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Ms S Ulyett
Headteacher
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Dear Ms Ulyett

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 16 November 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 a school assembly and four lessons including one observed jointly with you.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils enter the Early Years Foundation Stage with levels of attainment in ICT which are above national expectations. They make good progress throughout the school and, by the end of Year 6, leave with standards that are above national averages. This represents good progress.
- Pupils with special educational needs and/or disabilities are given effective support by teachers and teaching assistants, and make the same good progress as other groups of pupils.
- Pupils' behaviour in lessons is outstanding. The use of ICT has a significant impact on the way pupils work together. 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 are supported to learn how to become responsible users of new technologies in lessons and through assemblies and by Year 6 pupils have a clear understanding of how 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.

- Teachers have good subject knowledge and use this to plan activities which engage and motivate pupils. Teachers and teaching assistants use an excellent range of resources to develop the independent learning skills of pupils. For example, in an outstanding Year 5 and 6 literacy lesson ICT was used to support pupils working in pairs to develop their writing skills; effective lesson planning and access to high-quality resources led to pupils making excellent progress in their understanding and use of journalistic writing.
- Relationships between staff and pupils are excellent. Teachers have very high expectations, pupils' behaviour is at least good and often outstanding, and lessons are a positive environment for pupils to learn.
- The use of ICT to support learning across the school is good. Pupils have very good access to ICT and it is used appropriately in many curriculum areas to develop their learning. However, the use of assessment, monitoring and tracking in ICT is at the early stages of development. Pupils are not involved in recording their achievements and so have no clear understanding of what they need to do to improve. 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.

- All pupils receive their entitlement to the statutory ICT National Curriculum. The curriculum has been recently reviewed and ICT is now woven into schemes of work for all curriculum areas. There is a good emphasis on presenting information, communication and data-handling and plans are in place to improve access to data-logging and control.
- Effective links are in place between ICT, literacy, numeracy and foundation subjects. This is having a very positive impact on pupils' achievement.
- The school has plans to develop a virtual learning environment (VLE) to enable better access to the curriculum for pupils from home.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is outstanding.

- Although new to the role, the subject coordinator has quickly evaluated the strengths and areas for development. ICT is very well led at subject level and plans are in place to develop the subject further to improve outcomes for pupils. Senior leaders have a good overview of strengths and weaknesses in ICT and have effective plans to develop the subject.
- Technical support is good and ensures that systems are reliable and available when needed.
- Staff have received training on how to keep pupils and themselves safe while using new technologies.
- Self-evaluation is accurate and the school has a very good capacity to improve further.

Areas for improvement, which we discussed, include:

- improving the quality of pupils' learning and their progress in ICT by ensuring that pupils are involved in self-assessment and are aware of their individual targets for ICT, so that they know what they need to do to improve
- enriching the ICT curriculum by developing the use of data-logging and control technology
- ensuring that the school's 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