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Miss Gayle Jenkins  
Headteacher  
Meadow Primary School  
Sparrow Farm Road  
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Epsom  
KT17 2LW

Dear Miss Jenkins

**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 15 June 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; paired observation of two lessons with your ICT leaders; observation of ICT in the reception stage; a learning walk with your two ICT leaders and a tour of the school led by three Year 6 pupils, with a focus on ICT.

The overall effectiveness of ICT is good.

**Achievement in ICT**

Achievement in ICT is good.

- Pupils enter the Early Years Foundation Stage with ICT capabilities that are slightly below national expectations. They make good progress and, by the end of Year 6, leave with standards that are above national expectations in communication, presentation, data handling and programming/control and in line with expectations in data logging.
- Disabled pupils and those who have special educational needs, and pupils with limited access to new technologies at home, are given effective support by teachers and teaching assistants, and make the same good progress as other groups of pupils.

- Pupils' behaviour when using ICT is good overall and, by Year 6, outstanding. Lesson observations and discussions with pupils indicate that they are extremely positive about ICT and fully embrace new technologies. Pupils spoken to described ICT as being 'exciting' and 'inspiring'.

### **Quality of teaching in ICT**

The quality of teaching in ICT is good.

- Teachers have excellent subject knowledge because of well-planned and well-focused subject-specific training. They are given good support in lessons by well-informed teaching assistants. As a result, pupils are now making good progress in lessons and over time.
- Teachers and teaching assistants use questions effectively to give immediate feedback and to move pupils forward in their learning. The learning objectives and success criteria of lessons are shared with pupils, as well as the 'learning journey' of a sequence of lessons. Although pupils self- and peer-assess at the end of a lesson, they do not have a clear understanding of their next steps for learning and their individual targets for ICT.
- Activities are well planned and challenging and put learning into a context. For example, Year 1 pupils use an art program to draw objects and shapes to be found at the seaside, as part of a 'History of the seaside' topic. Year 6 pupils research the history of Olympic sports to produce information pages for the school's learning platform.
- The relationships between staff and pupils are excellent. Teachers and support staff have high expectations and lessons are a positive and enjoyable experience for pupils.

### **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. A particular strength is the use of a freeware program to develop pupils' understanding of control. Many Year 6 pupils have been enthused by the program and use it at home, to continue to further develop their instructional and programming skills.
- Effective links are being developed between ICT and a range of subjects, and these are having a positive impact on pupils' achievement.
- The school's learning platform is used well by pupils, parents, staff and governors, to support pupils' learning at school and at home.
- Pupils with limited or no access to new technologies at home have regular opportunities to use school resources in the Key Stage 1 ICT club, the school's homework club and the before and after school clubs.
- The school places a high priority on keeping pupils safe when using new technologies. By Year 2, pupils have a sound understanding of how to

keep safe. By Year 6, they have a good understanding of how to keep safe.

### **Effectiveness of leadership and management in ICT**

The effectiveness of leadership and management in ICT is good.

- Following the amalgamation of the infant and junior schools, the school has focused on raising standards in English and mathematics. Since September 2011, the profile of ICT has been raised following the appointment of two new subject leaders. ICT is the focus of improvement for 2011–2012.
- The two subject leaders work very well together and have had a very positive impact on the subject in a relatively short period of time. They have ensured that the vision for ICT is understood by pupils, staff, parents and governors. As a result, standards are rapidly rising.
- Regular staff training ensures that teachers and teaching assistants are well informed of new initiatives, such as the development of the learning platform and the introduction of new tracking and assessment procedures. Technical support is good and ensures that systems are safe and reliable.
- The governing body is very supportive of the developments in ICT and of the on-going financial investment required. For example, a range of tablet computers has been purchased and is being evaluated before more are purchased. A new server is being installed, to bring together what has been two separate networks for the two schools now amalgamated.
- Meetings for parents have been held to discuss how to access and use the learning platform and how to keep their children safe when using new technologies at home.
- Self-evaluation is accurate and the school has a good capacity to improve further.

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

- embedding and evaluating the new assessment procedures so that:
  - pupils' progress can be accurately monitored in all strands of the ICT curriculum
  - pupils are aware of their individual targets for improvement.

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.

Yours sincerely

**Anthony Green**

## **Additional Inspector**