are able to use school facilities during and after school.
- The 'Junior Journalists' and the 'BikeIt' clubs are further developing pupils' skills, especially for those identified as gifted and talented.
- The ICT club is providing pupils with the opportunity to further develop their ICT skills.

Leadership and management of ICT

The leadership and management of ICT are outstanding.

- The vision for ICT is very clear and shared with staff, parents and pupils.
- Training needs are audited, which provides teachers and teaching assistants with well-matched training to enable them to support the pupils to make good progress.
- The coordinator brings a wide-range of business and ICT expertise to the subject, which is supporting the development of ICT very well.
- Excellent links have been made with local primary schools, and the neighbouring grammar school, to support the continuing development of ICT within the school and within the district (cluster).
- The governing body is very supportive of the subject and is also actively involved in ensuring that ICT provides value for money.
- The coordinator has established excellent links with the commercial sector to support the development of ICT within the school.
- The coordinator is a driving force within the district and is ensuring that ICT remains a high-profile subject.
- The strengths and weaknesses of ICT are known and reviewed regularly. Self-evaluation is accurate.

Areas for improvement, which we discussed, include:

- ensuring that the learning objectives and/or success criteria are shared with pupils to involve them more in self- and/or peer-evaluations during each lesson.

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