2 May 2012

Mr R Driver
Headteacher
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Dear Mr Driver

Ofsted 2012–13 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 25 April 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; a tour of the school with pupils; and observation of three lessons including one observed jointly with the ICT coordinator.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

■ Children enter the Early Years Foundation Stage with ICT skills that are below those normally expected for their age. They make good progress as they move through the school and leave Year 6 with ICT standards that are in line with national expectations.

■ Different groups of pupils, including those pupils with special educational needs and/or disabilities, make good progress from their starting points. This is because teachers plan lessons carefully to ensure that their needs are well met and teaching assistants provide focused support for these pupils during learning activities.

- Pupils enjoy learning in ICT and their behaviour in lessons is good. Older pupils in particular understand the value of ICT and show a good understanding of how it can be used in our everyday lives. Pupils work well together in small groups but also show confidence when working independently.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- ICT lessons are well planned and teachers ensure that the pace of learning is good. Teachers assess pupils' learning well and plan subsequent lessons at just the right level for different groups of pupils. This supports pupils' good progress.

- Good teaching in ICT over time has led to pupils' engagement with their learning. For example, in an outstanding lesson observed in Year 6, pupils engaged in determining success criteria to judge the extent of their learning within the lesson. Their excellent behaviour and complete focus enabled the teacher to lead the lesson at a swift pace, while ensuring that minor misconceptions were effectively identified and addressed.

- ICT is used effectively to support learning across the school. Staff make good use of a range of resources to engage and inspire pupils.

- The school is beginning to use 'target cards' to outline the next steps of learning that pupils need to take to improve and develop their ICT skills and knowledge. However, the system is at an early stage of 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. Coverage of the different strands of the curriculum is well balanced.

- Good links have been developed between ICT and other areas of the curriculum. This is because the school has carefully mapped coverage of the ICT curriculum in each subject. Pupils have frequent opportunities to develop skills in manipulating video and sound in other subjects.

- Extra-curricular activities support the ICT curriculum well. For example, a well-attended daily lunchtime ICT club provides pupils with the opportunity to develop the speed and accuracy of their mathematical calculation skills by using software to compete against others. Pupils were observed enjoying this activity during the inspection.

- Some opportunities to enhance the curriculum further are missed because partnerships with others, including other schools, are not as strong as they could be. The school acknowledge that ICT family learning opportunities, with parents and carers working alongside their children, would also further improve the curriculum.

- Pupils demonstrate a satisfactory understanding of what they need to do to keep themselves safe when using new technologies at school and at home.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is good.

- Leaders' self-evaluation of ICT is detailed and accurate. As a result, improvements in ICT have been effectively prioritised and much has been achieved in a short space of time.
- Resources are well managed, despite additional challenges caused by the complex physical make-up of the school site, which has many outbuildings and temporary classrooms.
- Leaders do not always understand the full impact of their actions upon learning, because systems to track the progress of different groups of pupils over time are not as robust as they could be.

Areas for improvement, which we discussed, include:

- improving pupils' achievement in ICT by further developing and extending the use of individual ICT targets, so that pupils know how to improve
- improving the curriculum by further developing pupils' understanding of how to stay safe when using the internet and also by working innovatively to improve partnership working with others, including other schools and parents and carers
- improving the leadership in and management of ICT by sharpening systems to track pupils' progress over time, to enable increased accuracy in leaders' measurement of the impact of the school's actions upon pupils' improved learning.

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

Jeremy Spencer
Her Majesty's Inspector