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Dear Mrs Emberson

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 14 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; and observation of two lessons and a tour of the school with pupils.

The overall effectiveness of ICT is satisfactory.

Achievement

Achievement in ICT is satisfactory.

■ Pupils enter the Early Years Foundation Stage with ICT capabilities that are broadly above national expectations. They make satisfactory progress throughout the school and by the end of Year 6 leave with standards that are above average, especially in communication, presentation and data-handling.

■ Pupils with special educational needs and/or disabilities are well supported in lessons and make good progress. However, more able pupils are not challenged sufficiently.

■ Pupils' behaviour when using ICT is good and often outstanding. Pupils respect equipment. By Year 6, they articulate their enjoyment of ICT well.

Quality of teaching

Teaching of ICT is satisfactory.

- Teachers have good subject knowledge and are confident in their use of ICT.
- Lessons are managed well and pupils are generally engaged by the tasks set.
- Lessons are now being planned well to ensure progression of skills.
- However, the success criteria for a lesson are not always shared and/or recapped with pupils, so that they can assess how well they are achieving within a lesson and over time.
- Pupils are not made aware of their targets for improvement, so that they know what they need to do to improve and to move up to the next level.
- The use of newly developed assessment procedures is beginning to support teachers in planning for individuals and groups of pupils, so as to improve their knowledge, skills and understanding.
- However, lessons do not always meet the needs and interests of all pupils, especially those who are more able and/or gifted and talented.

Quality of the curriculum

The ICT curriculum is satisfactory.

- There has been a good emphasis on presenting information, communication, control and data-handling.
- However, the use of data-logging and monitoring has not been systematically planned for in the past. This has been recognised as an area for improvement in the development plan, which includes upgrading of data resources.
- A limited amount of time is allocated for pupils to develop their skills, especially in the computer suite. This has also been recognised as an area for development and firm plans are in place to move computers from the suite and into classrooms and corridors, to enable easier, and more instant, access to ICT.
- Satisfactory links are made between ICT and other curriculum subjects.

Leadership and management of ICT

The leadership and management of ICT are satisfactory.

- Since the start of the academic year 2010, there have been a number of staff changes, including the appointment of a new headteacher.
- ICT has been identified as a priority area for development and improvement.
- Leaders have a clear vision for the development of the subject which is shared and understood by all staff.

- Self-evaluation is accurate and the development plan for ICT identifies the main priorities. The subject is now placed well to move forward.

- The ICT leader monitors planning and pupils' work but has not had the opportunity to monitor teaching and learning in each class and in the suite. However, this is being resolved as part of the development of the subject.

- Governors support the new developments for ICT fully.

Areas for improvement, which we discussed, include:

- raising the achievement of pupils by:
    - developing the use of assessment so that work is matched closely to the needs of all groups of pupils, especially the more able
    - ensuring that the objectives and success criteria for a lesson are shared with pupils, so that they can self- and peer-assess to set future targets for improvement

- ensuring pupils receive all elements of their entitlement for ICT by:
    - fully resourcing the subject for all strands of the ICT curriculum, especially data-logging and programs
    - allocating sufficient time for the teaching of the subject

- developing the role of the subject leader, especially in the monitoring of teaching and learning, so that she has a greater understanding of the strengths and weaknesses in ICT.

I hope that these observations are useful as you continue to develop the subject 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