

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



5 March 2012

Mr T Patterson
Headteacher
Blakehill Primary School
Highfield Road
Idle
Bradford
BD10 8QN

Dear Mr Patterson

Ofsted 2011–12 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 23 February 2012 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; and observation of three lessons including one observed jointly with yourself.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils begin in Reception with levels of attainment which are about the national average. They make good progress throughout the school and, by the end of Year 6, leave with standards that are above national average. This represents good progress. Pupils in Year 6 have some weaknesses in areas such as the use of control. However, the school recognises these and has arranged for this work to be covered at the local Innovation Centre.
- 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 good. They listen to each other and work well together, showing enjoyment in what they are doing. Lesson observations and discussions with pupils indicate that they are very positive about ICT and are enthusiastic users of ICT to support their learning.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Teachers have excellent subject knowledge and use this to plan activities which engage and motivate pupils. Teachers and teaching assistants use an effective range of resources well to develop independent learning skills. For example, in an excellent Year 6 literacy lesson, pupils worked in groups to prepare a resource on e-safety. Groups of pupils prepared a range of resources including short films, audio broadcasts and posters which would be used to support younger pupils and their parents.
- The relationships between staff and pupils are excellent. Teachers have very high expectations and lessons are a positive environment for pupils to learn in.
- 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.
- The use of ICT to support learning across the school is outstanding. Pupils have very good access to ICT and it is used appropriately in many curriculum areas 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 and ICT is woven into schemes of work for all curriculum areas.
- Effective links are being developed between ICT, literacy, numeracy and foundation subjects. This is having a very positive impact on pupils' achievement. Pupils are able to explain how ICT supports their learning in a wide range of subjects.
- The school works with the local Innovation Centre to support the teaching of control and animation. Pupils also develop their ICT skills in an annual enterprise project organised by the local Chamber of Commerce.
- The school has a working virtual learning environment (VLE) but has plans to update this to enable better access for pupils and parents.
- The school places a high priority on keeping children safe when using ICT and e-safety teaching within the school is outstanding. Pupils are supported to learn how to become responsible users of new technologies

in lessons and through assemblies and have a clear understanding of how to keep themselves safe whether at school or at home.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is outstanding.

- Although relatively new to the role, the subject coordinators have quickly evaluated strengths and areas for development in the use of ICT throughout the school. The subject is very well led and plans to develop the use of ICT further to improve outcomes for pupils are in place.
- Senior and middle leaders are well informed of current developments in 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:
 - embedding the use of assessment information so that the progress of pupils can be regularly and accurately monitored
 - ensuring that pupils are aware of what they need to do to improve
 - ensuring that the school's well-considered plans for ICT are implemented to so that ICT continues to make a significant impact on pupils' achievement in all curriculum areas.

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