

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs J Davies
Headteacher
Leigh Junior Infant and Nursery School
Leigh Road
Washwood Heath
Birmingham
B8 2YH

Dear Mrs Davies

Ofsted 2011–12 ICT 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 26 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 and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of two lessons, including one joint observation, observation of parts of three lessons and of the 'Learning Zone'; and a tour of the school with pupils.

The overall effectiveness of ICT is outstanding.

Achievement in ICT

Achievement in ICT is outstanding.

- The school's very comprehensive data show that pupils' attainment on entry, especially in Knowledge and Understanding of the World, including ICT, and Communication, Language and Literacy, are well below the national average. A minority of children have little or no access to new technologies at home.
- In the Early Years Foundation Stage, children are extremely well supported and make rapid progress. Pupils enter Year 1 with attainment below expectations, but can confidently use a keyboard and mouse, remote controlled toys, the interactive whiteboard and digital cameras. Progress from Year 1 to Year 6 continues at a fast pace and, by Year 6,

pupils leave with standards that are significantly above national expectations in all strands of ICT. This represents outstanding progress.

- Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, are given excellent support in lessons by teachers and teaching assistants. As a result, they make the same excellent progress in lessons, and over time, as their peers.
- The use of ICT is having a significant impact on the way pupils work together. They are extremely well behaved and cooperate very well.
- Pupils have an excellent knowledge of how to stay safe when using new technologies. They are able to assess risks when using new technologies at school and at home.

Quality of teaching in ICT

The quality of teaching in ICT is outstanding.

- The quality of teaching is outstanding overall and never less than good.
- The subject knowledge of teachers and teaching assistants is outstanding and contributes significantly to the exceptional progress of all groups of pupils.
- One of the many strengths of teaching is the way in which ICT is planned to be wholly integral to pupils' learning.
- Pupils are encouraged to create their own success criteria for ICT, based on the learning objectives of the lesson.
- As a result of setting their own success criteria, pupils accurately self- and peer-assess their work in order to set their own next steps in learning.
- Excellent use is made of assessment opportunities by teachers and teaching assistants, to ensure that activities fully meet the needs of all groups of pupils.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is outstanding.

- The well-planned curriculum provides superb links to other subjects.
- The curriculum is having a very positive impact on pupils' achievement, especially in literacy, numeracy and personal and social development.
- The first-rate 'Learning Zone' caters for approximately 120 pupils at lunchtimes. They can use a range of technologies to complete class work, for research, for homework or to experiment with new programs.
- Gifted, talented and enthusiastic pupils are members of the 'Media team'. They support staff in setting up equipment, and producing, editing and uploading information to the school's 'Life Channel' and website.
- The ICT curriculum is further enhanced by new technologies in the school's breakfast club and in the weekend 'Saturday Club'.

- Due to the constraints of the Edwardian building it is not possible to adapt the ICT suite for disabled access. However, the school ensures that disabled pupils are not excluded from any ICT activity by providing excellent parallel support in the inclusion room.
- Classrooms are fitted with sound systems to enable those with hearing impairments to be fully included.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is outstanding.

- Excellent leadership and management of ICT are having a significant impact on the continuing development of the subject.
- The vision for ICT is shared and embraced by staff, pupils, governors, parents and carers.
- The subject leader is given excellent support by all staff and the school's technician. There is a very strong 'team spirit' among all staff.
- The governing body is very supportive and is actively involved in ensuring that ICT provides value for money.
- Good links have been made with a local technology college, to support the development of ICT and the virtual learning environment (VLE).
- The strengths and areas for further development in ICT are well known and regularly reviewed. Self-evaluation is extremely accurate.

Areas for improvement, which we discussed, include:

- developing the VLE to enable pupils, teachers, governors, parents and carers to access work and information to support pupils' learning at home as well as in school.

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