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Mrs S Todd
Executive Headteacher
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Dear Mrs Todd

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 7 July 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 four lessons; and a tour of the school with pupils.

The overall effectiveness of ICT is outstanding.

Achievement in ICT

Achievement in ICT is outstanding.

- The number of pupils in each cohort changes from year to year. This impacts on the overall attainment on entry to the school, which varies annually but is generally a little below national expectations for ICT. Mobility of pupils is also higher than average throughout the school.
- Pupils in the Early Years Foundation Stage are supported well. They confidently use basic technologies. They enter Year 1 achieving the expected standards for ICT.
- School data confirm that progress in ICT in Years 1 and 2 has been satisfactory in the past. However, this is now being addressed as a result of improved teaching. The progress from Years 3 to 6 is excellent. By Year 6, pupils leave with levels of attainment which are above expectations, and well above in presentation, communication and data-handling.

- Pupils with special educational needs and/or disabilities and those who speak English as an additional language make the same progress as other groups of pupils.
- Pupils from Traveller families make at least satisfactory progress and often good progress, depending on their time at the school.
- Pupils' behaviour in lessons is outstanding. They take turns, help each other and are very willing to support each other's learning.
- By Year 6, pupils have a very good understanding of what they need to do to keep safe when using new technologies.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- The quality of teaching is good overall and often outstanding. As a result of good training and support from the ICT leader and you, the quality of teaching is improving rapidly.
- Teachers have very good subject knowledge and use this to good effect when planning and delivering lessons.
- Lessons are put into 'real life' context, so as to further engage and motivate pupils.
- Teachers make clear to pupils the learning intentions and success criteria for the subject and also for the ICT element of the lesson, so that pupils can self- and peer-assess how well they have achieved, and what they need to do to improve.
- Detailed assessment and tracking procedures inform teachers and senior leaders accurately of the progress and attainment of all groups of pupils.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is outstanding.

- Planning is thorough and ensures that excellent links are made between a wide range of subjects. Pupils articulate well how ICT supports their learning in a range of subjects and also their 'thinking skills'.
- Video conferencing, for example with museums, art galleries and a synagogue, supports learning in a range of subjects.
- A range of new technologies is available to pupils. The recent purchase of electronic books is motivating pupils, especially boys, in reading.
- Pupils enjoy the work that they do. This contributes very well to their learning in a range of subjects and to their spiritual, personal, social and emotional development.
- The 'Early Morning Club' provides daily access to computers for pupils, parents and carers who have little or no access to new technologies at home.

- Excellent links have been established with local primary and secondary schools to enhance the provision for pupils, especially those who are gifted and talented.
- Excellent links with local, national and international schools, in a number of countries, also support pupils' use of a range of new technologies.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is outstanding.

- The leadership and management of ICT are excellent and are having a significant impact on the development of the subject, which can be seen in the improvements in teaching, the innovative curriculum and the rise in standards.
- There is a shared vision for the subject which is known to pupils, staff and governors. A new teacher supports the subject leader very well, especially with technical support.
- Regular training ensures teachers are well informed about ICT innovations and new technologies to support teaching and learning.
- Governors fully support the development of the subject and the financial investment involved.
- The ICT development plan, informed by effective self-review, identifies the strengths and areas for development for ICT and the priorities for development. The subject is very well placed to develop even further.

Areas for improvement, which we discussed, include:

- ensuring that pupils in Years 1 and 2 continue to make the same good progress as those in Years 3 to 6, by embedding the improved teaching within Years 1 and 2.

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