18 October 2011

Mrs S Johnson
Headteacher
Spindle Point Primary School
Moss Lane
Kearsley
Bolton
BL4 8SE

Dear Mrs Johnson

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 with Adrian Guy HMI on 10 October 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; a tour of the school with pupils; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of ICT is satisfactory.

Achievement in ICT

Achievement in ICT is satisfactory.

- Pupils enter the Early Years Foundation Stage with levels of attainment in ICT which are broadly in line with national expectations. They make satisfactory progress throughout the school and, by the end of Year 6, leave with standards that are similar to national averages.

- Pupils with special educational needs and/or disabilities are given good support by teachers and teaching assistants, and make the same satisfactory progress as other groups of pupils.

- Pupils behave well in lessons. Lesson observations and discussions with pupils indicate that they are very positive about ICT and are enthusiastic users of ICT to support their learning.

- Pupils have a very good 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 satisfactory.

- Teachers have good subject knowledge and plan and deliver lessons which engage pupils.
- The use of assessment, monitoring and tracking in ICT is at the early stages of development and is not sufficiently embedded to rigorously monitor the progress over time of all groups of pupils. Pupils are not involved in recording their achievements and so have no clear understanding of what they need to do to improve.
- Relationships between staff and pupils are good. Teachers have good behaviour management skills and ensure a safe environment where pupils want to learn.
- The use of ICT to support learning across the school is satisfactory and improving. Pupils have good access to ICT and it is used appropriately in many lessons to develop their learning.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- All pupils receive their entitlement to the statutory ICT National Curriculum. The curriculum has been recently reviewed and updated to increase the interest and enthusiasm of all pupils for the subject and to increase challenge to more able pupils.
- The school has developed effective links with the local secondary academy to support the development and teaching of control and podcasting.
- Good links are being developed between ICT, literacy, numeracy and foundation subjects. This is having a positive impact on pupils' achievement.
- The school has developed a virtual learning environment (VLE) which is enabling better access for pupils.
- Pupils who do not have regular access to ICT at home are able to attend the lunchtime computer club and can use school facilities before and after school time.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is good.

- The leadership team has a clear understanding of areas for development and is aware of strengths and weaknesses. Significant progress has been made in recent years.

- The VLE is enabling teachers, pupils, parents and carers to access work and information at home, as well as at school, to support pupils' learning.
- Training needs are audited. This audit is then used to provide teachers and teaching assistants with individual training to enable them to support the pupils to make better progress.
- Self-evaluation is accurate and the school has a good capacity to improve further.

Areas for improvement, which we discussed, include:

- improving the quality of pupils' learning and their progress in ICT throughout the school by sharing best practice, in particular in using assessment information to enable differentiated activities in lessons
- ensuring that pupils are aware of their individual targets for ICT, so that they know what they need to do to improve and move up a level or sublevel
- ensuring that well-considered plans for ICT continue to be implemented.

I hope that these observations are useful as you continue to develop ICT in the school.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

David Brown
Additional Inspector