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Miss A Rogers
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Dear Miss Rogers

Ofsted 2011–12 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 5 May 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, governors 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.

■ The small number of pupils in each cohort changes considerably from year to year. The proportion of pupils who have special educational needs and/or disabilities also varies considerably each year but is generally well above that found nationally. These factors impact on the overall attainment for ICT on entry to the school, which is generally below, and sometimes well below, national expectations.

■ Pupils in the Early Years Foundation Stage are supported well. By the time they enter Year 1, they are beginning to confidently use basic technologies.

■ The progress from Year 1 to Year 6 is good. By the end of Year 6, pupils leave with levels of attainment which are in line with expectations overall, representing good progress. Pupils are especially confident in

communication and presentation but weaker in data-logging and the use of sensors.

- A strength of the school is the support given by teachers and well-informed teaching assistants to pupils with special educational needs and/or disabilities. As a result, they make good progress in ICT.

- The relationships between staff and pupils are excellent. Pupils cooperate well and are eager to support each other. They enjoy ICT.

- By Year 6, pupils have a good knowledge of how to keep safe.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teachers have good subject knowledge and use this to good effect when planning and delivering their lessons for a wide range of abilities and age groups in each of the two classes.

- Where possible, lessons are put into a 'real life' context so as to further engage and motivate pupils. Excellent examples were observed throughout the school of pupils using ICT to follow up a successful visit from their twinned school in France.

- Teachers and teaching assistants use questions effectively to engage all groups of pupils.

- Teachers make clear to pupils the learning objectives and success criteria for the ICT aspect of the lesson.

- However, pupils are not involved in recording their achievements to enable them to have a clear understanding of what they need to do to improve.

- Recently introduced assessment procedures are beginning to inform senior leaders of the coverage of the ICT curriculum by pupils and the levels achieved.

- The further development of assessment procedures is identified in the ICT subject plan, which is clearly linked to the school's development plan.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is satisfactory.

- The planning cycle for the Reception, Year 1 and Year 2 class and the planning cycle for the Years 3, 4, 5 and 6 class ensure that pupils receive their statutory entitlement for ICT.

- However, the school recognises that data-logging is less well developed because new staff have not been trained to use the available equipment.

- Good links are being developed between ICT and other subjects of the curriculum, especially as the school develops its 'creative curriculum'.

- The very successful computer club gives pupils, especially those who do not have access to new technologies at home, further opportunities to develop their skills for research or for homework.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is good.

- Being a much smaller than average school, the ICT leader is also responsible for leading a number of other aspects in the school. However, this has not lessened the focus on the development of ICT.
- The governing body is very supportive of the developments for ICT and has made a substantial financial commitment for this year.
- Self-evaluation is accurate. The strengths and areas for development are known well by staff and governors.
- Good email and video conference links with their twinned school in France are enhancing pupils' understanding of the world beyond which they live.
- Although the subject leader regularly monitors teachers' planning and pupils' work, she has not yet had the opportunity to work alongside colleagues and/or to formally monitor the quality of teaching.

Areas for improvement, which we discussed, include:

- involving pupils further in the self-assessment of their work so that they can take more ownership of what they have to do next to improve
- improving the curriculum by developing the use of data-logging
- developing the role of the subject coordinator to become further skilled in monitoring and evaluating ICT provision, especially the teaching of ICT.

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