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Mr G Beeden
Headteacher
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Dear Mr Beeden

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 5 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 two 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 attainment which varies widely but is generally in line with expectations. Pupils' progress is good and by the end of Year 6, they leave with levels of attainment which are above average, especially in presenting information, communication, and control and use of spreadsheets.
- Overall, pupils with special educational needs and/or disabilities make the same good progress as their peers. However, this is not consistent throughout the school and depends on the quality of the support that they are given, especially by teaching assistants.
- The relationships between staff and pupils are good. Pupils treat each other and adults with respect. They are enthusiastic about using ICT and,

by Year 6, pupils discuss maturely the opportunities they have to use new technologies.

- Pupils have a satisfactory knowledge and understanding of how to keep safe while using new technologies. Many spoke positively of the impact that a recent visit from a theatre group had on developing their awareness of e-safety. However, a number of pupils acknowledged that they do not transfer their knowledge and understanding of e-safety to their use of ICT at home.

Quality of teaching

The quality of teaching of ICT is good.

- Teachers have good ICT knowledge and support pupils well. However, the subject knowledge of support staff varies. This is acknowledged as an area for development in the ICT development plan.
- For two years ICT has been taught successfully by one teacher throughout the school. However, the evaluation of this approach showed that class teachers were becoming deskilled in teaching ICT. As a result, teachers are now teaching their own classes once again. They have embraced this well and are teaching the subject with confidence.
- Assessment of pupils in lessons is good. Well-targeted questions are used by teachers to give immediate feedback and to move pupils forward to their next stage of learning.
- Pupils have the opportunity to self-assess against clearly stated learning intentions.

Quality of the curriculum

The ICT curriculum is good.

- The curriculum is broad and balanced, and well planned to ensure a progression of skills and coverage of the National Curriculum for ICT. However, although covered, the use of data loggers is not planned for as systematically as other aspects of the ICT curriculum.
- Well-planned links are made between ICT and literacy, numeracy and foundation subjects.
- Two homework clubs ensure that those pupils who do not have access to computers at home are able to use ICT for homework and research after school.

Leadership and management of ICT

The leadership and management of ICT are good.

- In the past two years, there have been a number of changes in the leadership of the subject. However, the management of change has been

good and has ensured a smooth transition from one subject leader to the next.

- Technical support is good and ensures that systems are reliable and available when needed.
- The school has taken the decision to no longer lease computers but to purchase hardware and software as required. This has improved value for money, which is now good.
- Although staff and pupils have received training on e-safety, parents and carers have not been involved fully in a similar process.

Areas for improvement, which we discussed, include:

- improving the curriculum for ICT by embedding further the use of data-logging across subjects
- monitoring the quality of teaching, especially that of teaching assistants, to ensure that teaching and support for pupils, especially those with special educational needs and/or disabilities are consistently good
- involving parents and carers more in ensuring that pupils are safe when using new technologies.

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