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Mr S Betts  
Headteacher  
Malin Bridge Primary School  
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Dear Mr Betts

**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 26 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; and observation of three lessons, with each of these being observed jointly with senior leaders.

The overall effectiveness of ICT is satisfactory.

**Achievement in ICT**

Achievement in ICT is satisfactory.

- Children enter the Early Years Foundation Stage with ICT capabilities that are broadly in line with those expected for their age. They make satisfactory progress in developing ICT skills in the Early Years Foundation Stage and in Key Stages 1 and 2. As a result, they leave Year 6 with standards broadly in line with those expected for 11 year olds.
- Disabled pupils and those who have special educational needs make similar progress in developing their ICT skills to that of other groups of pupils. This is because their needs are accurately identified by staff and learning tasks are adapted appropriately to meet their needs.

## **Quality of teaching in ICT**

The quality of teaching in ICT is satisfactory.

- Teaching is satisfactory overall, as reflected by the satisfactory progress in ICT made by different groups of pupils over time. However, examples of good teaching were observed in the inspection. Teachers have a satisfactory level of confidence and subject expertise.
- Where the quality of teaching is strongest, teachers ensure that the pace of learning is brisk and is maintained well in lessons. Frequent assessments are made of pupils' work, and this supports teachers in ensuring that lessons are pitched at just the right level for pupils. This was the case in a Year 5 lesson observed during the inspection, in which pupils used software to manipulate sounds.
- Where teaching is good, the teachers also tend to share well-planned lesson objectives and success criteria with pupils and ensure that they understand how their learning is developing. This supports their good engagement and behaviour in lessons.
- Where the quality of teaching is less effective, teachers do not assess pupils' work in lessons frequently enough. As a result, those pupils who are not learning effectively, or those who are finding activities to lack suitable level of challenge, are not always identified efficiently by staff. As a result, the pace of learning is slower.
- Systems to track the progress made by different groups of pupils in ICT are underdeveloped. Similarly, systems to identify targets for pupils and help them to understand the next steps they need to take in learning lack rigour.

## **Quality of the curriculum in ICT**

The quality of the curriculum in ICT is good.

- The school are coming to the end of the first year of a newly implemented curriculum across the school which incorporates the progressive development of pupils' ICT skills. The expectations of pupils in each year group are appropriate and are made clear to staff. Good coverage is given to ICT across different subjects of the curriculum. However, the full impact of the revised curriculum on raising pupils' achievement is yet to be seen.
- Good, and regular, emphasis on teaching pupils to be safe when using new technologies is in place. As a result, pupils in Years 2 and 5 have a good and well-developed understanding of e-safety for their age.
- The school's good ICT curriculum supports the effective development of partnerships with the wider community. For example, pupils in Key Stage 2 use video-conferencing technology to work with learning partners in a Spanish school. Opportunities for parents and carers to work alongside pupils in 'family learning' sessions, also make a valuable contribution to the ICT curriculum.

- Despite some significant strengths in the curriculum, the school acknowledges that opportunities for pupils to use data-logging devices and sensor technologies are too infrequent in Key Stage 2.

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

The effectiveness of leadership and management in ICT is satisfactory.

- The school is currently operating without an ICT leader, due to staff absence. A new leader will formally begin the role in September 2012. Senior leaders' self-evaluation of the effectiveness of ICT in the school is highly accurate. The school rightly judges the leadership and management of ICT as satisfactory. An appropriate range of ICT and e-safety policies and procedures are in place and understood by staff and other stakeholders. A good range of ICT resources are available in the school.
- Weaknesses in systems to track the progress of pupils in ICT mean that it is difficult for leaders to accurately judge the impact of their actions on raising pupils' achievement.
- ICT action plans are well-considered and address school weaknesses. However, systems to monitor the impact of the actions taken, including the monitoring activities of the governing body, lack rigour.

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

- sharpening tracking systems to ensure that teachers and leaders gain a more accurate picture of the progress made by different groups of pupils in ICT, to better demonstrate the impact of their actions and support the identification of appropriate improvement targets for pupils
- further improving the quality of the curriculum by ensuring that pupils have more frequent opportunities to use data-logging and sensor technologies in Key Stage 2
- improving the quality of monitoring and evaluation in ICT, including by the governing body, by ensuring that monitoring arrangements are more closely aligned with key actions and clearly state when, how and by whom actions will be monitored.

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**