

Aviation House
125 Kingsway
London
WC2B 6SE

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



11 May 2012

Mrs M Townsend
Headteacher
Raynville Primary School
Cross Aston Grove
Leeds
LS13 2TQ

Dear Mrs Townsend

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 2 May 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 two groups of pupils; scrutiny of relevant documentation; a tour of the school with pupils; analysis of pupils' work; and observations of three lessons, one of these being a joint observation with yourself.

The overall effectiveness of ICT is satisfactory.

Achievement in ICT

Achievement in ICT is satisfactory.

- Children's ICT skills on entry to the school vary considerably from year to year, although are broadly in line with those expected for their age. Different groups of pupils make satisfactory progress from their starting points in ICT as they move through the school. They go on to leave Year 6 with standards broadly in line with those expected for their age.
- Most pupils are enthusiastic about ICT and enjoy the subject. This is reflected in their good behaviour in lessons.
- Pupils with special educational needs and/or disabilities make satisfactory progress from their starting points, because teachers and teaching assistants ensure that their needs are met in lessons.

Quality of teaching in ICT

The quality of teaching in ICT is satisfactory.

- Pupils make satisfactory progress over time in ICT because the quality of teaching is satisfactory overall. Examples of good teaching exist and evidence shows that teachers are becoming increasingly imaginative and creative in their use of ICT to support learning in other subjects.
- In ICT lessons where the quality of teaching is good, pupils make good progress because the level of challenge is at just the right level for them. For example, in a good lesson observed in Year 6 during the inspection, pupils used software to manipulate video clips. They enjoyed the activity and pupils of different abilities found it to be challenging but achievable. However, in other lessons pupils' progress is not as strong because teachers do not provide enough challenge for pupils, particularly those who are more able.
- In the best lessons, teachers ensure a good balance between guided and independent learning activities. Where the quality of teaching is satisfactory, teachers often offer too much structure to pupils' learning activities. As a result, opportunities are missed for pupils to explore and extend their own learning experiences.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- The ICT curriculum is a strength of the school and supports pupils' enjoyment of the subject.
- All pupils experience all strands of the statutory ICT curriculum. ICT is also integrated well into pupils' learning in other subjects.
- ICT has been used well to support a number of enrichment activities, including videoconferencing links to a partner school in Ireland. Learning 'blogs' are also used well to support pupils' learning and enable parents and carers to gain an improved understanding of current curriculum coverage.
- The school acknowledge that pupils currently have too few opportunities to develop their understanding of control technology and data loggers.
- Pupils are supported well to build up a good understanding of how to stay safe with new technologies.

Effectiveness of leadership and management in ICT

The effectiveness of leadership and management in ICT is satisfactory.

- Leaders have developed a clear vision as to how they would like ICT to develop and have shared this appropriately. Well-considered action plans are in place.
- The ICT leader is knowledgeable, enthusiastic and determined to continue to improve the effectiveness of ICT in the school.
- Systems to track the progress of individuals and different groups of pupils over time lack refinement. This makes it difficult to measure the full impact of the school's actions to support improvement upon pupils' achievement.
- The ICT leader has few opportunities to monitor the quality of ICT teaching across the school, and to support the improvement of colleagues' practice.

Areas for improvement, which we discussed, include:

- improving the quality of teaching and pupils' achievement in ICT by ensuring an appropriate level of challenge in all learning activities, particularly for the more able
- developing systems to track the progress made by different groups of pupils in ICT over time in greater depth
- ensuring that the ICT leader observes colleagues' teaching more frequently to support its improvement
- improving the ICT curriculum by providing pupils with more frequent opportunities to develop skills in data-logging and control technology.

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