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Mrs C Clarke
Headteacher
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Dear Mrs Clarke

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 13 June 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; joint observations of two lessons and of parts of five lessons; observation of the school's radio station and of a video conference with another school; and a tour of the school with pupils.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils enter the Early Years Foundation Stage with ICT capabilities that are broadly in line with national expectations. They make good progress throughout the school and, by the end of Year 6, leave with standards that are above average.
- Pupils with special educational needs and/or disabilities and those who speak English as an additional language are given very good support by teachers and teaching assistants, and make the same good progress as other groups of pupils.

- By Year 6, pupils have an excellent understanding of what they need to do to keep themselves safe when using new technologies at school and at home.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teaching is good overall and, at times, outstanding. Teachers have good subject knowledge and use this to good effect when planning and delivering lessons. As a result, achievement is good and is rising because of the impact of improvements in teaching.
- The relationships between staff and pupils are excellent. Pupils enjoy using ICT. This is reflected in their support for each other in lessons and in their outstanding behaviour when using ICT.
- Lessons are put into 'real life' context, so as to further engage and motivate pupils.
- Assessment procedures are used well to support planning and to track pupils' progress.
- However, teachers do not share individual targets with pupils, so that they know what they need to do to improve and to move up to the next level.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- The programme of study for ICT is taught and planned for well. All aspects of the National Curriculum are covered.
- Well-planned links are being made between ICT, literacy, numeracy and foundation subjects, which are understood by pupils.
- The use of ICT supports very well pupils' personal, spiritual, moral, social and cultural development.
- The 'Blue Buds' radio station gives pupils excellent opportunities to develop a range of ICT skills and their personal and social skills.
- The Science Club makes good use of Pupils Online Nature Detectives video conferencing with other schools, to share ideas.
- Year 6 pupils look after the office at lunchtimes, which gives them a further opportunity to use their ICT skills in a real context.
- Pupils who do not have access to new technologies at home are able to use school facilities at lunchtimes to develop their skills, for research or for homework.

Effectiveness of leadership and management in ICT

Leadership and management in ICT are good.

- The vision for ICT is shared and understood by staff, pupils and governors.

- Although new to the role, the subject coordinator has quickly evaluated the strengths and areas for development.
- The subject coordinator monitors planning and pupils' work. However, he has had limited time to monitor teaching and learning in lessons and/or to work alongside colleagues.
- The coordinator has been well supported by his predecessor. The transition between the two has been seamless and continues to build on the many strengths of ICT.
- Weekly training ensures that staff are aware of hardware and software developments and how to keep pupils, and themselves, safe when using new technologies.
- Governors are well informed and fully support the development of the subject.
- Self-evaluation is accurate and regularly reviewed. The subject is very well placed to develop further.

Areas for improvement, which we discussed, include:

- ensuring that pupils are aware of their individual targets for ICT, so that they know what they need to do to improve to move up a level or sub-level
- developing the role of the subject coordinator to become more skilled in the monitoring of teaching and learning in 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