

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



21 May 2012

Reverend Hatrey  
Headteacher  
Wembdon St George's CofE Primary School  
Brantwood Road  
Wembdon  
Bridgwater  
TA6 7PS

Dear Reverend Hatrey

### **Ofsted 2012–13 subject survey inspection programme: design and technology (D&T)**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 8 May 2012 to look at work in D&T.

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 five lessons.

The overall effectiveness of D&T is satisfactory.

#### **Achievement in D&T**

Achievement in D&T is satisfactory.

- Pupils make satisfactory progress overall and by the time they reach Year 6 their attainment is broadly average. Children in the Early Years Foundation Stage, disabled pupils and those who have special educational needs make good progress. In 2010, pupils in Years 5 and 6 made good progress and reached above standards expected for their age.
- Pupils' behaviour and attitude to learning in D&T are good. In the lessons observed, pupils were confident and enjoyed the activities. They listened attentively to adults, worked collaboratively to improve their work and identified their own success criteria. They were very clear about how to keep safe when using sharp implements, and how to handle food safely, including pretend food in the café in the Early Years Foundation Stage.

## **Quality of teaching in D&T**

The quality of teaching in D&T is good.

- In all the lessons observed, teachers used good questioning skills that helped pupils to think deeply, and to concentrate when evaluating their skills and their product outcomes.
- Other adults are used in highly effective ways to support learning, especially for disabled pupils and those who have special educational needs. Their support is subtle and this allows the pupils to gain independence and to work with their classmates with minimum adult intervention or support.
- Assessment for literacy is good. The adaption of learning materials for disabled pupils and those who have special educational needs through the consistent use of symbols as part of an augmented communication system is a particular strength.

## **Quality of the curriculum in D&T**

The quality of the curriculum in D&T is satisfactory.

- The curriculum is designed around topics that allow supportive links with other subjects, especially, art, history, literacy and healthy living. Links with mathematics and aspects of science are underdeveloped.
- Design contexts are relevant and food production also includes a study of the packaging. However, allocated D&T time is sometimes wasted by an overemphasis on the appearance rather than the function of the products that pupils design and make. Examples include modelling wattle and daub Tudor houses out of card and painting model drawbridges.
- An increasing number of pupils take part in the robotics club where pupils develop their knowledge and skills in using computer control programmes.

## **Effectiveness of leadership and management in D&T**

The effectiveness of leadership and management in D&T is satisfactory.

- The school has an accurate knowledge of the overall strengths and is taking appropriate steps to tackle weaknesses in D&T. It has rightly identified that pupils need more opportunities to explore, use and understand computer-aided design and manufacture, mechanisms and modern materials.
- Monitoring by the subject leader gives a good overview of pupils' achievement. However, assessments are not sufficiently broken down into the different stands of D&T.

**Areas for improvement, which we discussed, include:**

- ensuring that curriculum planning securely builds on and promotes progress in the different strands of D&T including more supportive links with science and mathematics
- ensuring that the products pupils make reflect their creative designs and enhance their learning
- increasing the opportunities for pupils to explore, use and understand computer-aided design and manufacture, mechanisms and modern materials
- ensuring that assessments of pupils' achievements are broken down into the different strands of D&T and that these are subsequently used to inform curriculum planning.

I hope that these observations are useful as you continue to develop D&T 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

**Steffi Penny**  
**Her Majesty's Inspector**