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Mrs A Stead
Acting Headteacher
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Dear Mrs Stead

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 12 March 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 four lessons including one observed jointly with you.

The overall effectiveness of ICT is satisfactory.

Achievement in ICT

Achievement in ICT is satisfactory.

- Pupils begin in Reception with levels of attainment which are slightly above national expectations. They make satisfactory progress throughout the school and, by the end of Year 6, leave with standards that are above national averages, especially in the areas of presentation and communication.
- Pupils with special educational needs and/or disabilities are given effective support by teachers and make the same satisfactory 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 highly enthusiastic users of ICT to support their learning.

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. They use an effective range of resources well to develop independent learning skills. For example in one class, Key Stage 1 pupils used their ICT skills effectively to prepare a 'science week' challenge for older pupils. The pupils used digital images to illustrate a series of questions which they then presented with confidence in a whole-school assembly.
- The relationships between staff and pupils are excellent. Teachers have high expectations and lessons are a positive environment for pupils to learn.
- 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 good. 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 satisfactory.

- All pupils receive their entitlement to the statutory ICT National Curriculum. The curriculum is embedded in the schemes of work for literacy, numeracy and foundation subjects and this has a positive impact on pupils' achievement. Pupils are able to explain how ICT supports their learning in a wide range of subjects.
- A good emphasis is placed on presenting information, communication and data-handling but the curriculum is much less effective in the areas of control and data-logging. The school has developed effective links with a local secondary school to support teaching in this area. A lunchtime computer animation club is planned and this will add challenge and interest to the curriculum.
- The school has a working virtual learning environment (VLE) which is used enthusiastically by older pupils to support their work.
- The school places a high priority on keeping children safe when using ICT and e-safety teaching within the school is good. 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. An external consultant has led e-safety support sessions for pupils, staff, parents and carers.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is good.

- Self-evaluation is accurate and the school has a good capacity to improve further. The strengths and areas for development are known and a clear vision for the development of ICT is shared by all staff.
- Senior leaders are well informed of current developments in the subject. Technical support is good and ensures that systems are reliable and available when needed.
- 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.
- Staff have received training on how to keep pupils and themselves safe while using new technologies.

Areas for improvement, which we discussed, include:

- embedding the use of assessment information to ensure that the progress of pupils in ICT can be regularly monitored and that pupils are aware of what they need to do to improve
- developing the ICT curriculum to better challenge and enthuse pupils of all abilities.

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