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1 July 2011

Mr D Bird  
Headteacher  
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Dear Mr Bird

**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 21 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 observation of two lessons; observation of parts 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.

- 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, especially in communication, presentation and data-handling.
- A particular strength is the support pupils with special educational needs and/or disabilities are given by teachers and well-informed teaching assistants. As a result, they make the same good progress as other groups of pupils.
- Pupils' behaviour when using ICT is outstanding. They are extremely well behaved, respect equipment and use it carefully. They support each other

very well in lessons and are happy to share their knowledge. ICT is having a significant impact on the way pupils work together and cooperate.

- By Year 2, pupils have a good understanding of what they need to do to keep themselves safe when using new technologies at school and at home. By Year 6, pupils' understanding of how to keep safe is excellent.

### **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 ICT lessons.
- Teachers and teaching assistants use questions effectively to develop pupils' understanding of the skills being learnt.
- Teachers make clear to pupils the learning objectives and success criteria of a lesson, so that pupils can self- and peer-assess and set targets for the next stage of their learning.
- Teachers use their day-to-day assessments well to support planning for individuals and groups.
- However, long-term assessment procedures, including Assessing Pupils' Progress (APP) material are at the early stages of development and are not sufficiently embedded to rigorously track the progress over time of all groups of pupils. The school recognises that this is an area for development.

### **Quality of the curriculum in ICT**

The quality of the curriculum in ICT is good.

- The curriculum ensures that all pupils receive their statutory entitlement for ICT. It is well planned and meets their interest.
- There is a good emphasis on presenting information, communication, data-handling and modelling and an appropriate emphasis on data-logging and monitoring.
- Good links are made between ICT and literacy, numeracy and the foundation subjects. Pupils have a good awareness of these links.
- The use of ICT supports pupils' personal, spiritual, moral, social and cultural development very well.
- Pupils identified as gifted and talented in ICT attend enrichment activities organised by the local secondary school.
- There is no homework club or ICT club to support pupils who have limited access to new technologies at home.

## **Effectiveness of leadership and management in ICT**

The effectiveness of leadership and management in ICT is good.

- There is a clear and effective vision for the subject, shared by all staff.
- Although ICT has not been a recent focus in the school's development plan, the subject leader and the senior management team continue to monitor the use of ICT in other subjects, especially when observing teaching and learning in literacy and numeracy.
- The virtual learning environment (VLE) enables staff, pupils, parents and governors to access work and information at home, as well as at school, to support pupils' learning.
- Staff receive regular training on keeping pupils, and themselves, safe while using new technologies.
- Good links have been made with a local secondary school to provide regular technical support.
- Governors fully support the development of the subject.
- Self-evaluation is accurate. The subject is well placed to develop further.

### **Areas for improvement, which we discussed, include:**

- embedding the use of newly introduced assessment and tracking procedures, so as to more accurately track pupils' achievement
- providing a homework club and/or ICT club for pupils who have limited access to new technologies at home.

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**